
Project work plan

Six sub projects

Mainburg Meeting 6-8 October 2011





This Project work plan is made for the benefit of the Leonardo project

Career Learning as a Success Factor for Lifelong Learning

510069-LLP-1-2010-1-NL-LEONARDO-LMP

Mainburg

8 October 2011



Education and Culture DG

Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Index

Positive pictures: Successful goals!	<i>Originators: AT, DE, NL</i>	3
Networking skills for career success	<i>Originators: PL, FI, SC, BE</i>	5
Resilience for career learning	<i>Originators: SC, FI, NL</i>	7
Coaching: four roles for teachers	<i>Originators: PL, ES, DE</i>	9
Facilitating peer groups on career learning	<i>Originators: AT, BE, NL</i>	11
Work exploration and guided reflection	<i>Originators: DE, ES, NL</i>	13
Relative impact of the three themes in our six projects		15



Positive pictures: Successful goals!

Originators: AT, DE, NL

Objectives		
<p>During their education, most students have some, and sometimes even severe, problems with their motivation. They experience that it is difficult to stay focused on their education and their career-path. From top-sport we know that the technique of visualizing is often very successful to help sportsmen stay focused. We will: adopt and adapt this technique for students. The outcome will be better focused students by means of training teachers and trainers in schools. To start, we will make a framework for a train- the-trainer programme. Trainers learn how to train other teachers/trainers to guide students in learning this technique.</p>		
Task	Timeline	Responsibility
1. Literature and rationale: scientific reports	October 2011 - February 2012	DE delivering AT, NL reading
2. Adapt the method of Mental Top for school area and career learning. Mental top will be tuned to school i.e. to the project career learning by making a framework in the form of a trainer the trainer program.	November 2011 - February 2012	DE
3. Teachers learn the method and teachers learn the application in school.	1 st training session SAB Graz/AT 30. - 31. March 2012 2 nd training session SAB Graz/AT 27. - 28. April 2012 1 st training (Landstede, Zwolle/NL) 2 nd training (Landstede, Zwolle,/NL)	AT,DE,NL



4. Evaluation of train the trainer program pilots in AT and NL by trained teachers as well in the PG	May 2012	AT,DE,NL
5. Training students: Pilot with a small group of students	May- August 2012	AT,NL
6. Evaluation by trainers, students and in the PG	August-September 2012	AT,DE,NL

Criteria:

1. Relevance to project aims	This sub-project helps students to stay focused during their learning and their career. It is a prerequisite for successful career learning.
2. Innovative, new	This visualization technique is used in sports. Partners in the project do not know of any systematic use of visualization techniques as a means to influence motivation of students in a school context.
3. Of common interest across the partnership	During the 4 th work session all partners agreed to the importance of this subproject.
4. Feasible within the time available and resources	Time schedule is tight but achievable
5. Staff/management/student buy-in/support	Partial buy-in is necessary
6. Potential impact	Successful students; a decline in dropout



Networking skills for career success

Originators: PL, FI, SC, BE

Objectives		
We will: help students to develop business networking skills which will aid them to create and maintain a lifelong career		
By: delivering a series of workshops covering essential aspects of business networking		
Task	Timeline	Responsibility
1. Review relevant literature and provide rationale for our pilot	30.11.11	All
2. Develop a common understanding of networking	31.12.11	All
3. Develop a common understanding of what key networking skills are	31.12.11	All
4. Create sets of competencies which will encompass <ul style="list-style-type: none">- visits, job fairs, etcetera- confidence building- multicultural awareness- virtual/social networking	31.12.11	All
5. Make an inventory of already existing materials	31.01.12	All
6. Develop workshops	31.01.12	All
7. Identify and train delivery staff	31.01.12	All



8. Identify student groups	31.01.12	All
9. Deliver workshops	Feb-May 2012	All
10. Evaluate workshops	June 2012	All
11. Develop plan for translating materials	June 2012	All

Criteria:

