

MOVING BEYOND GATSBY

THE NEXT STAGE IN THE EVOLUTION OF CAREER EDUCATION AND GUIDANCE

TRISTRAM HOOLEY

COMPLETE CAREERS, THURSDAY 22ND APRIL 2021

OVERVIEW

Why we needed Gatsby

What it gave us

What it doesn't offer

Where next?

Moving on...

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from
2010

The
Guardian Opinions

CONNEXIONS HAS BEEN UNFAIRLY VILIFIED

- IT WAS A (RELATIVELY) WELL FUNDED SERVICES WHICH WORKS IN SCHOOLS AND COMMUNITIES ACROSS ENGLAND.
- IT RECOGNISED THE IMPORTANCE OF INTER-PROFESSIONAL WORKING
- AND OPERATED WITHIN AND BEYOND THE EDUCATION SYSTEM.

BUT IT ...

- WAS NOT WELL ENOUGH INTEGRATED INTO SCHOOLS AND COLLEGES
- WAS TOO VULNERABLE TO BEING CO-OPTED INTO THE LATEST GOVERNMENT MORAL PANIC
- HAD A DESIGN FLAW BUILT INTO ITS ORIGINS WHICH PLAYED CAREER EDUCATION AND GUIDANCE AGAINST OTHER FORMS OF SUPPORT FOR YOUNG PEOPLE.



A career postcode lottery?

support

Careers Work
Collapse or
An analysis of current
young people in the

Tristram Hooley & A.G.

I BLOODY TOLD 'EM!

BUT, WHAT WAS THE BEST WAY FORWARD?



International Centre for Guidance Studies

www.derby.ac.uk/icegs

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ENTER SIR
JOHN
HOLMAN

GOOD CAREER
GUIDANCE



GOOD CAREER GUIDANCE

- SUMMARISES EXISTING EVIDENCE AND FRAMES GOOD PRACTICE AS EIGHT BENCHMARKS.
- PRESENTS IT IN A WAY THAT CAN BE UNDERSTOOD BY POLICY MAKERS AND ACTED ON BY SCHOOL LEADERS.
- HAS ACHIEVED WIDE SUPPORT AMONGST POLICY MAKERS AND PRACTITIONERS ALIKE.

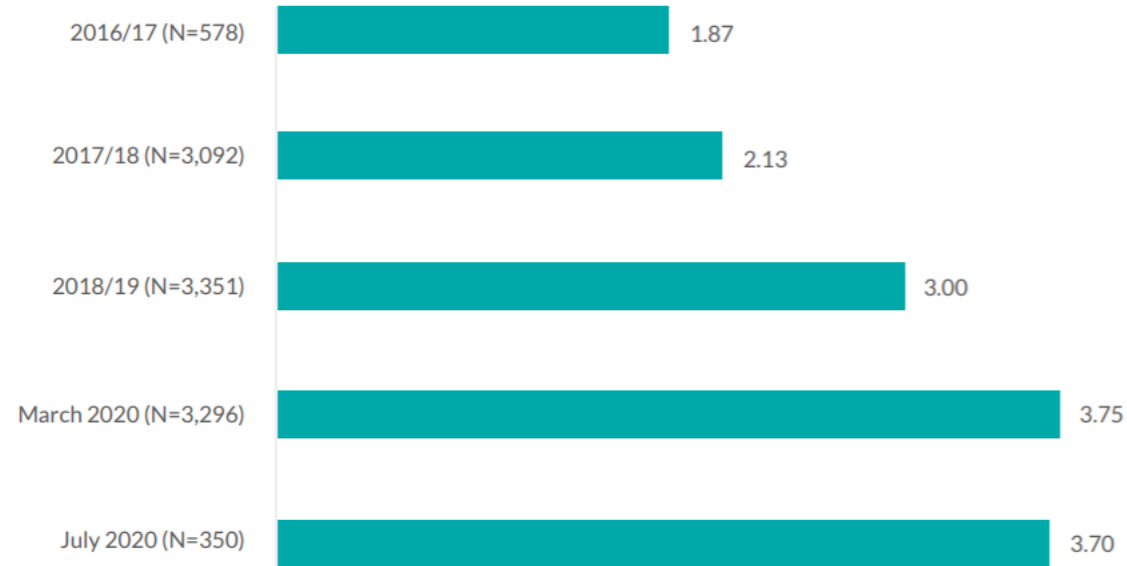
THE BENCHMARKS

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning and careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance





