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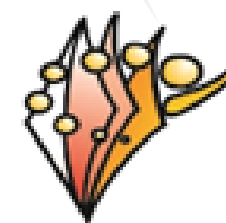
MY COMPASS

Enabling students' agency in their route to the future

Erasmus+ project n. 2023-1-IT-KA220-SCH-000156174

Career conversation model

Guidelines



Agrupamento de Escolas
JOSÉ SARAMAGO

53ο Γενικό
Λύκειο Αθηνών

AN INTRODUCTION
TO
CAREER CONVERSATION MODELS



While drawing inspiration from Anglo-American literature, this work aims to **guide the creation of a career conversation created for students**, with ideas, reflections and suggestions.

This document is intended as food for thought, as **guidelines** to help students not only find a work and university dimension, but also a **reflection** to get to know themselves better and find their life project.

We start from **narratability**, i.e. the ability to talk about oneself, become an active part in one's own story through questions addressed to the student, and then move on to a **self-reflection** on what the student loves to do, his progress, his vocations, and then arriving at **agency**, i.e. the creation of a student portfolio and therefore the planning of his future.

In this process the teacher is nothing more than a **guide**, a mentor who helps the student to design his life, to make each of them understand their uniqueness, but above all to trace the trajectories towards the future. The goal is not just to make people understand what job they want to do, but who they are and what they are capable of doing.

At the heart of these suggestions is narrative career counselling, a basis for facilitating students to develop their own stories and subjective careers.

Savickas suggests that career building is about transformation of a personal problem. Career stories explain why an individual made choices and explain them the meanings that guided those choices.

A career story “...tell like yesterday's self it has become the self of today and will become the self of tomorrow”

GET TO KNOW THE STUDENTS



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Personal questions

Here are the areas to start the conversation. Some, such as Skills and Strengths / Values, are inspired by the results of the questionnaires.

THE AREAS

Skills and Strengths
Values
Interests
Dislikes
Preferences



QUESTIONS SAMPLE

Skills and Strengths

- What have you always been naturally good at?
- What can't you keep yourself from doing?

Values

- Looking back, what's always been most important to you in life and in work?
- What are your top three values or things you hold most dear?

Interests

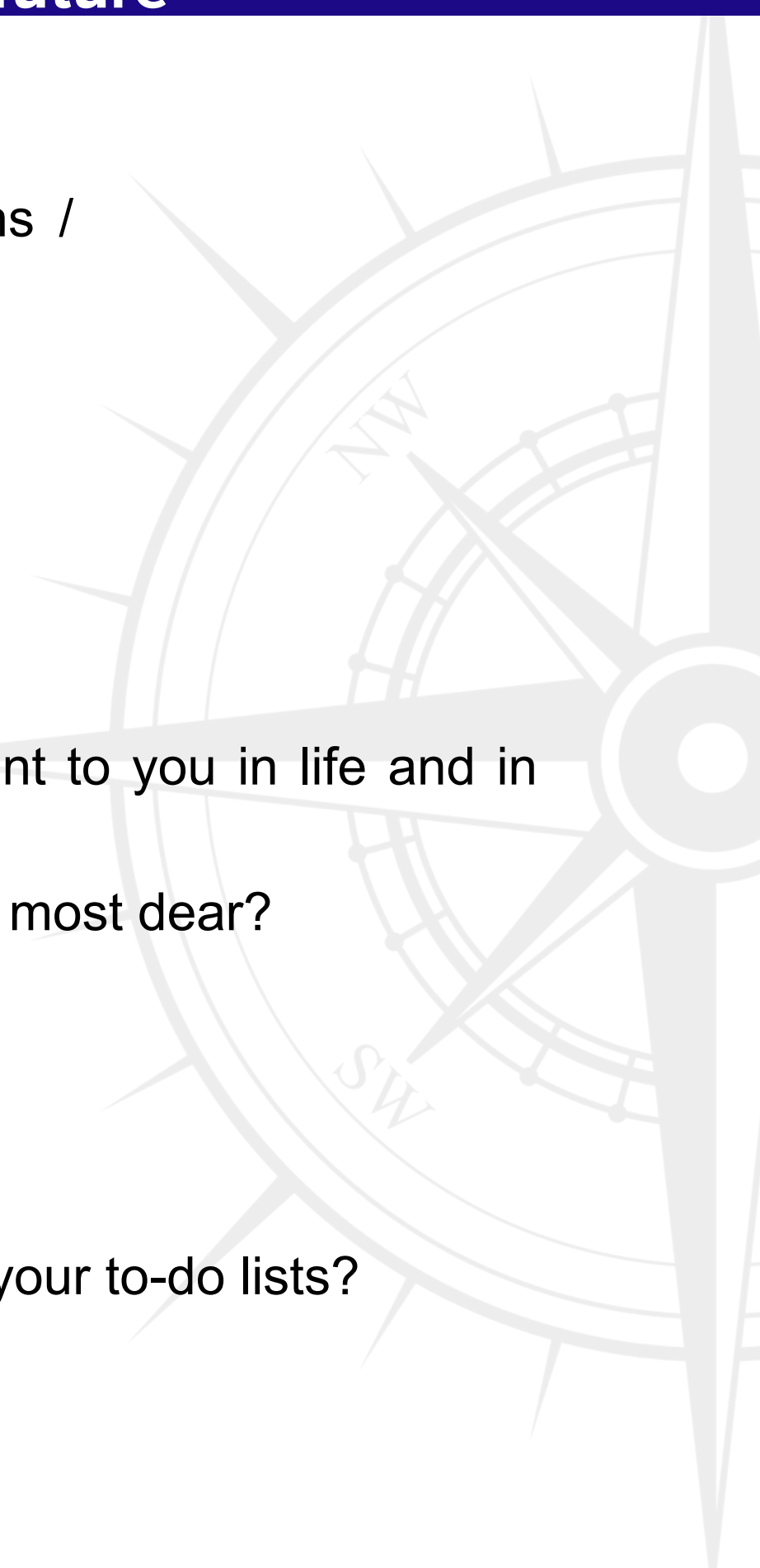
- What do you enjoy learning about most?
- What do you wish you had more time for?

