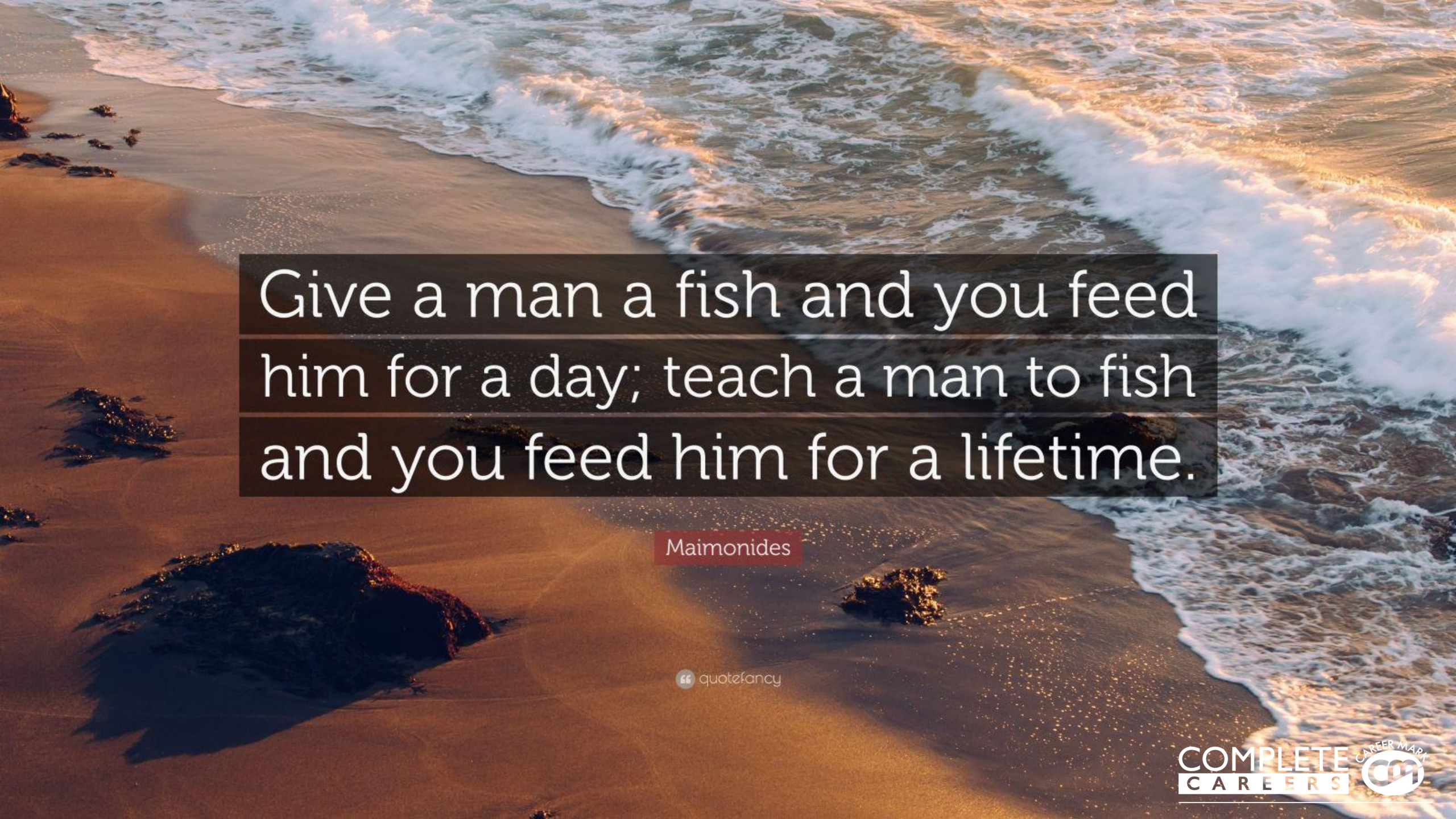




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Give a man a fish and you feed
him for a day; teach a man to fish
and you feed him for a lifetime.

Maimonides

“ quote fancy

Outcomes of the session

To explore:

- The role of the careers guidance professional and the way guidance theory can support the development of a career program.
- The ways in which a careers guidance professional can be used to effectively measure the impact of careers provision on young people.

The Careers Guidance Professional



Learners may have 180 Maths lessons over Year 10 and Year 11.....they will only have 1 careers interview (if that).