Average number of benchmarks fully achieved nationally, 2016-2020



IT ALSO GAVE US A MEASURE



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A GENUINELY WORLD
CLASS CAREER
GUIDANCE SYSTEM
NEEDS TO BE
RESOURCED PROPERLY!



BUT, WHEN YOU THINK ABOUT IT THERE IS
ALSO QUITE A LOT OF OTHER STUFF THAT
IS MISSING...

WHAT WOULD YOU LIKE TO SEE INCLUDED?

Career
education as a
subject

Assessment and
career
assessments

Digital delivery

Portfolios and
reflection

Parents and
family
involvement

Students as
partners

Community
involvement and
volunteering

Entrepreneurship
and self-
employment

Insert your favourite issue or approach here!



FRAMEWORKS
DON'T
NECESSARILY
HAVE TO INCLUDE
EVERYTHING

BUT THE TWO BIG ISSUES ARE...



Who?

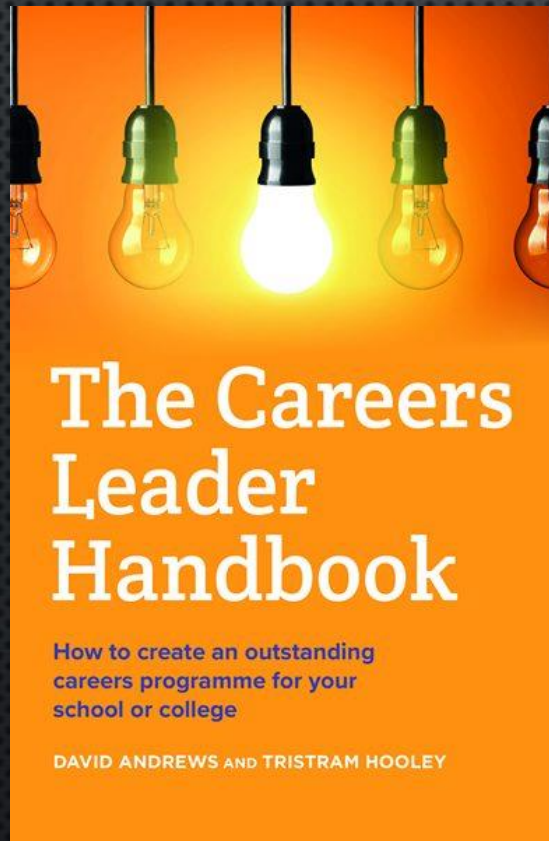


Why?



WHO? THE
CAREERS
LEADER

CAREERS LEADER HANDBOOK



- WRITTEN TO SUPPORT LEADING AND MANAGING CAREERS PROGRAMMES IN SCHOOLS AND VOCATIONAL COLLEGES.
- AVAILABLE FROM [HTTPS://TROTMAN.CO.UK/PRODUCTS/THE-CAREERS-LEADER-HANDBOOK](https://trotman.co.uk/products/the-careers-leader-handbook)
- ADDITIONAL DIGITAL RESOURCES AT [HTTPS://INDIGO.CAREERS/CLH/](https://indigo.careers/clh/)

BUT, THERE IS A NEED TO DO MORE

- FORMALISING AND CLARIFYING THE ROLE
- TIME, MONEY AND RECOGNITION
- LONG-TERM APPROACH TO TRAINING AND PROFESSIONALIZATION
- CLARIFYING AND COMMUNICATING THE RELATIONSHIP WITH THE WIDER CAREERS PROFESSION



SO THIS LEAVES US
WITH WHY?

