FORUM TALENT - POTENTIAL PLAN, DEVELOP & SHARE GOOD PRACTICE

Meaningful Learning Experiences

Strategic Commitment	✓	**Part of a careers initiative across Greater Manchester**
Curriculum Provision	✓	**Applied to a task sheet within a core curriculum subject**
Employer Partnerships	✓	**Involving a large, local superstore of a major chain**
Reflective Young People	✓	**Providing an opportunity for discussion about career paths**
Informed Career Choices	✓	**Illustrating job roles available at one local employer**

Asda helps year 9 students discover that algebra can be applied in day-to-day working life

The teacher brief for a year 9 maths project at St Catherine's Academy in Bolton stated that, *'Pupils do not believe that they will use these skills in real life. Algebra can be a topic which most pupils cannot understand, as it seems extremely abstract with no real-world use'*.

An approach to the community champion at the local Asda superstore resulted in a short, informal video interview with the 'Loss Prevention Colleague' that was shown in the classroom. In this, she described her career path, her day-to-day responsibilities and how maths skills are essential in her work and many other job roles within a large corporate employer.

A worksheet was based on questions taken from exam papers but adapted to the workplace situations at Asda. For example, they had to apply algebra to solve questions such as: *'Burnden Park is completing a refit of the store, including shelving for products. There is x amount of space available on the shelves for tins of beans. In the warehouse, there is 2x amount of space available for extra stock. The shop expects 60 tins to be on an incorrect shelf within the store. The amount of tins of beans the shop must have is 1200. How many tins of beans must be on the shelf in the shop? How many tins of beans must be in the shelf in the warehouse?'*

Student answer sheets were sent to the Asda store, after being marked by the maths teachers, with one of the store managers visiting the classroom to provide feedback and talk about career opportunities at Asda. She was able to explain the value of maths in the wide variety of job roles and describe how the company is sponsoring her to Business Studies degree course.

Benefits for the Students

- Classroom discussion revealed that most of the students were at least vague about their career aspirations and were unaware of the range of job roles within a large supermarket.
- *'Maths is one of the core subjects. We've been doing it since primary school …and I wondered if there was a use for it.'*
- *[The questions] '… were applied to real life … like people actually use.'*
- *'It comes in handy – in everyday life situations.'*

bridge GREATER MANCHESTER HIGHER

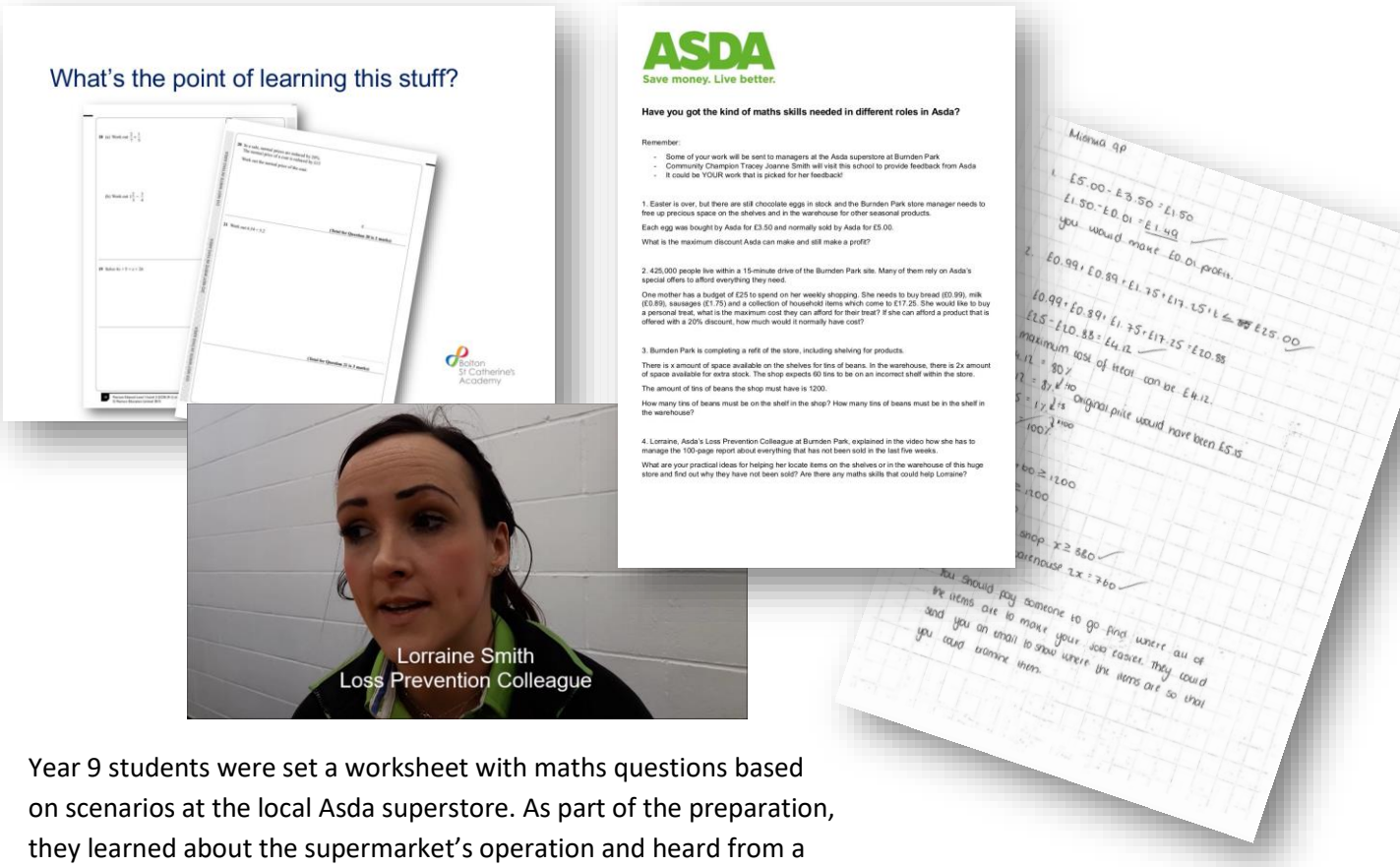
Benefits for the School

- *The project supported the Careers Leader's plan to build strategic links with local employers and embed careers within curriculum learning (Gatsby benchmark 4)*
- *With 80%+ of students at the school on Pupil Premium and with low levels of student and parental engagement and student aspiration, the project helped to present a positive picture of career opportunities and show that classroom learning can be applied beyond school.*

Benefits for the Employer

The project provided Asda with an opportunity to demonstrate corporate commitments:

- *'… to helping make the local community around our stores a better place to live, work and grow up in.'*
- *'… when you join us, you'll have the freedom to do what you do best. Give customers great service. Respect everyone. Strive for excellence. And act with integrity.'*



Year 9 students were set a worksheet with maths questions based on scenarios at the local Asda superstore. As part of the preparation, they learned about the supermarket's operation and heard from a management trainee, who described the value of maths skills in her day-to-day work.