Dislikes

- What tasks routinely get pushed to the bottom of your to-do lists?
- What bores you?

Preferences

- How do you like to work/study?



DEFINING THE SELF:
PERSONAL PORTOFOLIO



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Student portfolios represent a powerful **reflective tool**, as they can help students keep track of their development (Zubizarreta 2008). A student portfolio is defined as a collection of student work that illustrates the **student's efforts, progress, or achievement in given areas** (Arter and Spandel 1992).

The intrinsic merit of learning portfolios is that they involve students in the process of reflection, encouraging them to think about their **achievements and communicate a sense of the learning experience** as a coherent, unified process (Zubizarreta 2008). In other words, the value of portfolios lies not only in engaging students to collect representative samples of their work for assessment or career preparation, but also in **addressing vital reflective questions**:

what have I
learned?

why did I learn?

how did I learn?

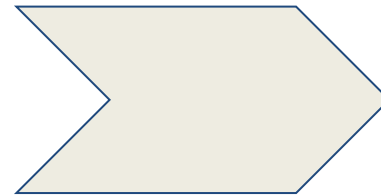
THE ITALIAN EXPERIENCE: STUDENT'S CV /ORIENTATION PLATFORM





Segui lo sviluppo delle tue competenze attraverso lo svolgimento di attività scolastiche ed extrascolastiche, il conseguimento di certificazioni.

Aggiungi attività o certificazione →



Capolavoro

 **Vai alla sezione**



Indica almeno un'opera, un'azione o un prodotto che rappresenti i tuoi progressi nell'anno scolastico

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The diagram illustrates the progression from Step 1 to Step 3 of the MY COMPASS app. A large yellow arrow points from the Step 1 interface on the left to the Step 3 interface on the right. A third panel on the right shows a side view of the Step 3 interface, highlighting the 'Indica le competenze sviluppate' section.

Step 1: Descrivi il tuo capolavoro

Carica capolavoro

Passo 1
Descrivi il tuo capolavoro

Inserisci tutte le informazioni utili per descrivere il tuo capolavoro

Titolo del capolavoro*

Dai un titolo al tuo capolavoro

Il capolavoro è nato da*

Seleziona una tipologia di attività

In ambito*

☐ Scolastico

☐ Extrascolastico

In modalità*

☐ Individuale

☐ Di gruppo

Descrizione* 0/500

Spiega in breve in cosa consiste il tuo capolavoro.

