futures consultancy

FutureReady

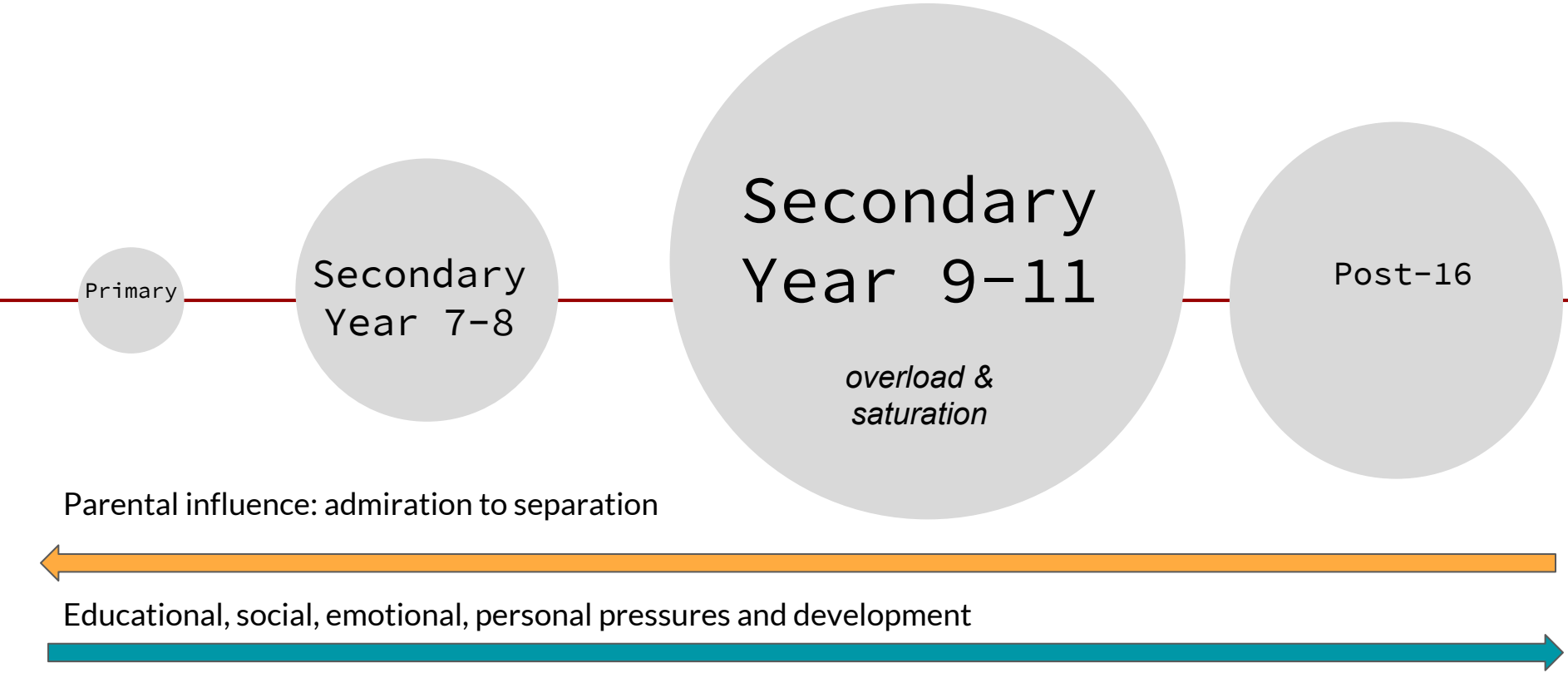
Raising Aspirations: 10 ways to integrate primary careers into your classroom and why.

Hello & Welcome

Laura and Emma

- What the research suggests
- The career benchmarks & current research
- 10 takeaway ideas and examples
- A FutureReady foundation

When does career guidance typically take place?



Important points to make

“Children have their first career aspirations as young as 3.”

“Children are starting to gender assign careers and roles as young as 6.”

“Children are making career limiting decisions as young as 10, and solidifying by 14.”

“Affluent families are more likely and better equipped to provide a ‘glass floor’ for their children, protecting them from downward social mobility.”

Robert Halfon - “careers is for children of ALL ages.”

“Children with more science capital within the family were more likely to aspire and enter science related careers.” (Aspires 2013)

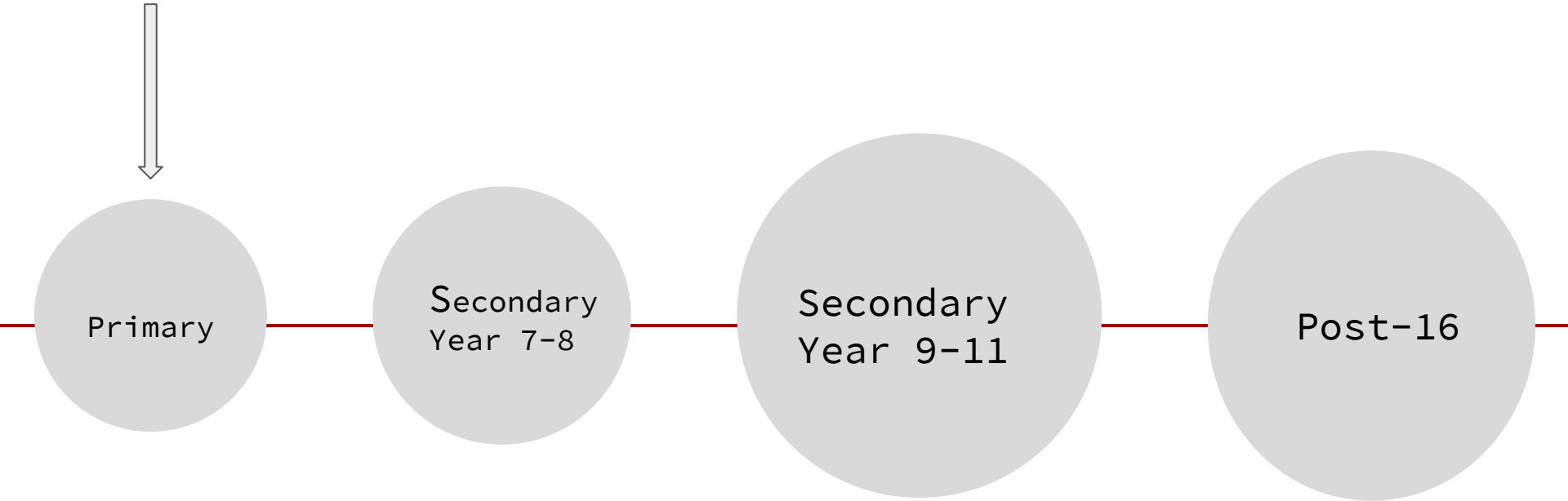
Girls believe brilliance is a male trait, research into gender stereotypes shows

Study highlights how children as young as six can be influenced by stereotypes such as the idea that brilliance or giftedness is more common in men

The study also found that, unlike boys, girls do not believe that achieving good grades in school is related to innate abilities. Photograph: Barry Batchelor/PA

Girls as young as six years old believe that brilliance is a male trait, according

Spreading the career load...



