

## **Optional Subject: Career Education**

### **1. General Provisions**

#### **1.1. Learning and Educational Objectives**

The subject is aimed to develop the following:

- 1) The students become aware of their interests, capabilities and skills, which enable the formation of adequate self-perception and making definite plans for their career;
- 2) The students develop learning, communication, team work, decision-making and information processing skills;
- 3) The students improve their skills in setting aspirations and aims, and work systematically to achieve them;
- 4) Develops the aspiration and readiness for lifelong learning and independent career decisions;
- 5) Introduces different professions/occupations, makes the students familiar with educational and vocational possibilities, legislation governing employment relationships, and the local business environment.

#### **1.2. Description of the subject**

The subject 'Career Education' covers topics developing students' readiness to gain better employment on the labour market, increasing their independent decision-making, helping to fulfil different roles during their life and achieving lifelong learning. Also, 'Career Education' enables the employment of the human resources in society in the best possible way, joining the skills and interests of people with their working and educational potential.

The subject consists of three parts:

1. Self-perception helps to develop individual and social skills. The students get to know themselves. Their communication and learning skills develop. Understanding and skills learnt through this subject will help to prevent drop-outs.
2. Knowing educational possibilities and working life facilitates the making of aware decisions after graduating from basic education. The students notice changes on the labour market and they value lifelong learning.
3. Planning and decision-making. The students develop planning skills and awareness in decision-making. They build up an ability to use career information materials. The students feel a responsibility in designing their career and coping with life.

'Career Education' focuses on developing students' awareness of their personality traits and connects these with their career choices. The students learn to appreciate lifelong learning; they obtain information about the possibilities of further education, and the knowledge to use this information in realizing their plans. The students are told about different possibilities of work practice, and they are encouraged to try them. The 'Career Education' curriculum for basic schools consists of one 35-hour course. It supports the students in their career planning, and makes them ready for lifelong learning, integrating it with the skills and knowledge acquired from other subjects.

### **1.3. In planning and organizing curricular activities:**

- 1) The starting point is basic values, general competences, aims of the subject, content of education and expected results of the curriculum, while also supporting integration with other subjects and main topics;
- 2) The aim is to achieve a moderate learning load (incl. homework), which is divided evenly during the whole school year and leaves the students enough time for rest and recreational activities;
- 3) The students are given the opportunity to take part in individual and group learning (individual, paired and group work) to support their development into active and independent learners;
- 4) Differentiated study assignments are used; the essence and level of difficulty of these assignments should support an individualized approach and increase the motivation to study;
- 5) Modern teaching materials and equipment based on information and communication technology are used;
- 6) The educational environment is widened: enterprises, next-level educational institutions, computer classes, natural environments, museums, exhibitions, etc.;
- 7) Students should obtain an overview of different areas of work, incl. an introduction to direct workplace environments;
- 8) Different teaching methods are used, incl. active learning (preferential): role-play, discussions, debate, problem-solving, project learning, compiling learning folders and research papers;
- 9) Students can choose the projects and research activities according to their interests (according to their preferences in occupational or vocational training or their specialty), or upon recommendations by parents, local entrepreneurs, career advisers, etc.;
- 10) Favourable conditions for the students to make well-informed career decisions are created;
- 11) In cooperation with subject teachers, the topics discussed are tied to and timed according to topics discussed in human studies, social studies, native language and other subjects, as well as student evaluations.

### **1.4. Physical learning environment**

The students should be guaranteed the following conditions and use of the following materials:

- 1) Various worksheets and questionnaires;
- 2) Books on career planning available in the school library;
- 3) The use of computer classes and a computer to search for career planning information from the Internet ([www.rajaleidja.ee](http://www.rajaleidja.ee), etc.);
- 4) Personal support from career planning specialists; objective and confidential advice according to the needs of the student.

## **1.5. Assessment**

Evaluating the learning results of 'Career Education' is based on the stipulations in the general part of the Basic School National Curriculum and other legislation concerning assessment. Knowledge and practical implementation skills are evaluated on the basis of students' general ability to give oral answers (presentations), written and/or practical work and practical activities, also considering the correspondence of students' knowledge and skills to the aims set in the curriculum. Evaluation is given as a verbal rating and as a numerical rating.

During 'Career Education', no evaluation is given of the attitudes and values of the student, but if possible and necessary, some feedback is given. In the evaluation process, the personality of the student is considered important and its development is supported. The student must be an active partner in the evaluation process, because this supports the development of their self-analysis skills.

It is advisory that during this course the students compile their personal learning folder where all of the material on self-analysis (as well as the worksheets of visiting enterprises and other results of learning tasks and other materials of interest concerning the occupation or specialty of interest) is collected. The learning task results collected may be personal tasks or group work. Presenting such a folder may be used as the final rating for the course.

At the beginning of the course, the student is told what will be evaluated, and when and how it will take place.

The following items are used for assessment:

- 1) Practical work: compiling a CV; writing an essay; review or summary of visits to enterprises or participating in work shadow day; personal career plan (study plan), etc.;
- 2) Skills in interpreting practical activities;
- 3) Skills in searching for and analysing relevant information;
- 4) Creativity and rationality;
- 5) Awareness of the main factors influencing career decisions;
- 6) Achieving the aims of the curriculum; this is demonstrated by the student in the form of discussions, group work folders, etc.

## **2. Syllabus**

### **2.1. Learning Outcomes and Learning Content in the 3<sup>rd</sup> stage of study**

#### **1) Self-analysis and its importance in career planning**

##### **Learning outcomes**

The students:

- 1) Analyze their personality;
- 2) Identify their strong and weak points and associates these properties with the requirements of different professions;
- 3) Use the results of self-analysis in planning their careers.

##### **Learning content**

Personality traits: temperament and personality

Personality traits: values, needs and emotions

Personality traits: capabilities, interests and skills (general skills and specific skills)

Self-perception and self-evaluation

## **2) Knowing about educational options and working life: its importance in career planning**

### **Learning outcomes**

Students:

- 1) Are familiar with the general situation on the labour market, its forecasts and needs and different types of enterprises;
- 2) Know professions and occupations and local fields of economic activity;
- 3) Know how to find information on the labour market;
- 4) Are aware of themselves as future workers;
- 5) Are familiar with possibilities of continuing their education and are able to see relationships between education and the labour market.

### **Learning content**

The labour market in flux: the current situation on the labour market, trends, directions of development, forecasts, employers' expectations and legislation governing employment relationships

The workforce market in flux: supply and demand on the workforce market, competition, lifelong learning and work motivation

Fields of economic activity, professions, occupations and professional standards: classification of professions and occupations

Education: specialising, the education system, formal and non-formal education and relationships between education and the labour market

## **3) Planning and decision-making**

### **Learning outcomes**

Students:

- 1) Know the principles of career planning and take them into consideration when making career choices;
- 2) Are able to make decisions and consciously consider the factors influencing their decisions;
- 3) Use career planning services (career advice, supply of career information and career education) where necessary;
- 4) Are aware of their different lifestyles and roles and how these relate to their work;
- 5) Have the knowledge and skills required to produce a personal career plan;
- 6) Understand their personal responsibility for planning their career.

### **Learning content**

Career planning as a lifelong process: the decision-making and factors influencing it, difficulties in decision-making, sources of career information, searching for information, alternatives, obligatory choices, coping with changes, career information and career advice

Producing a personal career plan: lifelong learning, careers, career planning, producing a career plan, success, roles in life, lifestyles, learning motivation, personal responsibility and application documents