Collegamento esterno
Se il tuo capolavoro o una sua presentazione è disponibile online, puoi inserire qui il link.

Inserisci un link esterno

Motiva la tua scelta* 0/500

Scrivi qui perché hai scelto di indicare proprio questo come tuo capolavoro

Salva in bozza Avanti

Step 3: Indica le competenze sviluppate

Carica capolavoro

Passo 3
Indica le competenze sviluppate

? [Descrizione competenze](#)

☐ Competenza alfabetica funzionale

☐ Competenza multilinguistica

☒ Competenza matematica e competenza in, scienze, tecnologie e ingegneria

☐ Competenza digitale

☐ Competenza personale, sociale e capacità di imparare a imparare

☐ Competenza in materia di cittadinanza

☐ Competenza imprenditoriale

☐ Competenza in materia di consapevolezza ed espressioni culturali

☐ Non sono in grado di indicare la competenza che ho sviluppato

Cos'altro emerge dal tuo capolavoro 0/500

Scrivi qui

Indietro Avanti

[Salva in bozza](#)

PRACTICAL SUGGESTIONS

MY COMPASS CAREER CONVERSATION PLATFORM

composed of

- Calling Tests results
- PERSONAL AREAS questions
- Student portfolios (where students can upload material (curricula and extra curricular) and reflect on what they have achieved)

LOOKING AHEAD:
EXPLORING PROFESSIONS
AND PLANNING THE FUTURE

a. Useful web portals on labour market information:

<https://www.cedefop.europa.eu/en/tools/skills-intelligence> □ CEDEFOP Skills Intelligence portal, which reports information and statistics for each EU country on existing professional figures (number, level of employment, salary), economic sectors (professional figures present, overall level of employment, levels of qualifications required). The "Themes" section is very useful, offering data and statistics on the main ongoing trends (new skills, new professional figures, changes associated with digital transformation, etc.)

<https://www.cedefop.europa.eu/en/tools/skills-online-vacancies> □ CEDEFOP Skills-OVATE portal, which reports information and statistics for each EU country based on the analysis of job vacancies online. The portal therefore offers evidence-based information on the demand for professional figures and skills required by companies, photographing the main trends in real time.

<https://europass.europa.eu/select-language?destination=/node/1> □ Europass portal in all languages aimed at promoting mobility between EU countries. It offers information on: study and work opportunities in all EU countries, job market, recognition of qualifications in Europe, mobility support.

a) Useful tips for planning the next steps:

You are now ready to make a plan. Your plan has three parts that involve reflecting on, telling, and performing your story.

A. REFLECT on what you discussed with your teacher/counsellor to set goals for the next chapter of your life-career. The goal you select should be something that will allow you to enact, or bring to life your purpose. Therefore, select a goal that is *achievable* (you have enough time, resources, and energy to do it), *believable* (you believe you can do it), *concrete* (it is measureable and specific), and *desirable* (you want to do it). My goal, or goals, now are to:

- _____

A. TELL and talk about your story and the conclusions you have drawn from this guidance experience with valued audiences. A next step in enacting your career story is to share it with people you trust. Audiences might be family members, friends, mentors, coaches, and teachers. The more you tell your story, the more real and clear it becomes to you and the more confident you feel in living it. To make my story more clear and real, I will tell and discuss it with these valued audiences:

- _____
- _____
- _____

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C. PERFORM your story by taking action. List two to four specific objectives, or small steps you will now take to move you from where you are today to the goals you listed above. For ideas on steps to take consider the following possibilities:

To commit to a tentative decision that I have made about my career plans, I will (check all that apply):

- Talk to someone working in the occupation I am interested in
- Listen to someone working in my occupation of interest
- Read something about my occupation of interest
- Search the world wide web for more information about this occupation
- Visit places where people are working in this occupation
- Observe people working in this occupation
- Other

To try out my chosen occupation, I will (check all that apply):

- Apply
- Study
- Volunteer
- Apprentice
- Search
- Other

Therefore, to move toward reaching my goal or goals I will now:

- _____
- _____



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Thank You



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