Sustained, consistent and continuous approach to careers guidance; providing children with more time to think

Year 1. North Tyneside

Let’s compare to your aspirations and age

Top 10 aspirations of children (bigger study)

Top 12 aspirations of year 9’s (Aspires)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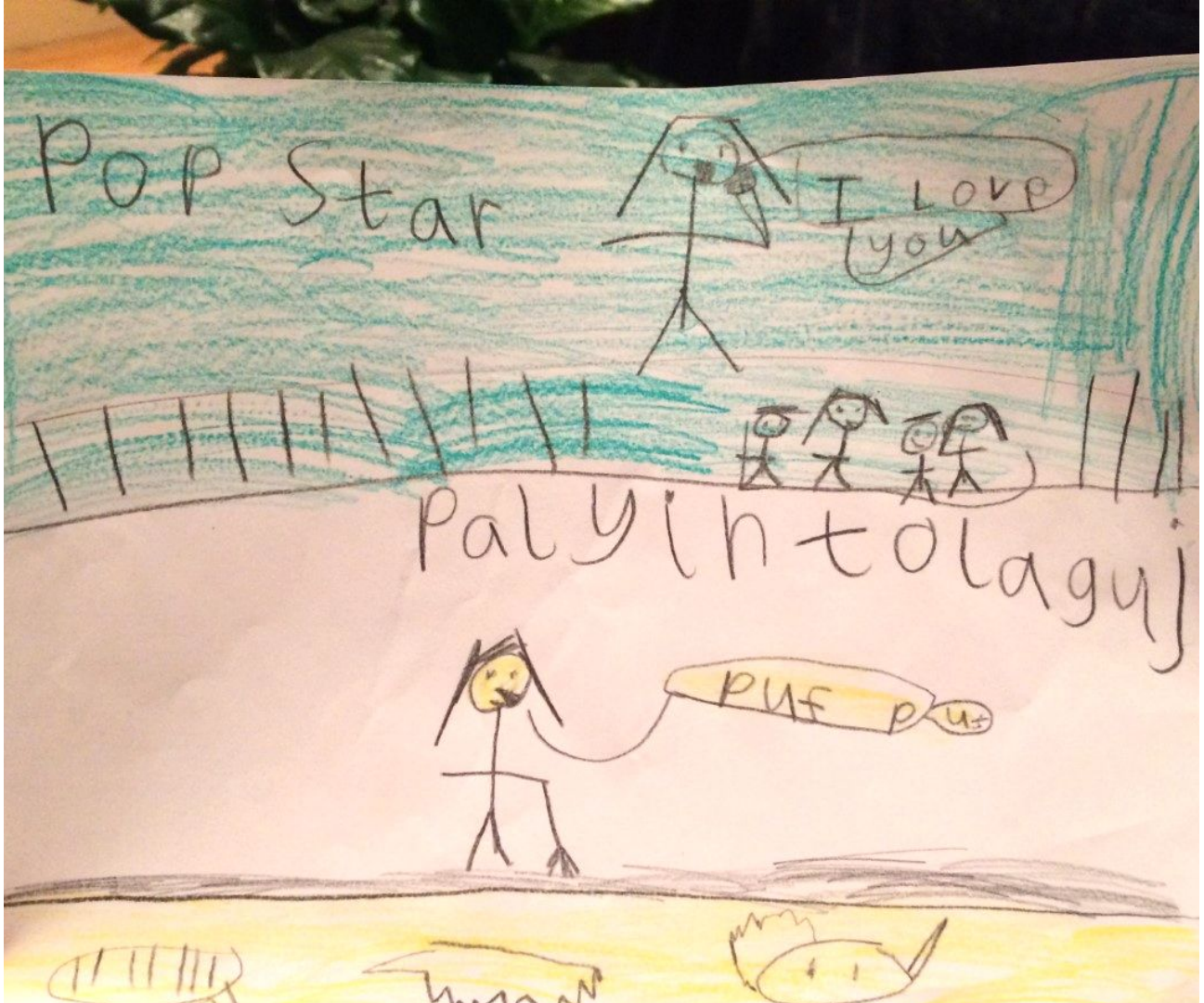
astrnort


Ella
Archaeologist

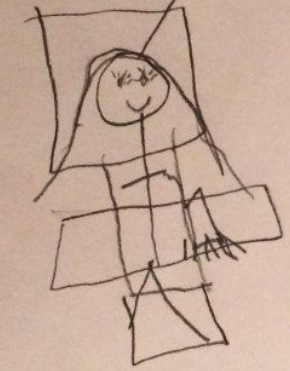

Pop Star
I Love you
Palyintolaguj
PUF P

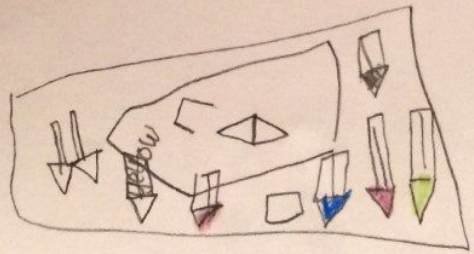

tweet
tweet
my


Lego Bilda
Oscar

Pieces girl.

Artest





Builder
Scientist
Fire Fighter
Astronaut
Secret Spy
Shop Owner
Bank Lady
Lego Designer
A Police Girl
Art Teacher

Pet Store Person
Astronomer
Doctor
Astronaut
Boat Driver
Cook
Theatre Person
Lego Builder
A person who looks after cats

Pilot
Popstar
Paleontologist
Artist
Archaeologist
Sports Teacher
Animal Rescuer
A dad
A Ninja

I don’t know!