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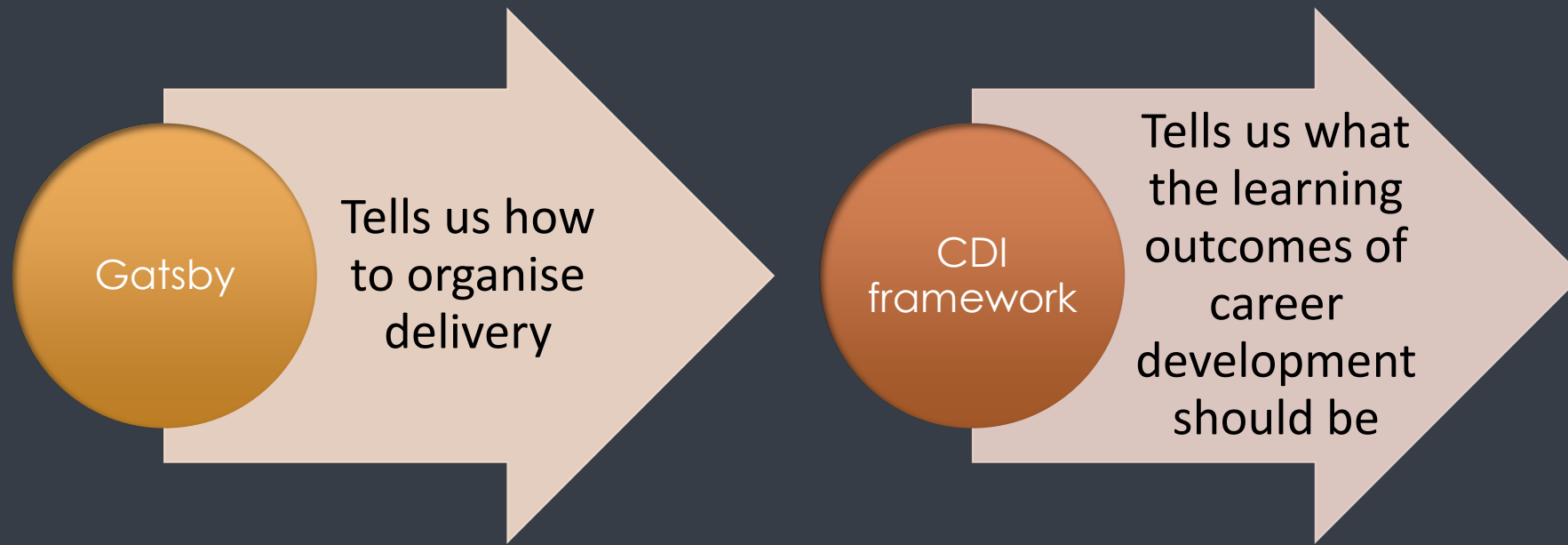
WE NEED A VISION OF WHAT WE ARE
TRYING TO ACHIEVE FOR YOUNG PEOPLE

WHAT DO YOU WANT PEOPLE TO LEARN?

Just as with all subjects, career learning needs to define what you want people to learn.

Without an idea of the aims of learning, you can't start thinking about how you will teach and develop students.