1. Relevance to project aims	By coaching students to make and develop networks and contacts we will aid them to create and maintain a lifelong career
2. Innovative, new	We will establish through research the extent to which the materials and resources for these workshops will be innovative. We can state that it is a new initiative in the institutions of the partners.
3. Of common interest across the partnership	The extent to which the materials can be adopted and used by partners will be dependent on the quality of the rationale and the translation of the materials.
4. Feasible within the time available and resources	The timelines will be challenging, but are achievable. The resources are mainly the skillsets of the pilot partners, in which we are confident.
5. Staff/management/student buy-in/support	Because this is a pilot, we are confident that we will get buy-in from the key stakeholders.
6. Potential impact	By coaching students to make and develop networks and contacts we will aid them to create and maintain a lifelong career



Originators: SC, FI, NL

Resilience for career learning

Objectives: We will: help students to develop their resilience and ability to cope with setbacks in their learning and working careers By: developing learning and teaching resources based on Mindset Theory (Dweck) and the Bounce Back programme (McGrath and Noble)		
Task	Timeline	Responsibility
1. Contact Toni Noble to discuss adapting Bounce Back materials for older learners	30.11.11	Anne
2. Review literature and provide rationale for pilot	31.11.11	All
3. Develop learning and teaching materials	30.04.12	Lead: Anne & Caroll With: Theo & Natascha
4. Recruit staff and student pilot participants	30.04.12	All
5. Develop staff development materials	30.04.12 (progress report for March meeting)	Lead: Anne & Carol With: Theo & Natascha
6. Pilot learning and teaching materials	31.05.12	All
7. Evaluate learning and teaching materials + staff development materials	30.06.12	All
8. Disseminate outcomes	31.08.12	All
9. Develop plan for translating materials	31.08.12	All



Criteria:

1. Relevance to project aims	By helping students to develop their resilience and ability to cope with setbacks in their learning and working careers, we will aid them to maintain a lifelong career.
2. Innovative, new	We are aware that Bounce Back has previously only been used as a n approach with younger learners. We will establish through research the extent to which the materials and resources for these workshops will be innovative. We can state that it is a new initiative in the institutions of the partners.
3. Of common interest across the partnership	The extent to which the materials can be adopted and used by partners will be dependent on the quality of the rationale and the translation of the materials.
4. Feasible within the time available and resources	The timelines will be challenging, but are achievable. The resources are mainly the skillsets of the pilot partners, in which we are confident.
5. Staff/management/student buy-in/support	Because this is a pilot, we are confident that we will get buy-in from the key stakeholders.
6. Potential impact	One of the outcomes of the pilot could be to include the pilot group within the Career Learning network on Huddle, which has potential to track the long-term career journeys of the young people involved.



Coaching: four roles for teachers

Originators: PL, ES, DE

Objectives: We will: help teachers to develop a coherent view on their job: four roles when guiding students By: developing learning and teaching resources based on Solution Focused Coaching (4SFC Model by Visser&Schlund)		
Task	Timeline	Responsibility
1. Study and review publications of Visser&Schlund and other relevant literature(see bibliography)	31.12.11	All
2. Translating relevant material (from Dutch into English and perhaps German)	January meeting	All
3. Develop learning and teaching materials	March meeting	All
4. Recruit staff pilot participants	30.04.12	All
5. Pilot learning and teaching materials	31.05.12	All
6. Evaluate learning and teaching materials + staff development materials	30.06.12	All
7. Disseminate outcomes	31.08.12	All
8. Develop plan for translating materials	31.08.12	All



Criteria:

<p>1. Relevance to project aims</p>	<p>Coaching is an umbrella concept that needs clarification. The so called 4SFC model derived from Solution focused coaching looks promising. This model describes four different types of situations requiring different solution-focused roles. These roles match very well with teacher roles</p>
<p>2. Innovative, new</p>	<p>We are aware that the 4SFC model is used in professional coaching. We will establish through research the extent to which the materials and resources for these workshops will be innovative for vocational education. We can state that it is a new initiative in the institutions of the partners.</p>
<p>3. Of common interest across the partnership</p>	<p>The extent to which the materials can be adopted and used by partners will be dependent on the quality of the rationale and the translation of the materials.</p>
<p>4. Feasible within the time available and resources</p>	<p>The timelines will be challenging, but are achievable. The resources are mainly the skillsets of the pilot partners, in which we are confident.</p>
<p>5. Staff/management/student buy-in/support</p>	<p>Because this is a pilot, we are confident that we will get buy-in from the key stakeholders.</p>
<p>6. Potential impact</p>	<p>Clarification of the task of teachers in a modern competence based vocational education; bridging the ideology debates between the traditionalists and the adherents of 'New Learning'</p>