Aspirations in primary and secondary

Top five dream jobs for girls

The top five jobs girls want to do when they grow up:

1. Vet
2. Teacher
3. Engineer
4. Doctor
5. Baker

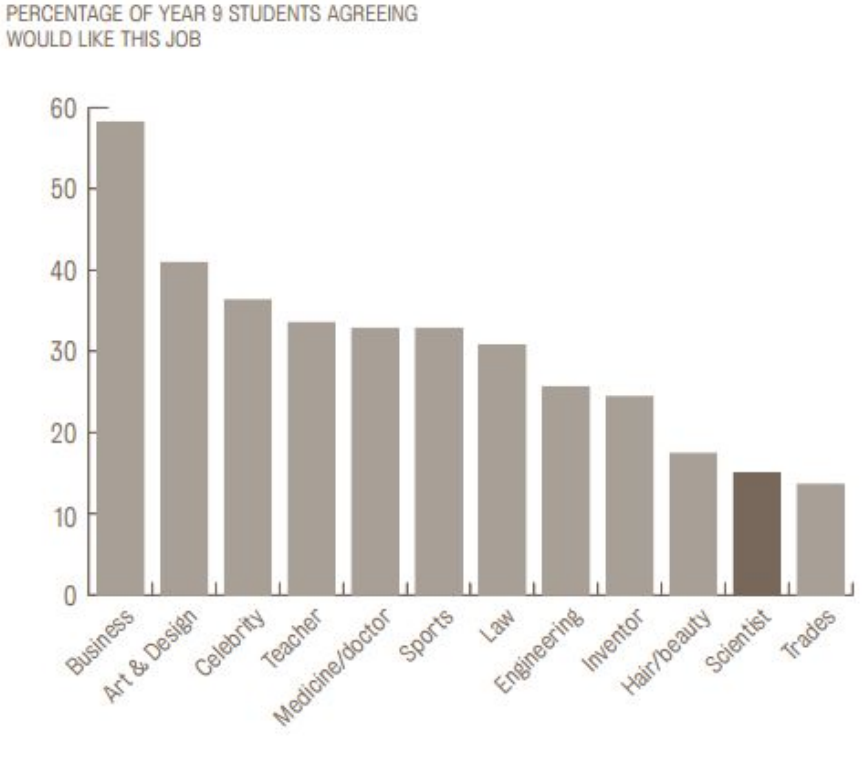
Top five dream jobs for boys

The top five jobs boys want to do when they grow up:

1. Footballer
2. Inventor
3. Policeman
4. Builder
5. Engineer

**Gen Z (children born after the start of the Millennium)*

https://www.reed.co.uk/career-advice/revealed-what-your-kids-really-want-to-be-when-they-grow-up/



Exploring career aspirations from primary makes sense.

This is not to say that we should be telling children what they will be in the future

But... exploring with them what they can do in the future.

‘you only know what you know.’

Let’s expand their range, language, understanding and self-belief

What does a primary careers programme look like?

Not that different to a good secondary careers programme.

A primary careers programme can support and contextualise the primary curriculum and topics

Should not create more work, rather; it's about awareness and making relevant links incorporated in SOW and Lesson planning

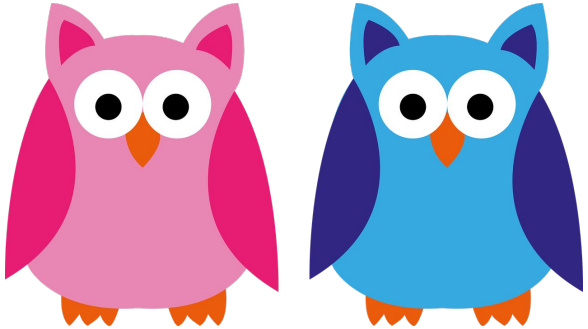
Engages and inspires parents/guardians as well as children; raising the aspirations of the family.

A good starting point is the Gatsby Career Benchmarks

- Research currently taking place
- Provide some example of how you can do this.

1 A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3 ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6 EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8 PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

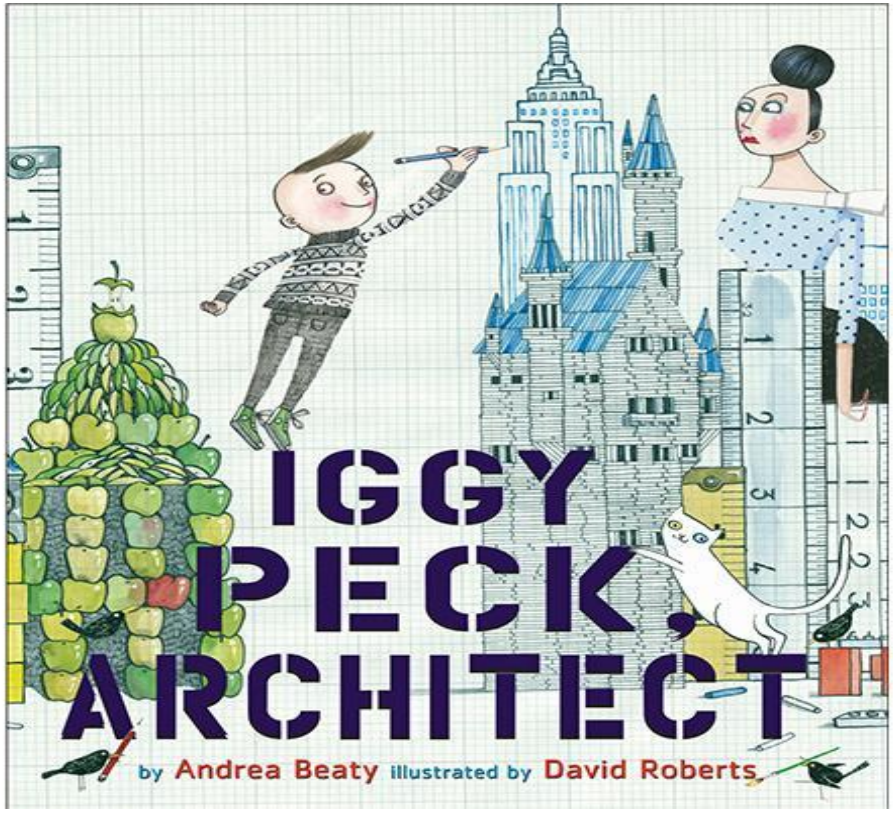
10 ideas and examples to take back to school



One. Literacy & STEM

Andrea Beaty

Powerful role models and classroom ideas (Late EYFS - Key Stage 1)


IGGY
PECK,
ARCHITECT
by Andrea Beaty illustrated by David Roberts


Houses of Parliament
Stonehenge
Alnwick Castle
The Angel of the North

“It’s a bridge.”

