



European Schools

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Pedagogical Development Unit

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Syllabus for Careers Guidance – Secondary cycle

**APPROVED BY THE JOINT TEACHING COMMITTEE ON 13 AND 14 FEBRUARY
2014 IN BRUSSELS**

Entry into force on 1 September 2014

Introduction:

This Careers Guidance syllabus focuses on the knowledge and the competences to be attained at the end of cycle 2 and 3.

The syllabus includes general objectives, didactic principles, learning objectives, contents and assessment. It presents the careers guidance items students will be expected to learn, and describe the knowledge and skills they will develop to be able to make appropriate choices.

The structure of the syllabus is intentionally brief but is expanded through a commentary (annex).

The syllabus for Careers Guidance will come into force in September 2014 for cycles 2 and 3.

1. General objectives:

The European Schools have the two objectives of providing formal education and of encouraging pupils' personal development in a wider social and cultural context. Formal education involves the acquisition of competences – knowledge, skills and attitudes across a range of domains. Personal development takes place in a variety of spiritual, moral, social and cultural contexts. It involves an awareness of appropriate behaviour, an understanding of the environment in which pupils live, and a development of their individual identity.

These two objectives are nurtured in the context of an enhanced awareness of the richness of European culture. Awareness and experience of a shared European life should lead pupils towards a greater respect for the traditions of each individual country and region in Europe, while developing and preserving their own national identities.

The pupils of the European Schools are future citizens of Europe and the world. As such, they need a range of competences if they are to meet the challenges of a rapidly-changing world. In 2006 the European Council and European Parliament adopted a European Framework for Key Competences for Lifelong Learning. It identifies eight key competences which all individuals need for personal fulfilment and development, for active citizenship, for social inclusion and for employment:

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

The European Schools' curriculum seeks to develop all of these key competences in the students. Within this framework, the Careers Guidance programme focuses on specific elements of the key competences with the aim of facilitating students' future participation in the wider world of work.

2. Didactic principles:

Careers guidance activities are based on the following didactic principles:

- the pupils are assisted in assessing their individual strengths, weaknesses, skills and interests
- the pupils are assisted in taking responsibility for their own future
- the pupils are encouraged to research, select, organise and evaluate information regarding study and careers choices
- the pupils are encouraged to appreciate the way they relate to other people, their societies and cultures
- the pupils use ICT as a teaching/learning instrument in research and through specific programmes, e.g. to stimulate self awareness

The above list is not exhaustive and not in order of importance.

3. Learning objectives:

Cycle 2

By the end of the second cycle, the student should be able to

1. identify his/her knowledge, skills and attitudes
2. research and organise information from a wide range of sources
3. identify the various factors involved in choosing careers
4. show awareness of career possibilities
5. find out about the world of work
6. show awareness of equal opportunities in subject and career choices and recognise stereotyping
7. use basic study skills
8. make informed and coherent decisions about Year Six option choices

Cycle 3

By the end of the third cycle, the student should be able to

1. apply his/her knowledge, skills, and attitudes
2. evaluate information from a wide range of sources and select those most reliable and suitable
3. identify and use knowledge of career possibilities in a local, national and international context.
4. use information about the world of work in the context of study and career choices
5. use knowledge of current employment structures and career paths
6. use advanced study skills suitable for future education
7. understand the structure of the European Baccalaureate
8. make considered choices in relation to future studies and careers

4. Contents:

Cycle 2

By the end of the second cycle, the student should have acquired

1. basic knowledge of his/her capacities, interests and aptitudes and their significance for future career choices
2. knowledge of the structure of the European Baccalaureate relevant to subject choices
3. knowledge of course content of subjects in cycle 3
4. awareness of possible consequences of his/her cycle 3 choices for Higher Education
5. basic knowledge of work environments in an international context
6. basic knowledge of how to research and investigate diverse career paths
7. experience in matching interests and aptitudes to subject choices and possible future studies
8. practical experience of the work place preferably through a work experience scheme
9. written and oral communication skills in relation to study and work applications

Cycle 3

By the end of the third cycle, the student should have acquired

1. insight into his/her capacities, interests and aptitudes and their significance for future career choices
2. insight into structure and assessment of the European Baccalaureate
3. insight into work environments, employment trends and career paths
4. the relevant study skills and examination techniques
5. an up-to-date knowledge of Higher Education options
6. the ability to access, process and evaluate information from various sources relevant to their study and career choices
7. insight into the application tools and procedures to Higher Education Institutions
8. knowledge of structure and assessment in Higher Education institution

5. Annex: Commentaries

The following section comments on some parts of the syllabus where clarification is necessary. Quotations from the syllabus are in bold and in italics.

a) Learning Objectives Cycle 2:

Make informed and coherent decisions about Year Six option choices

These choices have implications for the final examinations in the European Baccalaureate; for example, having 3 four-period options allows the choice of 2 of them as written examinations in the European Baccalaureate.

Pupils should be aware that certain option choices for study in year 6 and year 7 will not permit a correct combination of exam subjects for the European Baccalaureate. They are advised to take at least three options which will give them the possibility to choose any two out of these three for the final Baccalaureate examinations.

Like the choice of options in year 3>year 4-5, the selection of subjects has implications for higher education.

b) Contents Cycle 2:

1. practical experience of the work place preferably through a work experience scheme

It is recommended that pupils in year 5 and/or 6 take part in a minimum of 1 week work experience, in order to raise awareness of the "World of Work"

2. awareness of possible consequences of his/her cycle 3 choices for Higher Education

Pupils should be aware that certain subject choices have implications on their option choices for 6th and 7th year European Baccalaureate and higher education possibilities. For example, choosing mathematics 4 periods may exclude certain courses in Higher Education.