

Delivering careers work in primary schools – CEIAG

Just more acronyms or something more?

Now for the bad news - delivering careers work in school means becoming familiar with a lot of acronyms.

And now for the good news - in this short read we'll uncover what they actually mean, why they are important, how they can help you plan your careers work in school and support your students to begin to understand the world of work

So, onto the big one - CEIAG.

Careers Education Information Advice and Guidance. No too bad as acronyms go and it contains all the key aspects that need to exist within a careers programme. Each of these needs to take place if you are going to deliver an excellent careers programme to learners.

- **Careers Education.**

Refers to a planned careers programme. There's no set way to do this. It could be through weekly timetabled slots, drop down days, cross curricular delivery, employer talks and visits or themed events. What is important is that it is planned and meets specific learner outcomes.

So where do you get the learner outcomes from? That'll be the CDI. An acronym that stands for Career Development Institute. This is the professional body for all career professionals. You can find the suggested learning outcomes here: <https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf>

And even better, if you visit this next link, you'll see resources that can help you think about how to meet those outcomes. <https://www.thecdi.net/Careers-Framework-2018>
Ideally there will be a planned programme from KS2. If you're thinking this is far too early for a child to decide what they want to do then you're right!! Career Theorists call this stage of development for children the Fantasy Stage. It isn't until puberty that people start to define the roles they want to take on in the future.

So why bother now? Well Career Theorists talk about the developmental stage of career learning. That is, children need to develop the skills they will use later in their career planning. That's why the framework the CDI produces is developmental, with each KS learning outcome building on the previous one.

But an easier way to remember what sorts of things to include in a careers programme is just to SODIT.

Self awareness - If you understand yourself then you'll begin to understand what jobs will match to you

Opportunity Awareness - You need to know what jobs are out there. Most children only know what their family do so we need then to find out about all the other jobs out there.

Decision Making - Career decisions are lifelong after all. And decision making is a skill that can be developed.

Information - need to understand how sift out the fake news to discover what jobs really involve.

Transition - they've made one to primary, there's another to manage to secondary and then ongoing transitions in the world of work.

Did you know? The learning outcomes in the CDI documents are an updated variation of the SODIT theme.

- **Careers Information**

Once you've got the structured careers education programme in place then you'll need the learners to be able to access careers information. After all they may want to find out more about the jobs you've introduced them to - especially after you tell them mobile toilet deliverer is a job that's had over 30 years of growth (it has!).

There is a lot of careers information available on the internet. Of course, some sites are of dubious reliability. So maybe best to use these two free sites:

<https://icould.com/> - it has a great quiz on it that helps students think about their development. It's based on Myers Briggs personality types. Good fun to carry out. It also hosts videos about people doing their work.

<https://nationalcareersservice.direct.gov.uk/> - a terrible looking website but it does have excellent factual information about jobs on it (salary, qualifications etc)

Knowing where and how to access careers information is important for the learner. So do let them know in lesson time or via tutor groups.

There are also a host of other information and books about the world of work that can be bought. And even schemes of works and lesson plans. Best place to look for these is at the Prospects Education website as they host more career based resources than any other site:

<https://www.prospectseducationresources.co.uk/>

- **Careers Advice**

Now a quick quiz: Who influences a child's career choice the most?

A – Teacher, B – Friends, C - Careers Adviser, D - Parents.

This question is often asked in surveys and usually the results are in this order:
Parent, Teacher, Friends, Careers Adviser.

So, what you say and do really matters. And once students are involved in a careers programme they'll start to ask questions. If you give them answers then you're giving careers information and possibly advice. Of course, this can be difficult as there is no limit to the type of careers question you may be asked! So some schools put on INSET for staff to give them some knowledge about careers and where they can direct the learners to find answers to their questions.

In a Family Fortunes way, our survey says Parents are the top answer when it comes to influencing a child's career choice. So, do involve them in your career programme - invite

them along to any activities that are going on or maybe they could come and talk to the students about their jobs? It's a great and easy way for students to find out about a host of new jobs. You may even come across roles you've not yet heard about – could one parent be a dog yoga instructor? (yes, they really could, a new career that is on the increase).

- **Careers Guidance**

Choosing a career is as personal as it gets. For many people their jobs define them. So to find themselves and actualise that career some students need career guidance interviews. These are conducted by professionals and the processes, based on guidance and counselling theories, works best with older students so not something you need to think about for your programme with the primary students still in their 'Fantasy Stage'.

Careers Education Information Advice and Guidance

Now you know all about the acronym CEIAG. All its different letters interweave. If one aspect of them missing, then the whole programme will fall down. To borrow from Morecombe and Wise, 'we need all the letters but not necessarily in that order.'

The key to delivering a great careers programme in school is the same as any other subject. Plan it, deliver it. Ensure the students can do their own research and ask questions. Then enhance it by bringing in outside speakers and involving parents. And if possible, show the learners different places of work through visits (lots of research suggests experiential career learning has the biggest impact). And remember to review and evaluate the programme.

Hopefully you found this guide useful. If you want a resource that is written in a similar style for your learners then check out: **The Bonkers Book of Jobs**, a primary resource described by the CDI as:

- *'a cleverly written book that provides careers and labour market information in an irreverent and alternative way*
- *meshes comedy and accuracy through presenting true facts in a humorous way*
- *instead of stating only the obvious and potentially boring, it describes what the job does with an 'off-the-wall' interpretation*
- *makes job research and exploration fun*
- *subtly underpinned by theoretical knowledge*
- *engagement and inspiration come from grouping the jobs into categories of disgusting, weird, scary, cool, delicious and stupid to hook the reader'.*

And if you want to hone in on what the latest research says about delivering careers work in primary schools then visit the CEC (couldn't let you go without a final acronym - this one stands for Careers Enterprise Council) and read the latest findings

<https://www.careersandenterprise.co.uk/research/career-related-learning-primary-what-works>