“I saw the Angel of the North when I went on the train to York.”

“This is my skyscraper design. These are my massive windows so 100 can see out. These lengths are 5 metres.”


30m
50m

“I would get to the top in an elevator. It’s so high. It would need to be a speedy elevator!”

“I have a big team and we’re working together to build a castle. It was Charlotte’s design. We haven’t designed it, we’re just building it.”


Daisy
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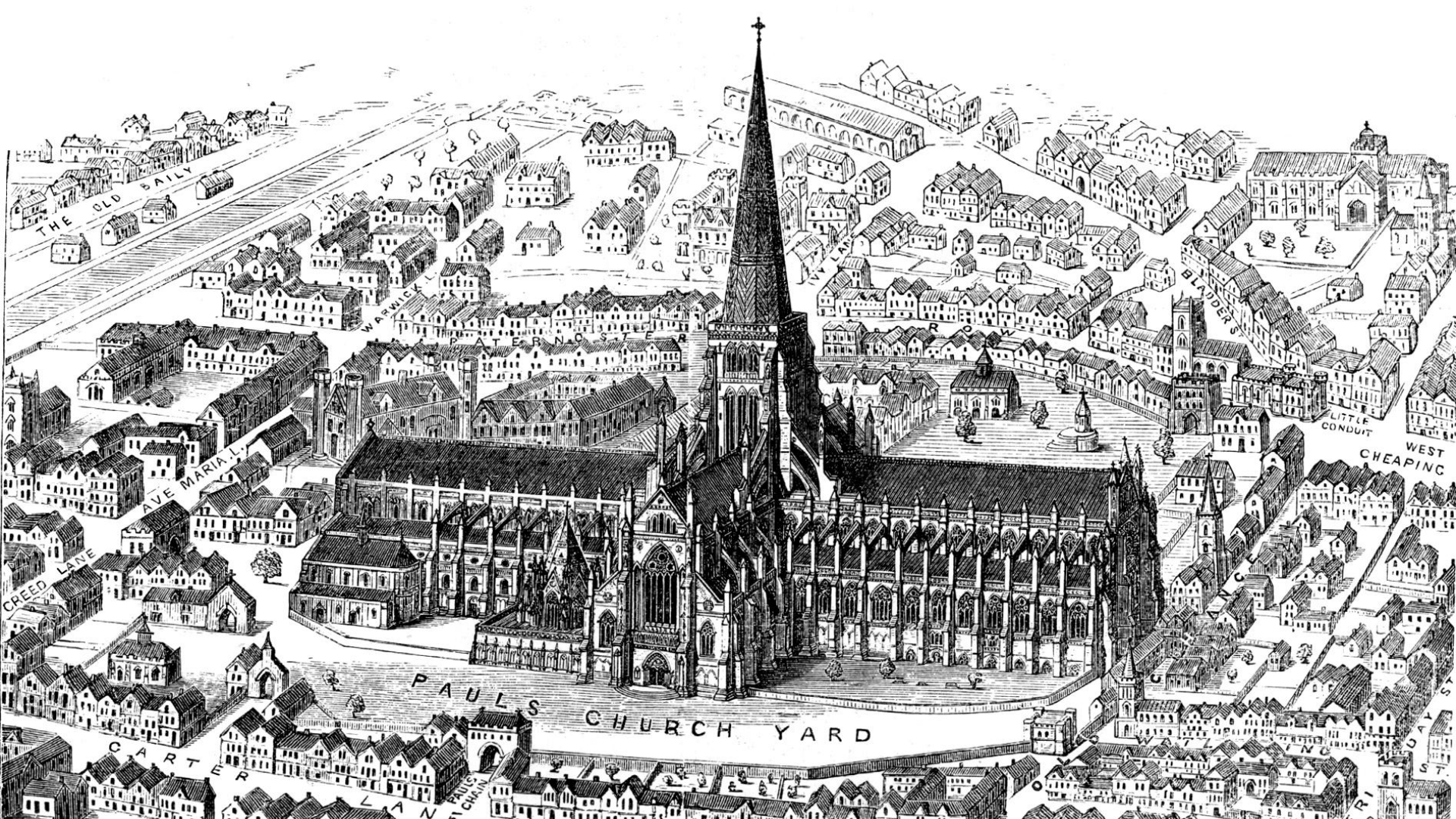
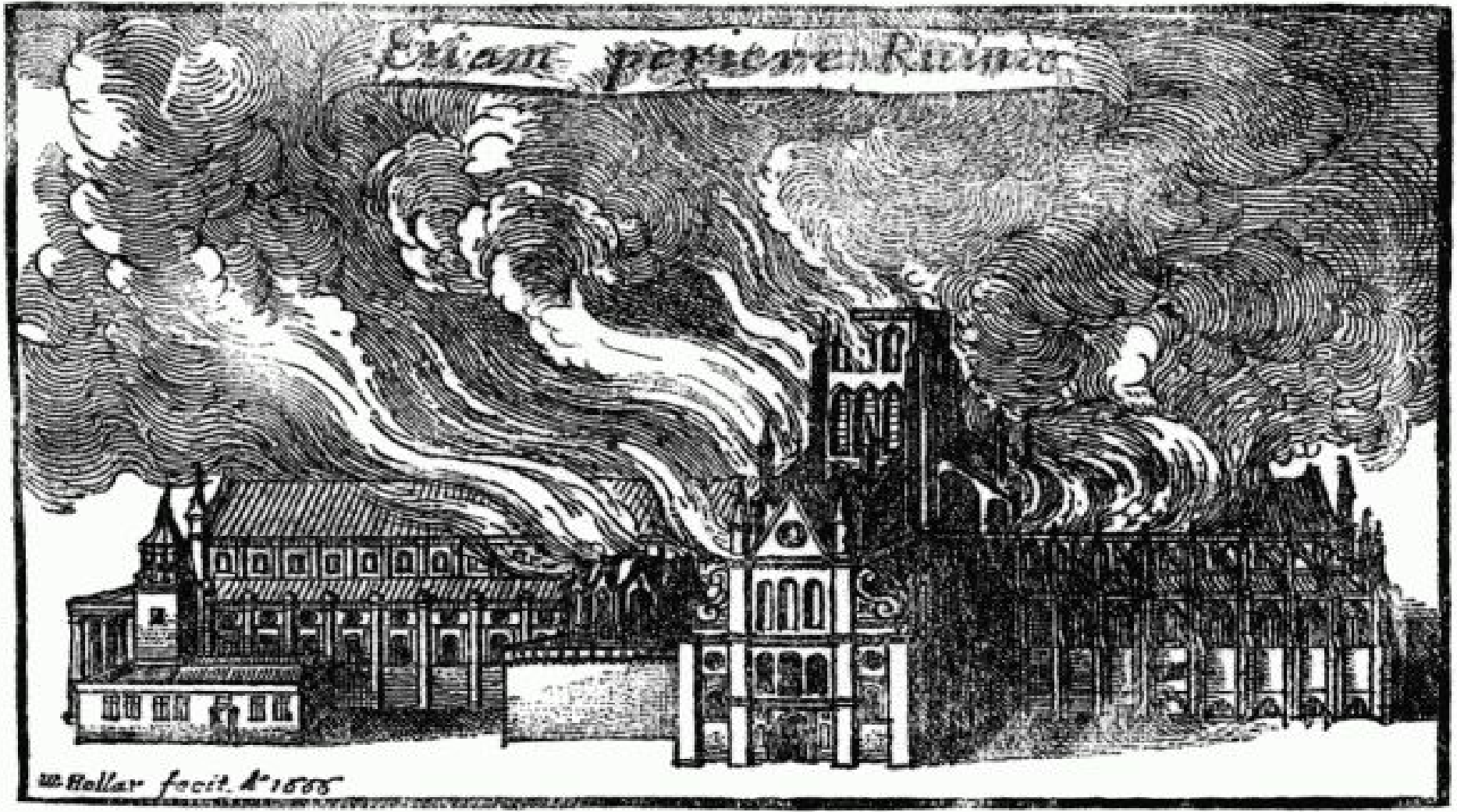
“It’s like a mini city and there’s lots of doors where you can go in. There’s a lift up the tower. There’s lots of cinemas and chinese restaurants.”