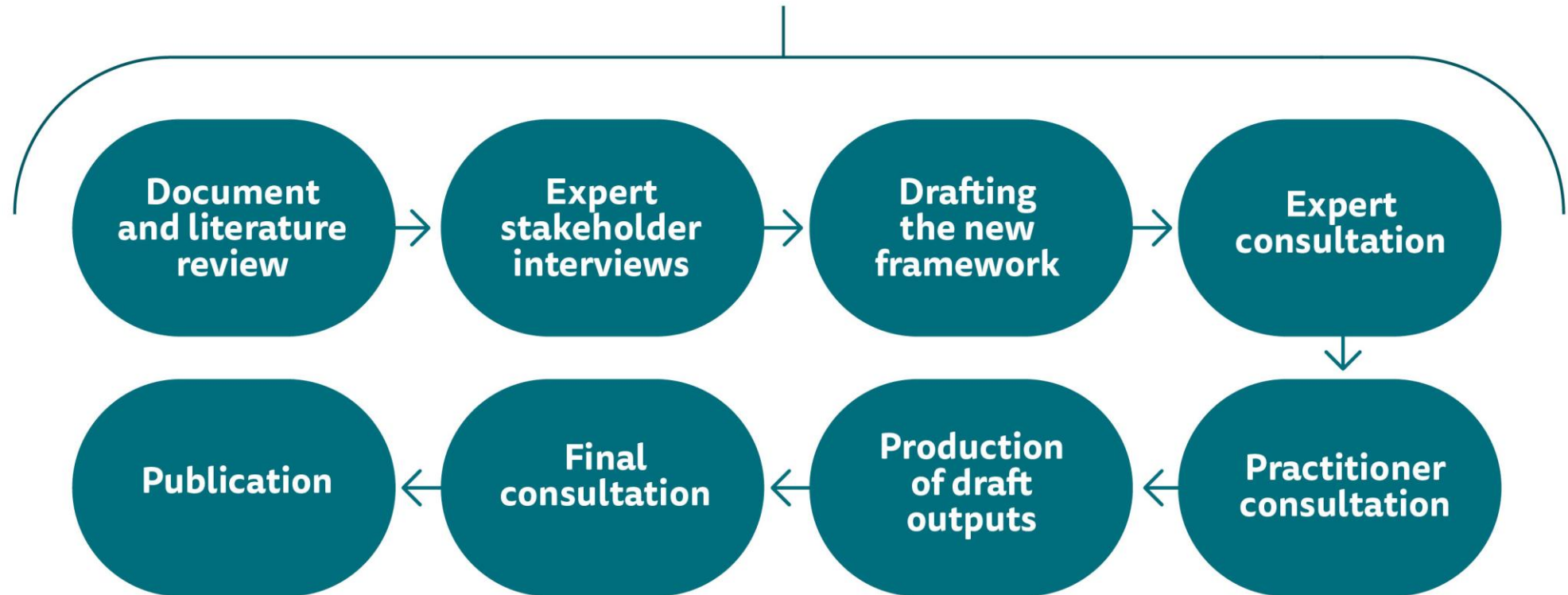




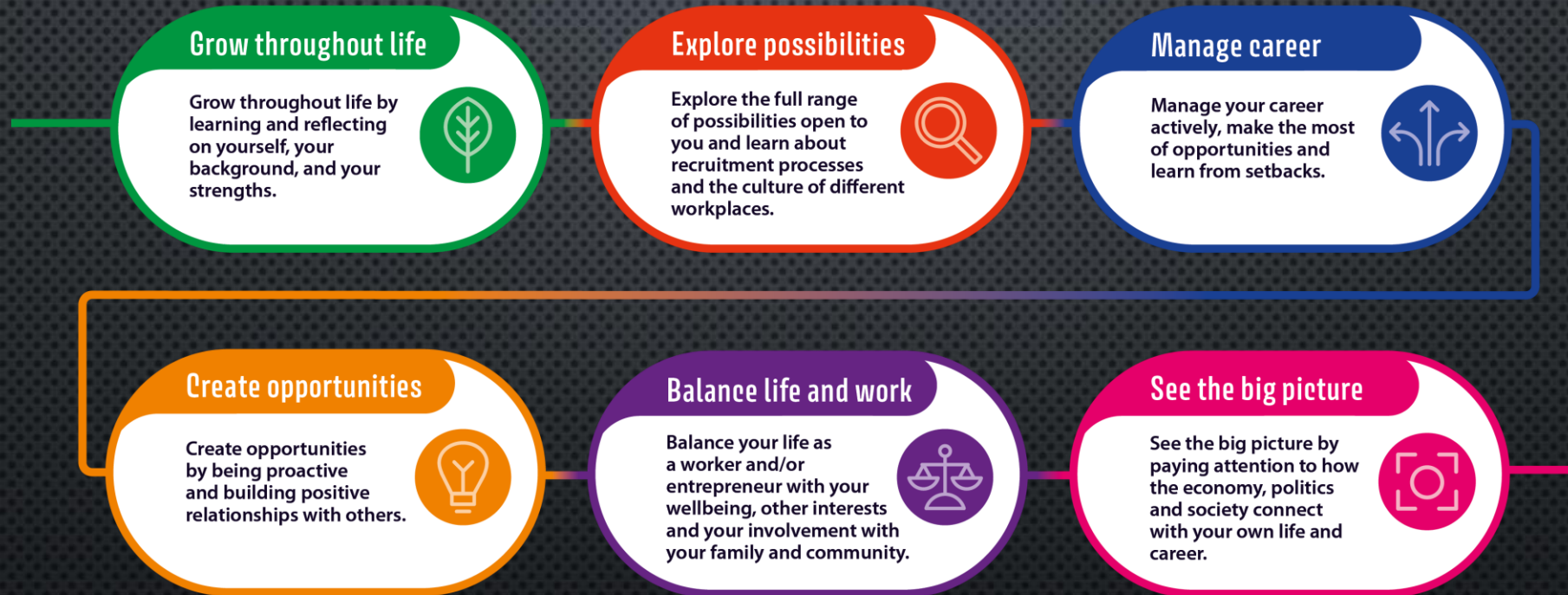
WHAT IS ALL OF THIS ACTIVITY TRYING TO ACHIEVE?