What do you want to do when you grow up?



Providing careers **information** means signposting clients to relevant, accurate and reliable information sources and resources to help clients with making decisions about appropriate progression pathways.



Providing careers **advice** means helping clients to understand and interpret information, advise them about the options available to them and how to go about a given course of action.



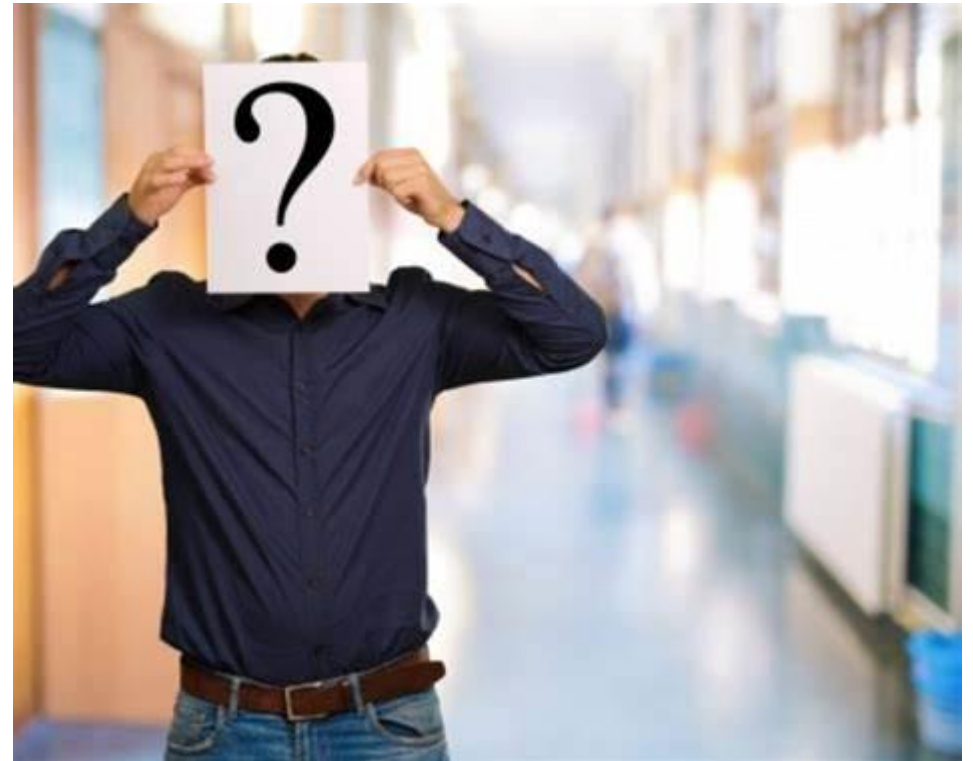
Guidance and coaching is provided by qualified career professionals to appraise client's careers planning, diagnose their support needs and identify strategies to help them resolve their needs.

“I want to know when the UCAS deadline is.”

It's on the 25th January at 6PM. (information)