THE OLD BAILY
WARWICK L.
PATERNOSTER
ROW
BLADDERS
IVY LANE
LITTLE CONDUIT
WEST CHEAPING
AVE MARIA L.
CREED LANE
PAULS CHURCH YARD
CARTER
FRUIT CHAIN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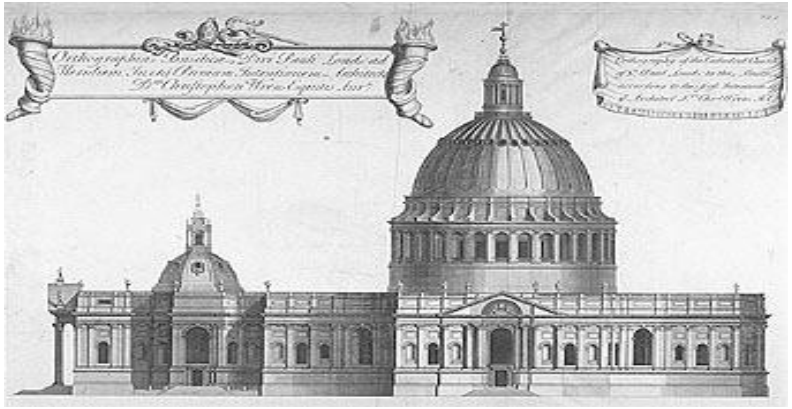
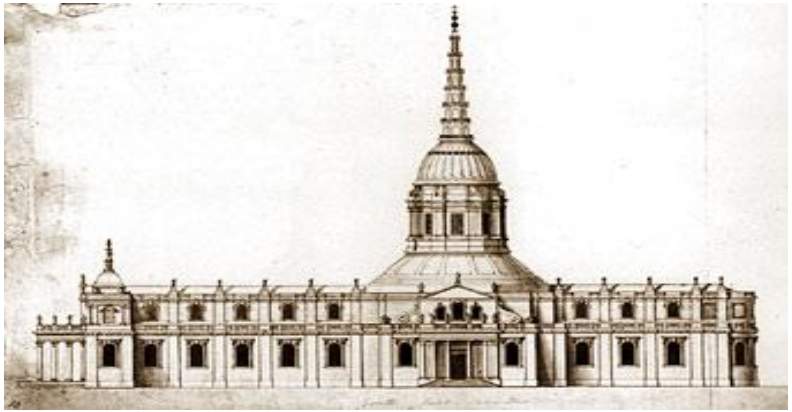
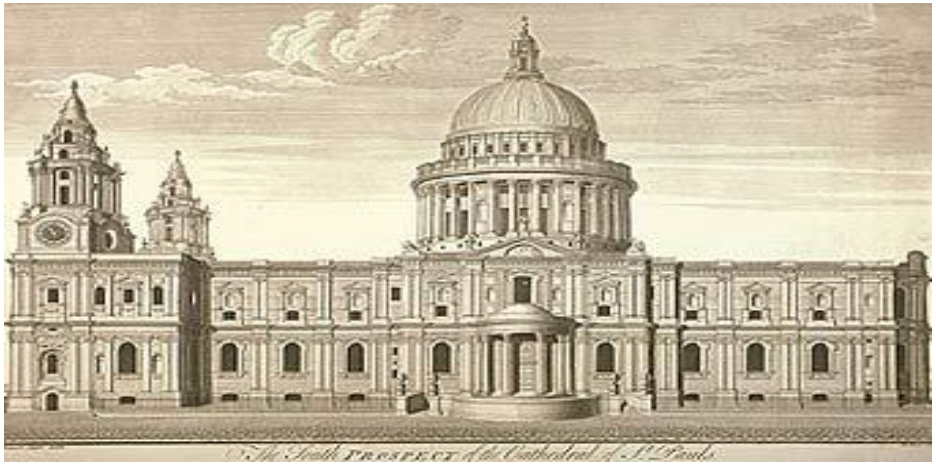
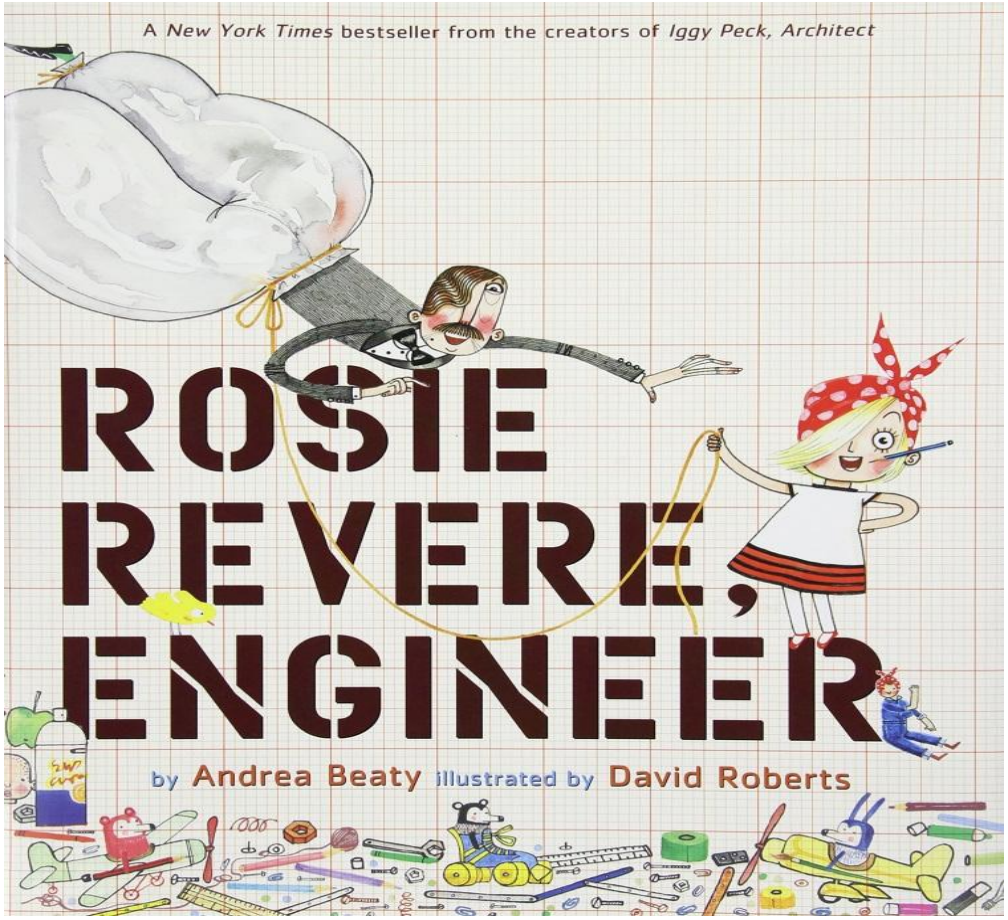





