New Scenes for Career Guidance

Workshop 3
Erasmus+ project: Guiding Schools

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CENTRO STUDI
PLURIVERSUM

Models and tools to live in a complex world

@sorprendo_it

SORPRENDO

Orientare alle professioni

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GUIDING SCHOOLS

A pathway to quality

Erasmus+

Lifelong career guidance > focus on schools
Schools are going to play a crucial role
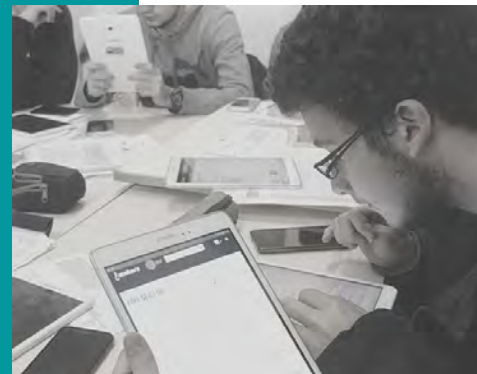## to support all students in transitions to careers

GUIDING SCHOOLS

1 - **Improving quality** of career guidance services provision in secondary schools in Europe

2 - Providing **tools and training** for teachers and practitioners

3 – Building a web platform and **a community of Guiding Schools (Benchmarking)**

Erasmus+

MY FUTURE – Handbook

MYFUTURE project (2017-2019)
Enhancing the quality of career guidance

HANDBOOK FOR TEACHERS AND PRACTITIONERS
By Prof. Ronald Sultana – University of Malta

The need to improve this tool nationally and to develop training pathways and resources for teachers

How to become a «Guiding School»?
https://www.guidingschools.eu/

A new web platform to support Guidance Schools all over Europe - www.guidingschools.eu

GUIDING SCHOOLS

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Improving quality standards for career guidance at schools

A new web platform to support Guidance Schools all over Europe - www.guidingschools.eu

GUIDING SCHOOLS

WE INVOLVE

240 TEACHERS

120 SCHOOLS

400 STUDENTS

WE AIM

To design and develop a set of tools to help schools ensure high-quality career guidance activities in 7 Countries.

To boost the role and the skills of teachers in order to help them provide career learning and guidance at school.

Erasmus+

The quality model is based on 6 main areas

Career education	**Career information**	**Career Guidance**
Career Center	**Career Network**	**Reflective Practitioner**

R. Sultana (2018) "Enhancing the quality of career guidance: A handbook". Siena: Pluriversum

A set of tools for becoming a Guidance School

WE WORK TO CREATE

Quality framework

A quality framework for career learning at school based on the European approach of Career Management Skills.

Self-assessment tool

An online self-assessment tool to identify gaps and improve the weakest areas of the career guidance system of each school.

E-learning platform

A new e-learning platform for teachers and practitioners to implement the quality system at school.

E-guidance platform

An integrated e-guidance platform to provide schools with an effective career guidance system powered through accessible digital tools.

The check list for an international benchmarking and to identify the development areas of each school

Why a self-assessment tool?

SELF-ASSESSMENT TOOL

Quality is related to a set of factors that ensure benefits to all students in building their own carrer plan. This self-assessment tool will help teachers and school managers to check their services and to benchmark them with other schools locally and nationally. At the same time, the tool offers teachers the opportunity to reflect on the quality of the guidance services offered and to plan improvement actions.

Why a new e-learning platform?

GUIDING SCHOOLS

Quality is also strong related to the qualifications of guidance teams. The project will provide e-training to teachers and practitioners to support them in implementing the quality career guidance in schools. The platform will be organized according to the areas of the quality framework, therefore with in-depth analysis of theoretical and methodological resources for the various components of career learning and guidance.

New resources and tools

Why a new e-learning platform?

E-LEARNING PLATFORM

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Why an e-guidance platform?

E-GUIDANCE PLATFORM

One of the key factors of an effective quality career guidance system is the capacity of providing also e-learning and e-guidance services to all students to enhance accessibility of information and resources and to address emerging needs in real time and to respond to a raising demand of prfessional advice and support.

The international training in Bari (Puglia - Italia)
14-18 November 2022 – University of Bari

The international training in Bari

Participants: 14 teachers and practitioners from the international partners (2 from each)

The training includes:

- **Workshop on the new proposal for a quality framework for career guidance at school (IO1)**
- **Work sessions on the Career Management Skills approach, the use of the self-assessment tool (IO2), the e-learning platform (IO3) and the e-guidance resources (IO4)**

THE ROLE OF A REFLECTIVE PRACTITIONER AT SCHOOL

THE REFLECTIVE PRACTITIONER

"There is a person
or, depending on the size of the school population, a group of persons

professionally trained **to design and coordinate** the delivery of the career guidance service

to **review efforts on a regular basis**"

Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation?

Conclusion
What else could you have done?

Action plan
If it arose again what would you do?

