مدرسة بيس سبرينق فيلد انترناشونال
PACE SPRINGFIELD INTERNATIONAL SCHOOL L.L.C

# ACADEMIC AND CAREERS GUIDANCE POLICY

# 2026-2027

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## Introduction

PACE Springfield International School (PSIS) is committed to providing high-quality, age-appropriate academic and careers guidance that begins in the early years and develops progressively as students move through the school. The school currently operates from FS1 to Year 8 and follows a British curriculum in Dubai. Guidance at this stage is therefore designed to build self-awareness, aspiration, learning habits, knowledge of pathways and future-ready skills, while preparing students for later subject and pathway decisions as the school expands.

This policy is aligned with the Knowledge and Human Development Authority (KHDA) FutuReady Framework: The Dubai Standards for Academic Guidance and Career Readiness in Educational Institutions. KHDA describes the framework as applying from the early years through to graduation and expects private schools to strengthen provision over a three-year implementation period. The policy also reflects the UAE National Education Charter, Dubai Education 33 (E33), the Dubai Inclusive Education Framework and relevant school safeguarding, wellbeing, curriculum and assessment requirements.

## Aims

1. Ensure that every student receives equitable, inclusive and developmentally appropriate academic and careers guidance.
2. Help students understand their strengths, interests, values, learning preferences and areas for development.
3. Enable students to connect learning in school with future study, employment, entrepreneurship and life beyond school.
4. Develop future-ready skills including communication, collaboration, critical thinking, creativity, digital literacy, AI awareness, adaptability, resilience and financial literacy.
5. Provide accurate and impartial information so that students and families can make informed academic choices when transition points arise.
6. Build strong partnerships with parents, employers, community organisations and, as students get older, further and higher education providers.
7. Ensure students of determination and other vulnerable or underrepresented groups have full access to personalised guidance and meaningful opportunities.
8. Use student voice, participation data and outcomes to evaluate and continuously improve provision.

## Scope

This policy applies to all students from FS1 to Year 8, all teaching and pastoral staff, school leaders, inclusion staff, parents and external partners contributing to academic or careers guidance. It covers both planned curriculum provision and wider experiences such as assemblies, enrichment, employer encounters, projects, visits, mentoring and transition activities.

## Guiding Principles

- Early and progressive - careers education begins with awareness of self, roles and the world around us, not with premature job selection.
- Student-centred - guidance responds to individual strengths, interests, aspirations and needs.
- Impartial and aspirational - students are exposed to a broad range of pathways and occupations without stereotyping or limiting expectations.
- Integrated - academic guidance, wellbeing, curriculum, personal development and careers learning reinforce one another.
- Inclusive - reasonable adjustments and personalised support are provided so all students can participate meaningfully.
- Evidence-informed - decisions are supported by assessment information, teacher knowledge, student voice and reliable pathway/labour-market information.
- Future-focused - provision responds to technological change, AI, sustainability and emerging sectors while emphasising transferable skills.

## KHDA FutuReady Alignment

| FutuReady area | PSIS policy response |
|---|---|
| 1. Structured guidance programme | A planned, progressive programme from FS1-Year 8 with clear learning outcomes and transition points. |
| 2. Future skills | Explicit development of transferable, life, digital and employability-related skills. |
| 3. Professional leadership and capacity | Named leadership oversight, staff training, quality assurance and appropriate specialist input. |
| 4. Academic and career pathways | Age-appropriate understanding of curriculum progression and later educational/career routes. |
| 5. Experiential learning | Real-world projects, visitors, workplace/community links, enterprise and practical experiences. |
| 6. Labour-market and future insights | Age-appropriate exposure to changing industries, emerging roles and skills needs. |

| | |
|---|---|
| 7. Family and community engagement | Parents and community partners contribute to aspiration, information and guidance. |
| 8. Digital and AI-enabled guidance | Safe, ethical use of digital tools and AI to support exploration, research and future readiness. |
| 9. Inclusive, student-centred support | Personalised access for all learners, including students of determination and students requiring additional support. |