The South PROSPECT of the Cathedral of St Pauls


A New York Times bestseller from the creators of Iggy Peck, Architect
ROSIE REVERE, ENGINEER
by Andrea Beaty illustrated by David Roberts


HARDYS

“My helicopter has got 10 propellers. And the rotor helps it fly.”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R

“I’m the pilot. I am going to fly the plane and make sure it arrives safely. Our plane has 2 triangle wings…

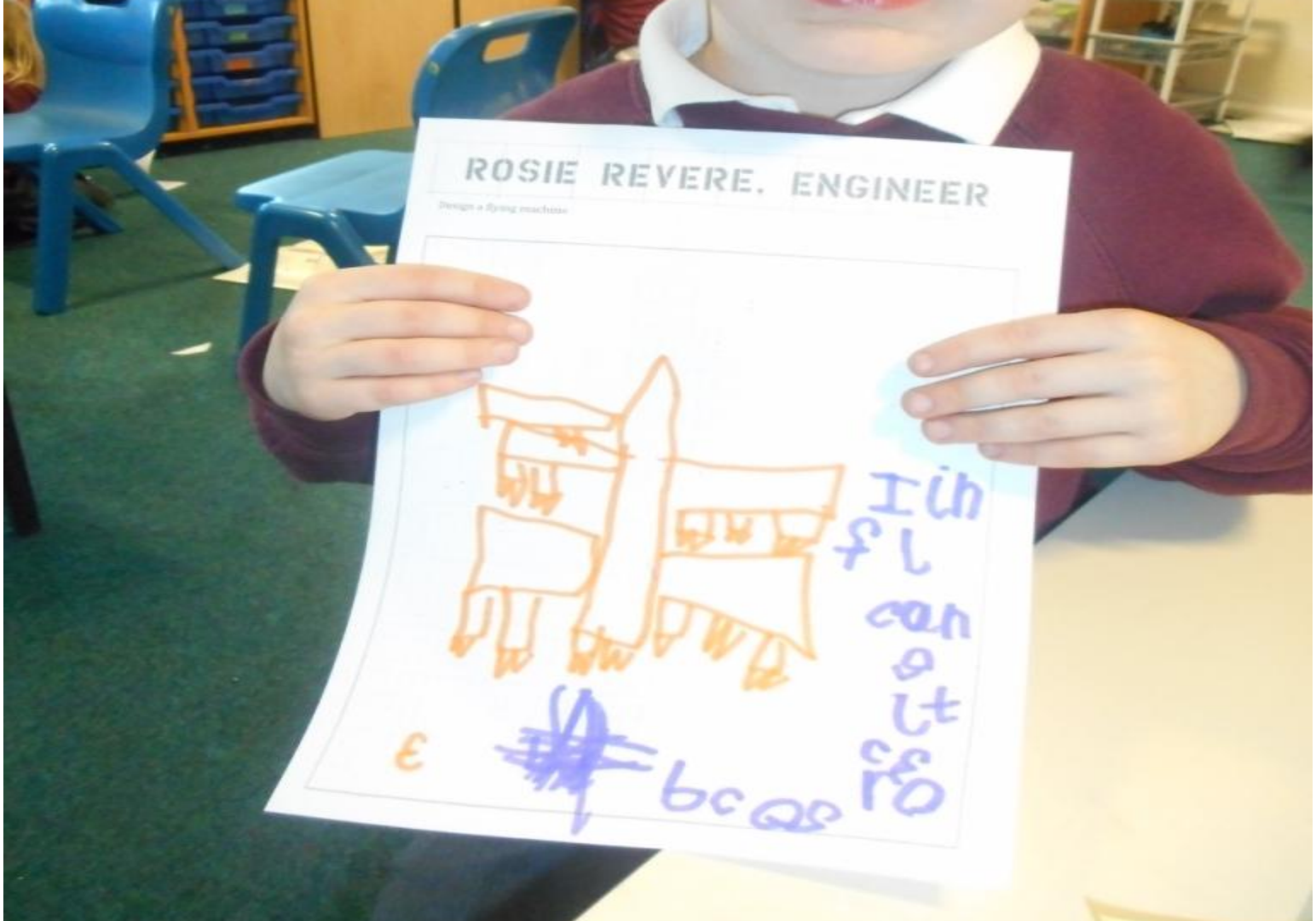
I’m designing it and making it and we’re going to take it on a test flight.”