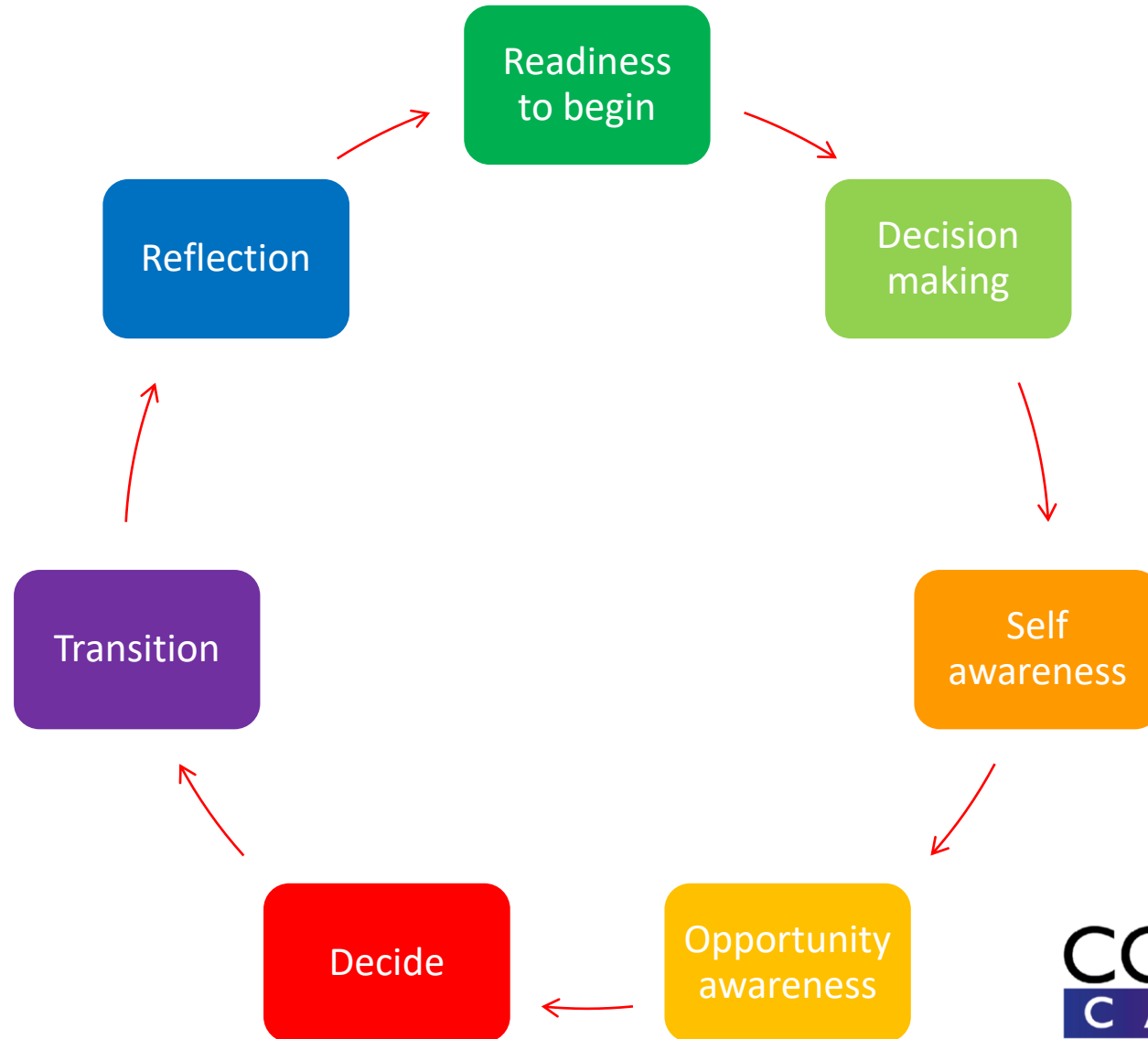
Where do you think we could find that out?
Shall we go on the website and look at when
the deadline is together? (advice)

Why do you think you want help finding this?
What do you think is stopping you exploring
this? (guidance)



The way guidance models and theories can support you with your career program

Career Management Cycle



Using the Career Management to design learning

- Exploring **readiness** – surveying the learners about their confidence, giving them awareness that they are on a career journey and may have differing levels of confidence from their peers.
- Addressing healthy **decision making** and their teaching lessons which involve discussion around how they make decisions.
- Carrying out activities based on **self-awareness**, such as personality quizzes (Complete Careers), curriculum links, identifying strengths.
- Encouraging learners to explore up to date **LMI** on-line and giving them the time to do this within lessons/tutor time.
- Lessons which support learners to **reflect** on transition, for example at the different key stages. Also sessions on how they may find college, employment, higher education different to school.

Using Career Theory to design learning

Career Matching: Using Psychometric Testing, Highlighting strengths and skills and linking these to the most appropriate career areas.

