

Is Gatsby great for careers education? a vision for the future of career learning

Complete Careers Annual Conference

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What I have set out to cover

- a brief review of the history of careers education in schools
- a critical analysis of the current position
- practical proposals for the future



The 1960s: the start

- Occupational choice no longer viewed as an event, but as a developmental process over time
(ref. Ginzberg, Super, Daws)
- Careers lessons start to appear on the timetable in secondary schools, at least for some pupils and mainly in the later years



The 1970s: the ideas

Careers education is that element in the programme of a secondary school explicitly concerned with preparation for adult life

[DES Survey 18, 1973]

Between the ages of 13 and 17, young people pass through a zone of critical decisions, a period when they must learn to know themselves, to come to terms with their strengths and weaknesses, to make choices, reach decisions and accept the implications of those decisions.

Career choice involves two stages:

- exploration (a divergent process)
- decision (a convergent process)

[HMI]



Schools Council CEG Project (1971-77)

Careers education should help pupils to understand themselves and explore different occupational roles

V.

Careers education should help pupils not just to understand opportunity structures but to assess critically society and the occupational roles available and be stimulated to act as agents of social change

Is careers education about

1. assisting young people to make choices from what is available?
2. equipping young people for lifelong career development?
3. empowering young people to influence opportunity structures?



DOTS (Law & Watts, 1977)

Self-awareness

Opportunity awareness

Decision learning

Transition learning



The development of careers work in schools (also, Law & Watts, 1977)

1. Information

- i. cardboard box of leaflets
- ii. careers library

2. Interview

- i. advice
- ii. counselling

3. Curricular

- i. giving occupational information**
- ii. careers education: developing self-awareness, occupational awareness, decision learning, transition learning**

4. Integrated

- i. linking the careers programme to other curriculum activities**
- ii. linking the careers programme to resources in the community, e.g. work experience



The Gatsby benchmarks (2014)

1. a stable and an embedded programme of career education and guidance
2. good quality information about future study options and the labour market
3. opportunities for advice and support tailored to their needs
- 4. subject teaching linked to careers**
5. several opportunities to learn from employers and employees
6. experiences of the workplace
7. opportunities to hear from representatives of FE colleges, universities and apprenticeship providers
8. personal guidance from a professionally qualified careers adviser, at the right time



The 1980s: actions

Technical & Vocational Education Initiative (TVEI)

(1983 to mid/late 1990s)

- nation-wide programme, with national and local priorities
- funded
- consortia of schools and colleges
- led, managed, supported and monitored by national, regional and local personnel

Working Together for A Better Future (1987)

- collaboration and partnership working



The 1990s: towards (eventually) the statutory duty

National Curriculum (from 1989)

- careers education one of five cross-curricular themes

Quality awards

Statutory duty

- in Years 9, 10 & 11 (from September 1998)



The 2000s: the peak

National Framework for CEG 11-19 (2003)

- recommended learning outcomes and illustrative content

Extension of statutory duty (2004)

- to cover Years 7 & 8 as well

National support programme

- www.cegnet.co.uk

Local support, including access to INSET



The 2010s: (1) setbacks

- Closure of the national careers guidance (Connexions/IAG) service and responsibility, but not the funding, devolved to individual schools and colleges (from 2012)
- Removal of the statutory duty to provide careers education (from 2012)
- Closure of the CEIAG Support Programme (from 2010)
- One in three schools were not meeting their statutory duty to secure access to independent careers guidance and 16% of schools had dropped careers education from the curriculum (DfE research, 2015)
- The Careers & Enterprise Company (2015) – initial focus on employer engagement



The 2010s: (2) the beginning of recovery (but still a lot to do)

Framework for careers, employability and enterprise education 7-19

- (ACEG 2012, CDI 2020)

Quality in Careers Standard

- Single national award, with assessment criteria aligned to the Gatsby benchmarks (and an emphasis on a planned programme of careers education)

Clarification of the roles teachers have in careers education and importance of CPD

- iCeGS and Teach First

The Careers Strategy

- schools and colleges expected to use the Gatsby benchmarks
- schools and colleges required to publish details of their careers programme and to have a named careers leader
- wider remit for The Careers & Enterprise Company
- training for careers leaders
- careers hubs



The current position (1)

The problem

The amount of time devoted to careers education and the quality of provision remains too varied. 1 in 6 schools have dropped it from the curriculum all together.