“I’m going to design Concorde. I am going to use this book to help me.”

“Please can I design a train too?”

ROSIE REVERE, ENGINEER

Design a flying machine

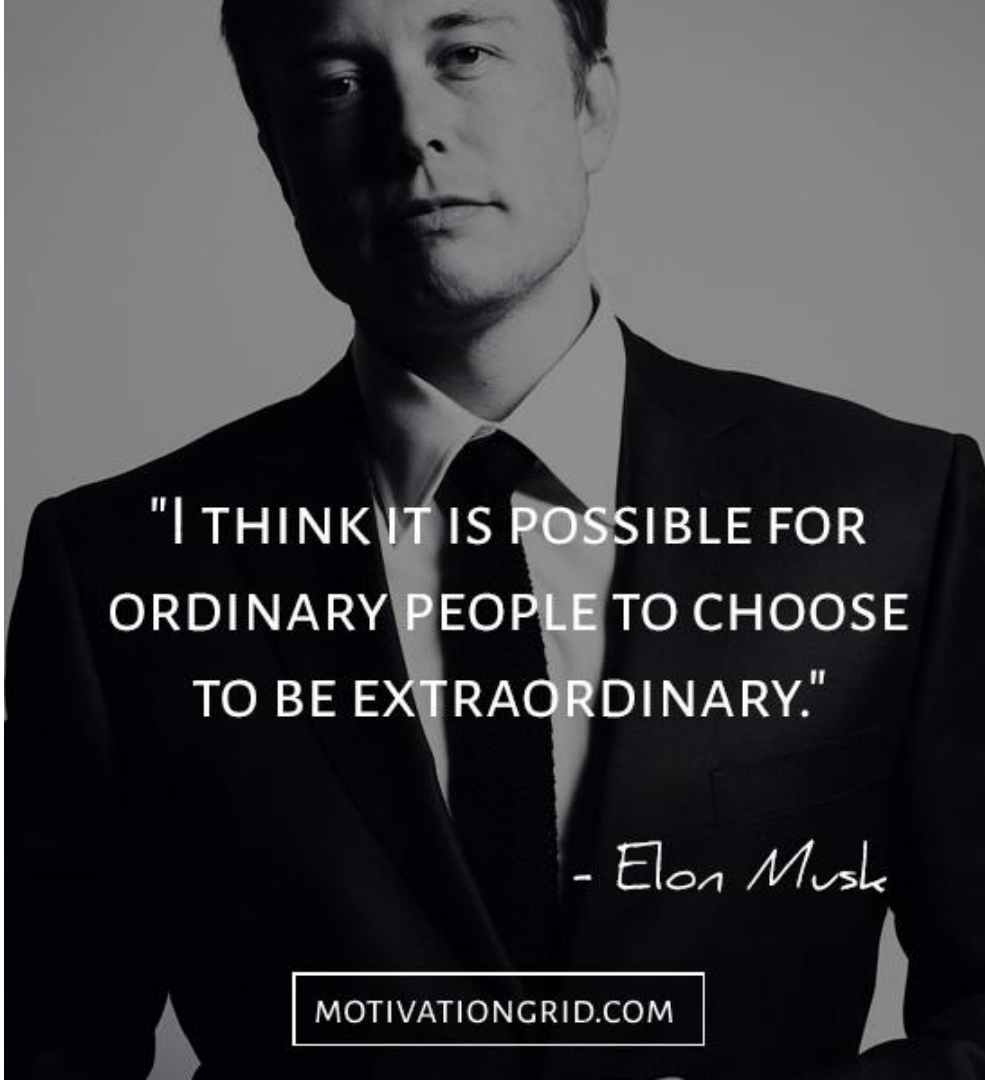

ROSIE REVERE. ENGINEER

Two. Real Heroes

Inspire children

- Local employers and companies
- Alumni and parents
- FE and HE students
- Introduce people who are doing really cool stuff
- Careers & Enterprise company
- STEM Ambassadors

Not just about their jobs; talk about qualifications, skills and similarities



Three. Interests, Fads and news

What do they love to do?
Link to future opportunities
Jump on fads, trends and news stories

Technology

Uber hires 'flying car engineer' from Nasa

2 hours ago | Technology

Share

Uber's concept of flying cars outlined in a White Paper from October 2016

A former Nasa engineer has been hired by taxi-hailing firm Uber to help its research into flying cars.

Mark Moore is joining Uber's Elevate division as its director of engineering for aviation.

Uber's interest in flying cars was outlined in a White Paper in October, which discussed vertical take-off and landing on-demand (VTOL) aviation.