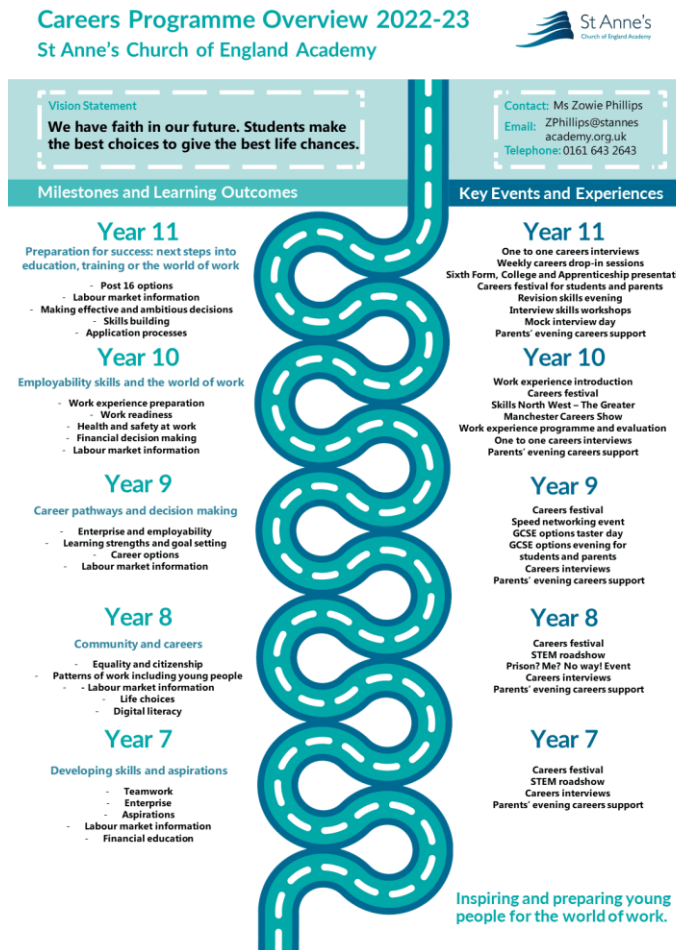
Chaos Theory: Listening to alumni or videos (www.icould.com) with a strong focus on the unpredictable elements of career planning.

Socio-Economic Theory: Encouraging parental engagement to “change minds”, focussing lessons or tutor time on helping learners consider who and what influences them.

Planned Happenstance Theory: Encouraging learners to “equip” themselves and do “all the right things” – such as having a current CV, having a Linked In profile, having skills and Labour Market Awareness.

Supporting with the Careers Program

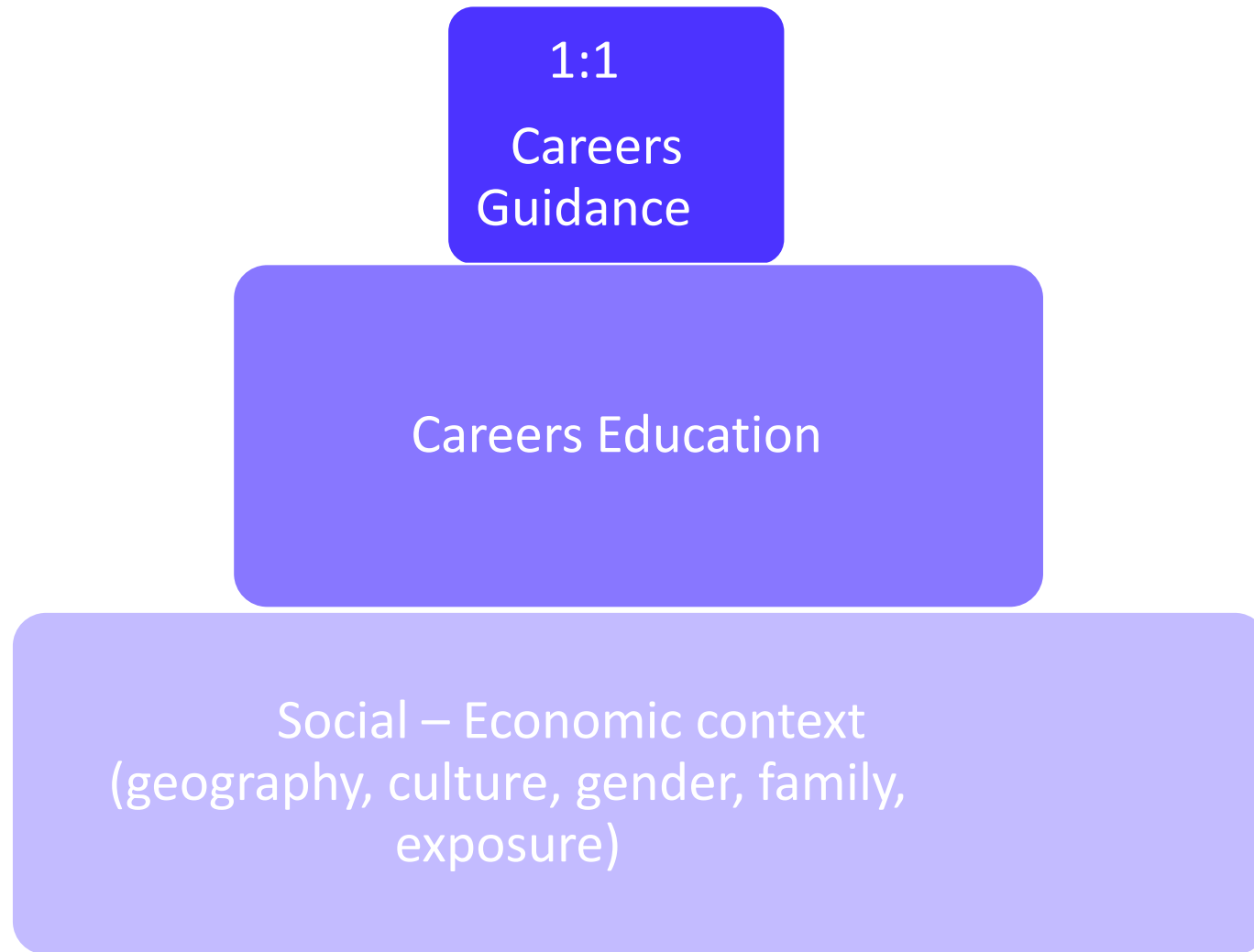
- Program Planning
- Assemblies
- Newsletters
- Lesson Planning
- Staff CPD