### Progressive Provision by Phase

| Phase | Focus | Expected learning | Examples of provision |
|---|---|---|---|
| FS1-FS2 | Self and community | Recognise interests and strengths; talk about people who help us; explore roles through play; develop curiosity, independence, communication and collaboration. | Role-play areas; parent/community visitors; story-based exploration; class jobs; learning reflections. |
| Years 1-2 | Awareness and aspiration | Recognise that people do different kinds of work; challenge stereotypes; connect subjects and skills to real life; identify personal strengths and goals. | Assemblies; themed weeks; visitors; simple career-linked projects; student voice; goal setting. |
| Years 3-6 | Exploration and skills | Explore a broad range of sectors; understand that careers change; identify transferable skills; begin to connect curriculum subjects with future pathways; develop enterprise and financial awareness. | Career spotlights; STEAM/enterprise projects; community links; workplace-themed visits; skills portfolios; reflection activities. |
| Years 7-8 | Pathways and informed choices | Develop stronger self-awareness; understand future curriculum pathways and the relationship between subjects, qualifications and careers; use reliable information; recognise labour-market trends and emerging fields; prepare for future option choices. | Individual/group guidance; pathway events; employer and alumni talks where available; careers research; digital/AI literacy; transition meetings; personal action plans. |

### Academic Guidance

Academic guidance is an ongoing process rather than a single meeting. It supports students to understand their attainment and progress, set appropriate targets, develop effective learning habits and make informed decisions about future study.

- Teachers provide regular feedback on learning, progress and next steps through the school assessment and reporting systems.
- Age-appropriate target setting and reflection are used to develop student ownership of learning.
- Pastoral and academic teams identify students who may require additional support, challenge, intervention or guidance.
- For students approaching transition points, guidance draws on a range of evidence including curriculum performance, standardised assessment where used, teacher judgement, student interests and aspirations.
- Year 7 and Year 8 students receive progressively more explicit information about future secondary pathways, subject choices and the importance of maintaining a broad and balanced curriculum.
- No single assessment score is used in isolation to restrict aspiration or determine a future pathway.
- Parents are kept informed through reports, meetings, workshops and individual discussions where needed.

### Careers Education and Guidance

Careers learning is embedded across the curriculum and wider school experience. The school will avoid presenting careers as fixed or linear. Students will be encouraged to understand that people may retrain, change sectors, combine roles, become entrepreneurs and work in occupations that are still emerging.

- Curriculum links: departments identify authentic links between subject knowledge, skills and real-world applications.
- Career encounters: students meet a diverse range of adults from different professions, sectors and backgrounds.
- Experiential learning: projects, competitions, enterprise, problem-solving and community experiences allow students to apply skills in realistic contexts.
- Future sectors: students are introduced, in age-appropriate ways, to areas relevant to Dubai and the wider UAE such as AI and digital technology, sustainability, healthcare, engineering, aviation, logistics, finance, tourism, creative industries and entrepreneurship.

- Career literacy: older students learn how to research roles, distinguish reliable information, recognise changing skills requirements and understand that education and training pathways vary.

- Stereotype challenge: resources and activities actively challenge gender, disability, nationality and socioeconomic stereotypes in education and employment.

## Roles and Responsibilities

| Role | Key responsibilities |
|---|---|
| Principal | Ensures strategic oversight, regulatory alignment, resourcing and accountability; approves the annual guidance plan and policy review. |
| Designated Careers/Academic Guidance Lead | Coordinates the programme, maintains the development plan, supports staff, organises partnerships and events, monitors participation and impact, and reports to SLT. |
| Heads of Primary | Ensure progression across phases, coordinate transition guidance and identify students requiring additional support. |
| Teachers and Subject Leaders | Embed relevant academic/career links, develop future-ready skills, provide accurate subject guidance and identify student strengths. |
| Pastoral/Wellbeing Team | Support self-awareness, aspirations, decision-making, wellbeing and barriers that may affect engagement or progression. |
| Inclusion Team | Ensures accessible, personalised guidance and appropriate adjustments for students of determination and students with additional needs. |
| Parents | Engage with guidance activities, share relevant information, support exploration and avoid unnecessarily narrowing aspirations. |
| Students | Participate actively, reflect on strengths and interests, research options responsibly and contribute feedback on provision. |

## Inclusion, Equity and Personalisation

Guidance will be accessible to all students. The school will identify and remove barriers to participation, provide reasonable adjustments and ensure that students of determination are supported to explore ambitious and realistic pathways based on strengths, interests and support needs. Guidance will not discriminate on the basis of disability, gender, nationality, language, culture, religion or socioeconomic background.