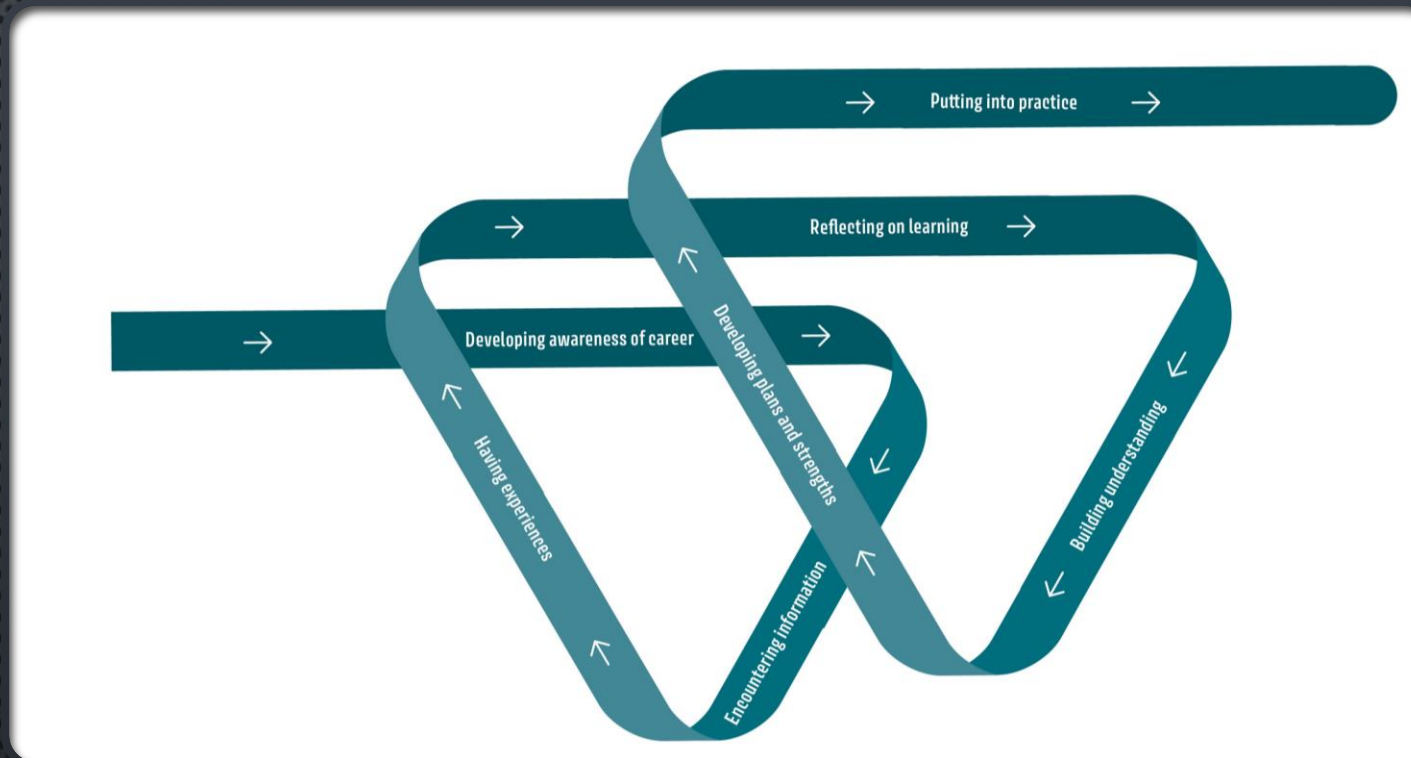
THE DEVELOPMENT PROCESS

CDI Community of interest for Careers Education(COICE)



THE LEARNING AREAS





HOW ARE THESE SKILLS LEARNT?

FOR SCHOOLS AND COLLEGES WE HAVE MAPPED IT ONTO THE GATSBY BENCHMARKS

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1.A stable careers programme	The careers programme should include learning outcomes to identity and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2.Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3.Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4.Linking curriculum learning to careers	The careers programme should include learning outcomes to identity and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about
6. Experiences of workplaces	The careers programme should include learning outcomes to identity and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

Learning areas by Key Stage or Phase

	Key Stage 3	Key Stage 4	Post-16
 Grow throughout life	- being aware of the sources of help and support available and responding positively to feedback - being aware that learning, skills and qualifications are important for career - being willing to challenge themselves and try new things - recording achievements - being aware of heritage, identity and values	- responding positively to help, support and feedback - positively engaging in learning and taking action to achieve good outcomes - recognising the value of challenging themselves and trying new things - reflecting on and recording achievements, experiences and learning - considering what learning pathway they should pursue next - reflecting on their heritage, identity and values	- actively seeking out help, support and feedback - taking responsibility for their learning and aiming high - seeking out challenges and opportunities for development - reflecting on and recording achievements, experiences and learning and communicating them to others - planning their next steps in learning and work - discussing and reflecting on the impact of heritage, identity and values