The ways in which careers advisers can be used to effectively measure the impact of Careers Provision

Careers Guidance as the Litmus Test





Termly or annual discussion with your careers adviser about your learners.

How effective is their self-awareness?

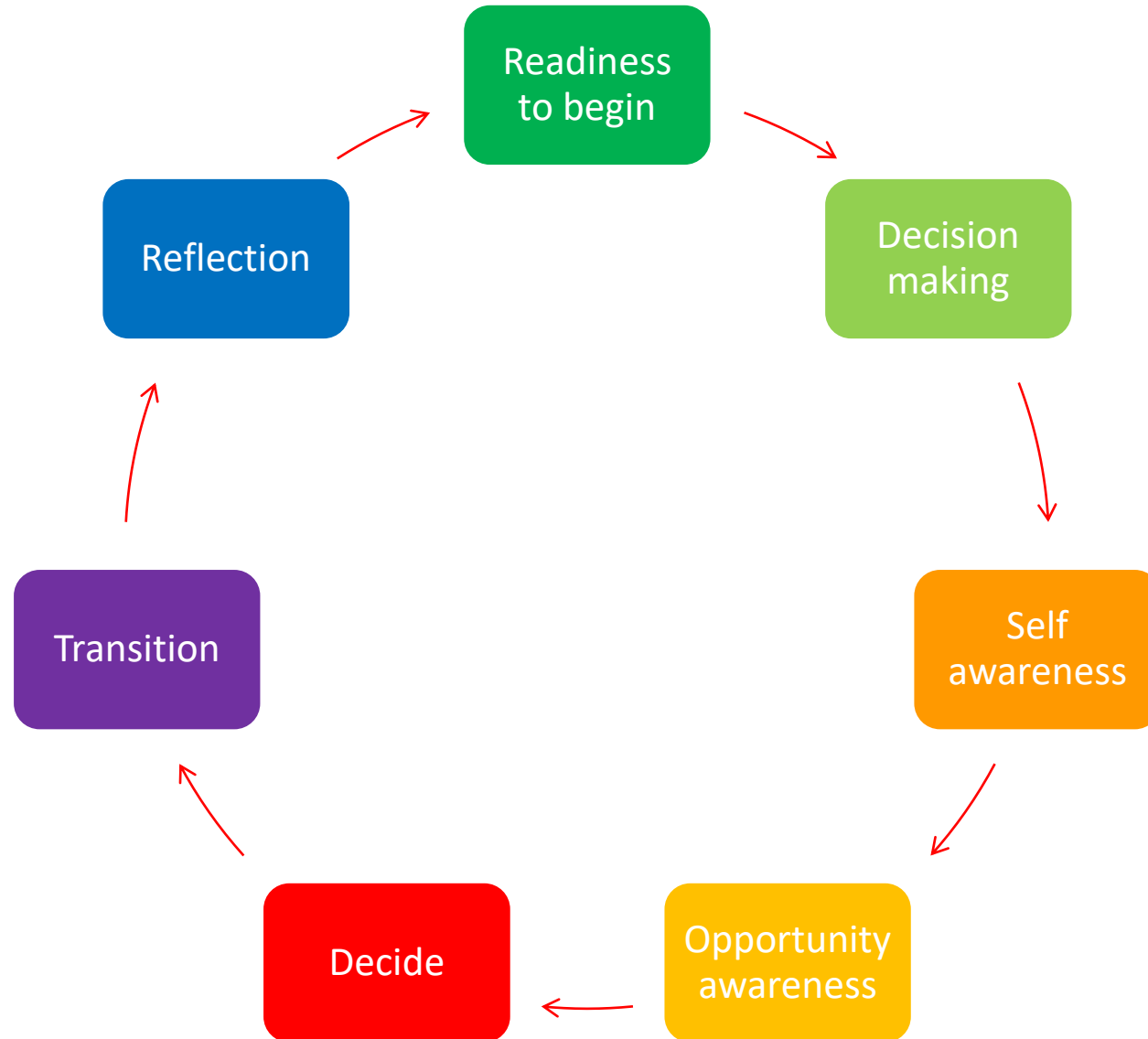
How are their aspiration levels?