Reflective Practice
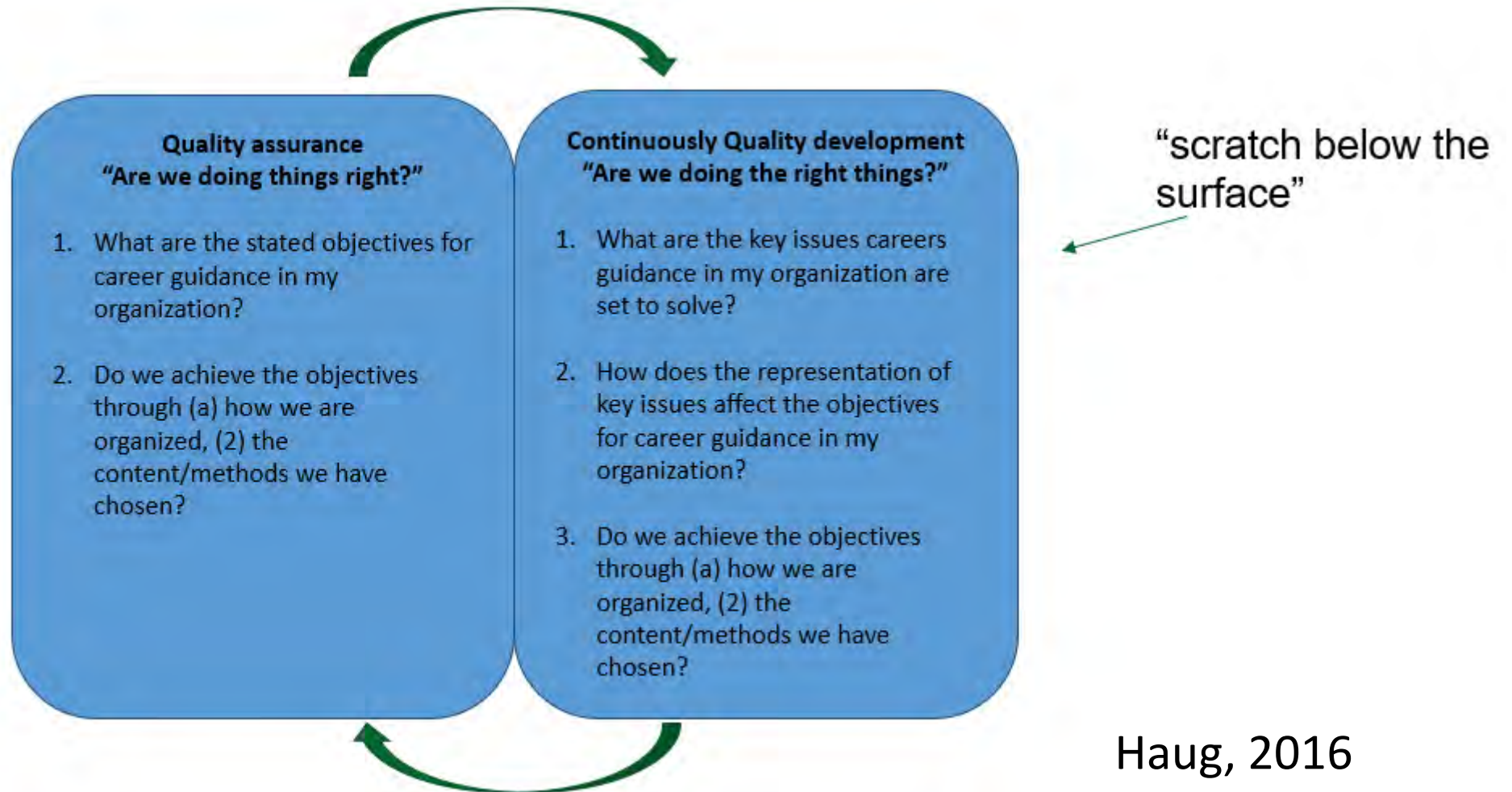
About Quality:

Four approaches to quality assurance in career guidance

Hooley and Rice (2018, p. 480) propose four approaches to quality assurance in career guidance:

1. regulatory approaches that focus on legal requirements imposed on providers as a means of improving quality
2. advisory approaches that describe what quality looks like for providers, and may include exemplars of good practice for them to follow
3. organic approaches who view quality as being defined by the provider and the professional; and
4. competitive approaches view quality as being driven by customer responses.

Quality assurance and continuously quality development

Quality assurance
"Are we doing things right?"

1. What are the stated objectives for career guidance in my organization?

2. Do we achieve the objectives through (a) how we are organized, (2) the content/methods we have chosen?

Continuously Quality development
"Are we doing the right things?"

1. What are the key issues careers guidance in my organization are set to solve?

2. How does the representation of key issues affect the objectives for career guidance in my organization?

3. Do we achieve the objectives through (a) how we are organized, (2) the content/methods we have chosen?

"scratch below the surface"

Haug, 2016

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Thank you!