## Safeguarding and External Partners

- All external speakers, visitors, mentors and partners must follow school safeguarding and visitor procedures.

- Activities must be age-appropriate, educationally relevant and approved through the school's normal event/visit procedures.
- Commercial promotion must not be presented as impartial guidance. Any sponsorship or promotional interest must be transparent.
- Personal student information will only be shared in accordance with school data protection and safeguarding procedures.
- One-to-one guidance conversations must take place within appropriate safeguarding arrangements.

### Digital and Artificial Intelligence Use

Digital platforms and AI tools may be used to support research, reflection and exploration where they add educational value. Students will be taught that AI-generated guidance can be incomplete, biased or inaccurate and must not replace professional judgement, verified information or discussion with trusted adults. Staff will use approved systems, protect personal data and teach students to verify information against reliable sources.

### Monitoring, Assessment and Evidence of Impact

The impact of academic and careers guidance will be evaluated through a combination of participation, student learning and stakeholder feedback. The purpose is to improve provision rather than to grade students on a single career choice.

| Evidence | How it is used |
|---|---|
| Student learning | Age-appropriate reflections, portfolios, action plans, project outcomes, discussion and survey responses. |
| Academic indicators | Progress, engagement, attendance, transition information and intervention records where relevant. |
| Participation | Access to events, encounters, visits, projects and guidance, checked for equity across student groups. |
| Student voice | Understanding of strengths, skills, pathways and confidence in making informed choices. |
| Parent feedback | Views on the clarity, usefulness and accessibility of guidance and transition information. |
| Quality assurance | Curriculum reviews, learning walks, programme audits, partner evaluations and annual review against KHDA FutuReady expectations. |

## Record Keeping:

- The annual academic and careers guidance plan and calendar.
- Records of key student guidance and transition meetings where individual advice is provided.
- Participation records for significant events and experiences.
- Resources and presentations used for pathway guidance.
- Student/parent feedback and evaluation summaries.
- Evidence of staff professional development and external partnerships.
- Annual review actions and improvement priorities.

## Minimum Annual Programme Expectations

| Phase | Minimum expectation |
|---|---|
| FS1-FS2 | At least one planned careers/community theme or encounter each year; role-play and curriculum links documented. |
| Years 1-2 | At least two planned career/real-world learning opportunities across the year, including stereotype-challenging representation. |
| Years 3-6 | Career/skills learning across curriculum subjects plus at least one enterprise, STEAM or real-world project/encounter annually. |
| Years 7-8 | Structured pathway and future-readiness programme including self-awareness, careers research, future skills, labour-market awareness and preparation for later subject choices. |
| Whole school | Annual parent/community engagement, staff awareness/training, student voice evaluation and SLT review of impact. |

## Related Policies

Curriculum Policy; Assessment and Reporting Policy; Inclusion Policy; Safeguarding and Child Protection Policy; Wellbeing Policy; Educational Visits/Events procedures; Digital/AI and Acceptable Use procedures; Data Protection/Confidentiality procedures; Admissions and Transition procedures.

## Regulatory and Guidance References

- Knowledge and Human Development Authority (KHDA), FutuReady Framework: The Dubai Standards for Academic Guidance and Career Readiness in Educational Institutions (2026 launch; approved through Administrative Resolution No. 95 of 2025).
- KHDA, Skills for Life initiative (2026).
- UAE Ministry of Education, National Education Charter (2026).
- KHDA, Dubai Inclusive Education Framework and associated directives/guidance.
- Executive Council Resolution No. 2 of 2017 Regulating Private Schools in the Emirate of Dubai, as applicable.

## Policy Approval

| Policy detail | Information |
|---|---|
| Policy owner | Principal / Designated Academic and Careers Guidance Lead |
| Applies to | FS1-Year 8 |
| Academic year | 2026-2027 |
| Last amended | September 2026 |
| Review date | September 2027, or earlier if regulatory requirements or school phases change |
| Principal signature | _____ |
| Date | _____ |

Signature of Principal:
Last amended: September 2026
Policy Review Date: September 2027

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