 Explore possibilities	- being aware of the range of possible jobs - identifying common sources of information about the labour market/education system - being aware of the main learning pathways (e.g. university, college and apprenticeships) - being aware that many jobs require learning, skills and minimum qualifications - being aware of the range of different sectors and organisations where they can work - being aware of the range of ways that organisations undertake recruitment and selection	- considering what jobs and roles are interesting - researching the labour market and the education system - recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it - researching the learning and qualification requirements for jobs and careers that they are interested in - researching the range of workplaces and what it is like to work there - researching how recruitment and selection processes work and what they need to do to succeed in them	- developing a clear direction of travel in their career and actively pursuing this - actively seeking out information on the labour market and education system to support their career - having a clear understanding of the learning pathways and qualifications that they will need to pursue their career - actively researching and reflecting on workplaces, workplace culture and expectations - analysing and preparing for recruitment and selection processes
 Manage career	- being aware that career describes their journey through life, learning and work - looking forward to the future - imagining a range of possibilities for themselves in their career - being aware that different jobs and careers bring different challenges and rewards - managing the transition into secondary school and preparing for choosing their GCSEs - learning from setbacks and challenges	- recognising the different ways in which people talk about career and reflecting on its meaning to them - building their confidence and optimism about their future - making plans and developing a pathway into their future - considering the risks and rewards associated with different pathways and careers - taking steps to achieve in their GCSEs and make a decision about their post-16 pathway - thinking about how they deal with and learn from challenges and setbacks	- being able to describe the concept of career and say what it means to them - building their confidence and optimism about their future and acting on it - actively planning, prioritising and setting targets for their future - considering the risks and rewards of different pathways and career and deciding between them - managing the transition into the post-16 learning context and preparing for post-18 transitions - being proactive about being resilient and learning from setbacks