What are you learning about how they are influenced by external factors (e.g. family)?

Any further suggestions.....?



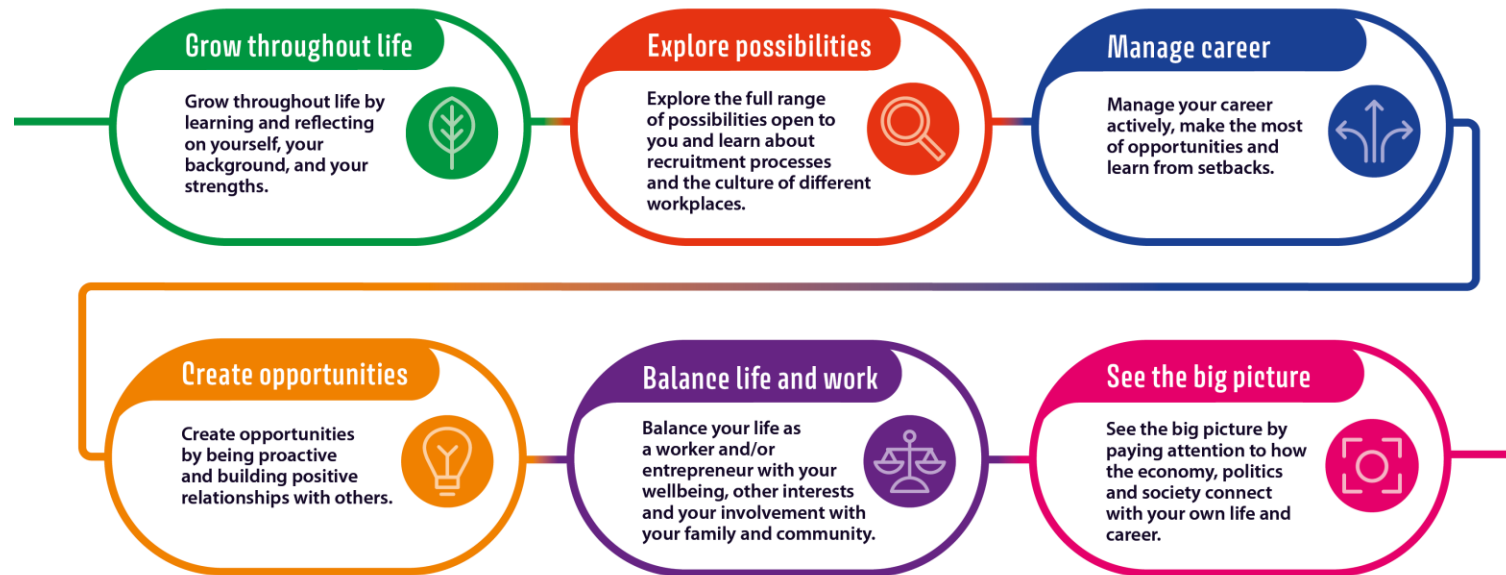
Career Management Cycle (research)



Rating Learners Career Management Competencies



The CDI Framework (research)



Rating Learners against the CDI outcomes



Supporting with external assessments/audits



Thank you for listening
Time for Questions



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