Facilitating peer groups on career learning

Originators: AT, BE, NL

<p>Objectives:</p> <p>We will: help students to get together in groups and discuss their learning and career as peers</p> <p>By: developing teacher material ‘How to facilitate peer groups’ in collaboration with existing student panels</p>		
Task	Timeline	Responsibility
1. Short summary of relevant literature	31.12.11	All
2. Teacher and student panels look at the draft list of questions to get more feedback from them, e.g. are the questions relevant, do we need more or other questions; discussing process matters: group composition, relation to curriculum and to individual coaching and guidance	31.01.12	All
3. Report on the outcomes of the input from the different panels	March meeting	All
4. A common framework and connect with existing curricula and organising it	30.04.12 (progress report for March meeting)	All
5. Organising a pilot in the partner countries	31.05.12	All
6. Evaluation and adjustment	30.06.12	All
7. Disseminate outcomes	31.08.12	All
8. Develop plan for translating materials	31.08.12	All



Criteria:

1. Relevance to project aims	Students become more successful/ self-aware in career learning by talking to each other (e.g. about the three major themes “working identity”, “making choices”, “self-efficacy”). During the student panels, especially the ones in the Netherlands, students reported that they liked these panels, especially the talking to each other, i.e. to peers. At the same time the students stated that they themselves were not able to organise and execute these panels. Therefore we decided to develop together with students and teachers/guides a working method for these peer groups.
2. Innovative, new	Peer groups do not exist so far and are not integrated in existing curricula.
3. Of common interest across the partnership	Peer groups can be organised with different target groups/ levels in different educational systems.
4. Feasible within the time available and resources	The timelines will be challenging, but are achievable. The resources are mainly the skillsets of the pilot partners, in which we are confident.
5. Staff/management/student buy-in/support	Student-panels, teacher-panels.
6. Potential impact	Applicable at all levels, low costs



Originators: DE, ES, NL

Work exploration and guided reflection

Objectives: We will: guide students to make their experiences on workplaces more productive for their vocational learning by reflection By: training teachers on systematic guidance of students in reconstructing work experiences		
Task	Timeline	Responsibility
1. Short summary of relevant literature	31.12.11	All
2. Outline for work placement and learning	January meeting	All
3. Learning and teaching materials on guided reflection	March meeting	All
4. Train the trainer pilot in one or two partner countries	31.05.12	All
5. Evaluation and adjustment	30.06.12	All
6. Disseminate outcomes	31.08.12	All
7. Develop plan for further experimenting and piloting	31.08.12	All



Criteria:

1. Relevance to project aims	Recent research stresses the importance of work exploration as a means getting a grip on career choices. Also the value of learning in practice is widely acknowledged. The positive effects could be maximized by helping students to reflect on their experiences in the real world of work. This project entails a training to enlarge teachers' reconstruction ability. It trains teachers to supervise students during their reflection
2. Innovative, new	Work exploration in combination with guided reflection is new.
3. Of common interest across the partnership	Reflection on work experiences is a key factor for productive learning in work placements.
4. Feasible within the time available and resources	The timelines will be challenging, but are achievable. The resources are mainly the skillsets of the pilot partners, in which we are confident.
5. Staff/management/student buy-in/support	We need buy in for expertise.
6. Potential impact	Applicable at all levels.



Relative impact of the three themes in our six projects



Work Exploration



Facilitating Peer Groups



Coaching Skills



Resilience / Bounce Back



Networking Skills



Positive pictures: Successful goals!

Work-identity Making Choices Self-efficacy