 Create opportunities	- developing friendships and relationships with others - being aware that it is important to take initiative in their learning and life - being aware that building a career will require them to be imaginative and flexible - developing the ability to communicate their needs and wants - being able to identify a role model and being aware of the value of leadership - being aware of the concept of entrepreneurialism and self-employment	- developing friendships and relationships and reflecting on their relationship to their career - starting to take responsibility for making things happen in their career - being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them - being willing to speak up for themselves and others - being able to discuss roles models and reflect on leadership - researching entrepreneurialism and self-employment	- building and maintaining relationships and networks within and beyond the school - being proactive about their life, learning and career - being creative and agile as they develop their career pathway - representing themselves and others - acting as a leader, role model or example to others - considering entrepreneurialism and self-employment as a career pathway
 Balance life and work	- being aware of the concept of work-life balance - being aware that physical and mental wellbeing are important - being aware of money and that individuals and families have to actively manage their finances - being aware of the ways that they can be involved in their family and community - being aware of different life stages and life roles - being aware of rights and responsibilities in the workplace and in society - recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	- reflecting on the different ways in which people balance their work and life - reflecting on their physical and mental wellbeing and considering how they can improve these - recognising the role that money and finances will play, in the decisions that they make and, in their life and career - recognising the role that they play in their family and community and considering how that might shape their career - considering how they want to move through different life stages and manage different life roles - developing knowledge of rights and responsibilities in the workplace and in society - identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	- planning for the kind of balance of work and life that they want - taking action to improve their physical and mental wellbeing - beginning to manage their own money and plan their finances (e.g. thinking about student loans) - actively shaping their involvement in their family and community as part of their career planning - planning for different life stages and considering the different life roles that they want to play - being aware of their role in ensuring rights and responsibilities in the workplace and in society - taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
 See the big picture	- being aware of a range of different media, information sources and viewpoints - being aware that there are trends in local and national labour markets - being aware that trends in technology and science have implications for career - being aware of the relationship between career and the natural environment - being aware of the relationship between career, community and society - being aware of the relationship between career, politics and the economy	- evaluating different media, information sources and viewpoints - exploring local and national labour market trends - exploring trends in technology and science - exploring the relationship between career and the environment - exploring the relationship between career, community and society - exploring the relationship between career, politics and the economy	- evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career - exploring and responding to local and national labour market trends - exploring and responding to trends in technology and science - exploring and responding to the relationship between career and the environment - exploring and responding to the relationship between career, community and society - exploring and responding to the relationship between career, politics and the economy

BY KEY STAGE



ALL
PUBLICATIONS
(SO FAR)