Strengths to build on

- a national focus on improving career guidance
- Gatsby benchmarks widely known and having a positive impact on the quality of careers programmes
- the role of careers leader recognised and training nationally available and fully-funded
- careers hubs providing support in 50% of the country
- initiatives taken by the careers sector



The current position (2)

Weaknesses holding us back

- careers education is not part of the statutory curriculum
- the Gatsby benchmarks promote delivery through other subjects but fail to emphasise the need for discrete provision alongside
- no official national framework of outcomes for career guidance in schools and colleges
- the Quality in Careers Standard is not actively promoted by The Careers & Enterprise Company nor Gatsby
- the careers hubs cover only a half of the country and their work programmes are not being led from the centre
- very limited development funding available direct to schools
- the key strategic players are not working together enough



Models for delivering careers education in the curriculum

- discrete careers lessons
- modules of careers education within a PSHE carousel
- part of a tutorial programme
- part of an integrated PSHE education course
- 'drop down' days
- cross-curricular approach



A strategy for improving careers education in schools

.. which could be incorporated into Phase 2 of the Careers Strategy from 2021

1. Reinstate the statutory duty and extend to age 18	DfE
2. Amend the Gatsby benchmarks to include both discrete and cross-curricular delivery	Gatsby
3. Prepare a new framework for career learning <i>(CDI-led project now underway)</i>	CDI, CEC, Gatsby, DfE
4. Extend career hubs across the whole country and develop a structure to drive developments <i>(from September 2020 50% coverage of schools and colleges)</i>	DfE, CEC, LEPs
5. Continue careers leader training beyond 2020 <i>(650 places in 2020-21 and plans for further extension to 2024)</i>	DfE, CEC



A strategy for improving careers education in schools

6. Encourage providers of ITT to include an introduction to career guidance	DfE
7. Encourage all schools to include career guidance in their programmes of CPD	DfE
8. Promote the Quality in Careers Standard as an external validation of achieving all 8 benchmarks	DfE, CEC, Gatsby, Quality in Careers
9. Make development funding available to all schools, linked to a commitment to achieve Quality in Careers	DfE, CEC
10. Require schools to publish if they have achieved the Quality in Careers Standard	DfE
The CEC, Gatsby and the CDI to work together as equal strategic partners, with regular consultations with the DfE	



A new framework for careers education

- Self-development
- Career exploration
- Career management
- Career studies
- Digital career management skills
- Employability skills
- Independent learning skills



The place of careers education in a curriculum for the 21st century

‘cultural transmission’ v ‘anticipatory value’

Great Debate, Prime Minister James Callaghan, 1976

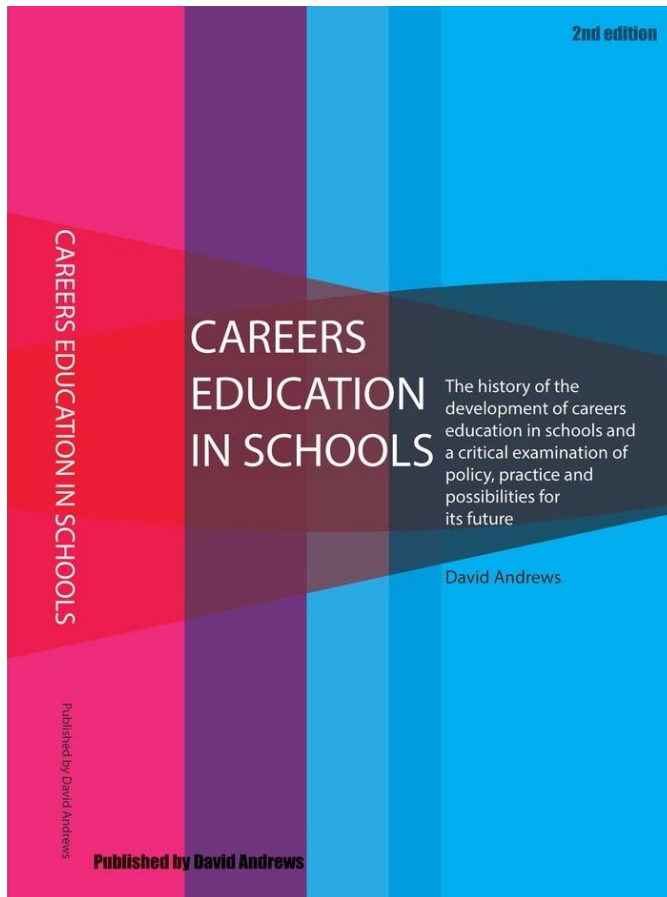
TVEI cf. National Curriculum

subject content plus the key competencies to be
an economically active and responsible citizen

**careers education currently sits precariously at the margins
of the curriculum: it should be part of the central core**



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