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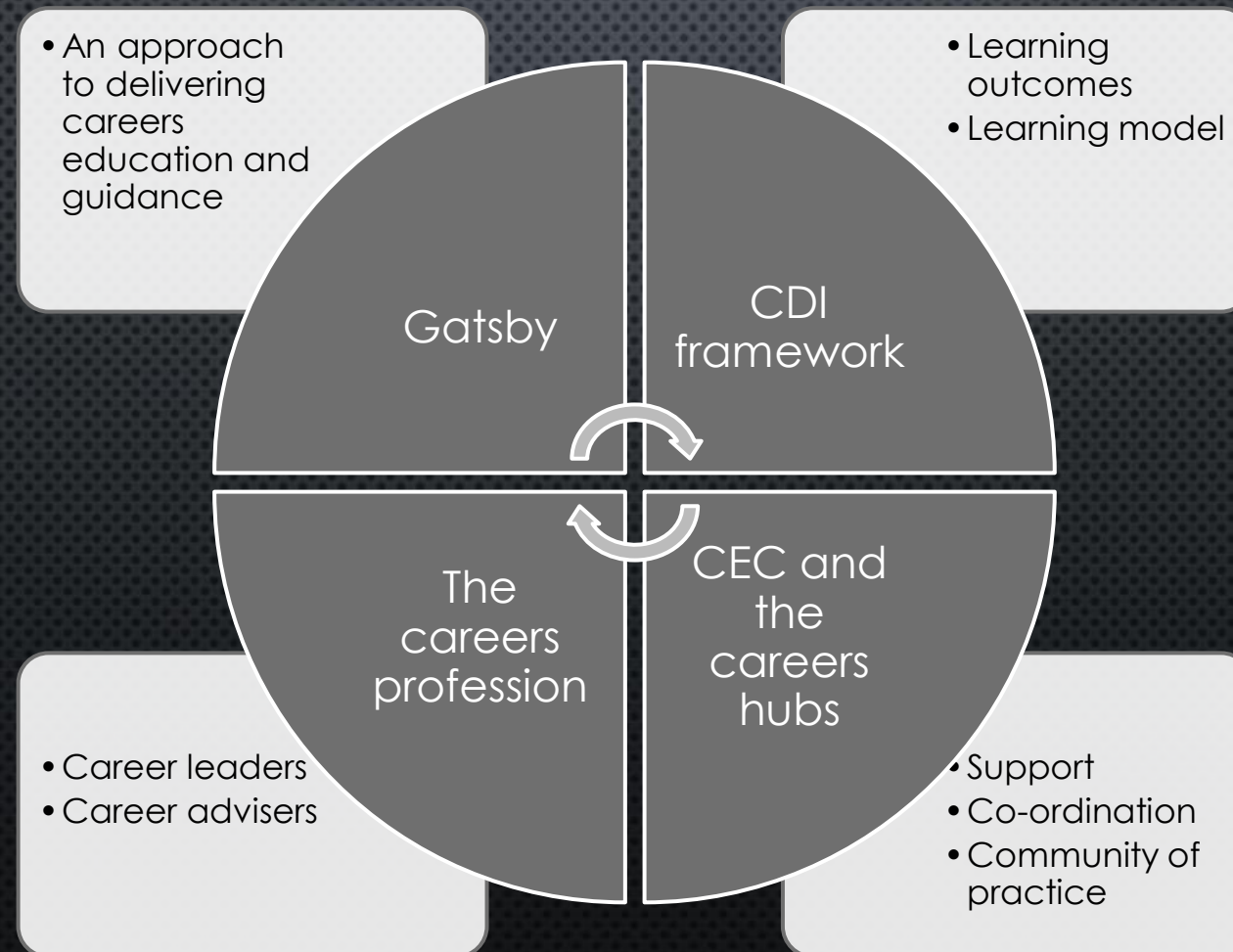
What it gave us

What it doesn't offer

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THE SYSTEM WE HAVE





THERE IS A LOT
TO RECOMMEND
THIS SYSTEM, BUT
IT NEEDS TO BE
DYNAMIC



WE NEED TO
MOVE AWAY
FROM A SMASH
AND REINVENT
APPROACH



AND ADOPT A
PROCESS OF
GRADUAL
SYSTEM
DEVELOPMENT

BETTER GOVERNANCE

- AT THE MOMENT SCHOOLS PIECE TOGETHER THE ELEMENTS INTO A COHERENT SYSTEM
- WE NEED TO MOVE TO A POSITION WHERE THE SYSTEM DOESN'T NEED TO BE RECREATED IN EVERY SCHOOL
- BUT A SYSTEM ALSO NEEDS GOVERNANCE THAT ALLOWS STAKEHOLDERS TO INFLUENCE ITS DEVELOPMENT



THE CURRENT SYSTEM GIVES US LOTS OF TOOLS

- IT IS UP TO YOU HOW YOU USE THEM IN YOUR SCHOOL
- HOPEFULLY, THE NEW CDI FRAMEWORK ADDS SOME POWERFUL NEW TOOLS THAT MAKE SENSE OF THE REST OF WHAT YOU HAVE





BUT THIS IS A JOURNEY
NOT A DESTINATION

ABOUT ME

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