Four. Planning & Tracking

Adopted by the whole schools and consistently implemented

Identifying opportunities within the curriculum

Adding to SOW’s and Lesson Plans

Careers should not be an add on

Ask children yearly and build up a journey and changes to their aspirations

Five. Role Play

Add the types of people who would work in the imaginary play zones

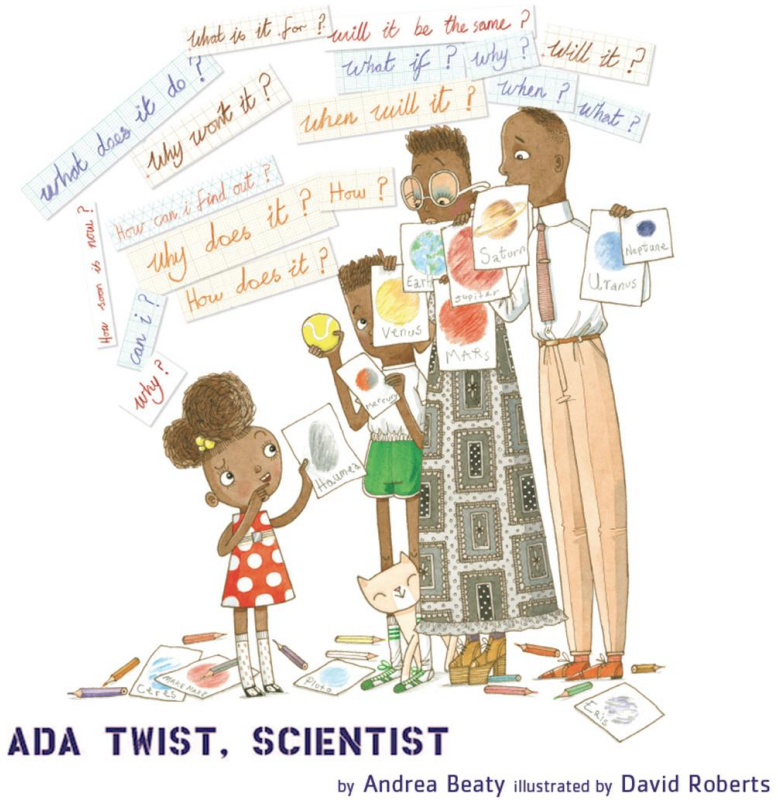
Expand the types of people connected

Create new imaginary play zones and are they up to date?

Classroom takeovers (Role models)

Subject/lesson takeovers (titles)

Five. What would Ada do?



Six. Unconscious Bias

The language we use and conversations we have with children directly impact their future choices. This includes: gender, ability, status, ethnicity

- Be aware not to reinforce
- Encourage parents to do the same.
- Aspirations are not predetermined by our characteristics

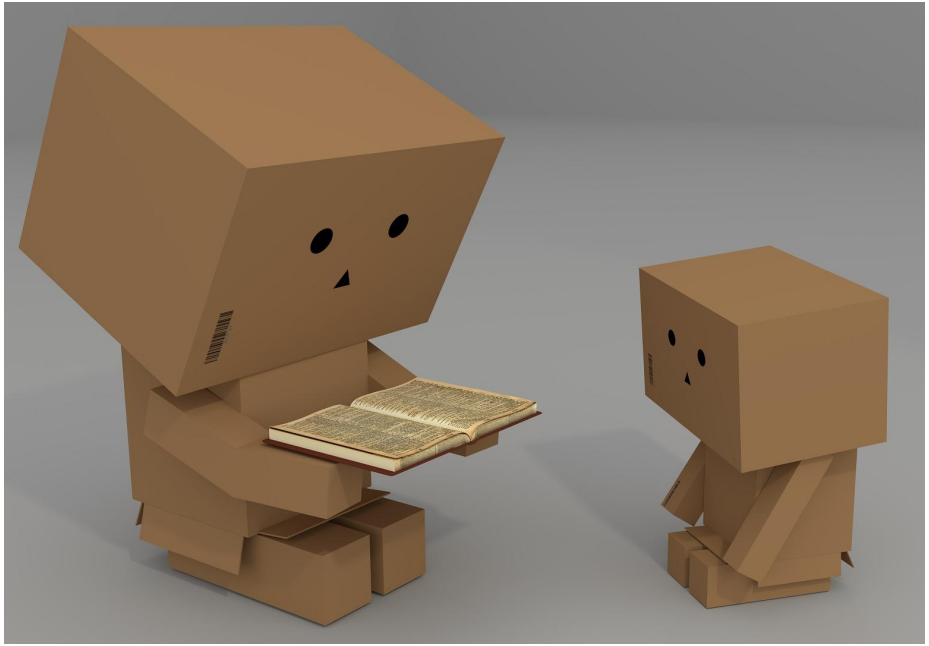
- ‘Almighty girl’ and ‘Let toys be toys’

NORTH EAST
RAISING ASPIRATION
PARTNERSHIP
'Working together to engage, inform and inspire'

Seven. #MyFutureMe

Coming very soon for 2017...

- Key Stage 2 modules will be available to help explore future decision making
- Emphasis on routes to higher education and North East opportunities
- Perfect for year 6, summer term project and can contribute to end of year celebration/graduation events.



Eight. Parents/Carers

Send messages home

Use your social media

At parent events discuss their child's aspirations. Plant a seed and reinforce.

Include parents in programmes

Tell them why!

Example. Hoop Gliders

Aeronautical Engineering

AERONAUTICAL ENGINEERING

Today we made hoop gliders. If you enjoyed the activity you might be interested in finding out more about aeronautical engineering.

Aerospace engineers design, build and maintain aircraft and the parts and instruments that go into them. They also work at the forefront of technology on space vehicles and satellites. If you are passionate about aircraft and spacecraft, and want to be involved in their development, this job could be perfect for you!

An aeronautical engineer could...

Work on the team planning a shuttle trip to service the Hubble Space Telescope
Design airplane wings that change shape to enhance maneuverability
Build satellites that help us monitor global climate changes from space.

Further information for parents

http://www.sciencebuddies.org/science-engineering-careers/engineering/aerospace-engineer#whatdotheydo

Nine. A different perspective

The bigger picture

Not about encouraging children to just think about the job they want to do BUT the problems we need to solve globally.

Explore important issues and explore those who can help solve these important issues and what skills they may need.

But also, can pupils come up with ways of solving the goals?

An example

Why do we need clean water and sanitation?

Regionally, Nationally
Internationally

- Biologists
- Chemists
- Physicists
- Researchers
- Civil engineers
- Mechanical engineers
- Electrical engineers
- Business
- Accountants
- Charity workers
- Builders
- Welders
- Surveyors
- Volunteers
- Educators
- Policy makers
- Town planners

NORTHUMBRIAN WATER

ENVIRONMENT

MIT INVENTION TURNS SALT WATER INTO DRINKING WATER USING SOLAR POWER

IT COULD HELP FARMERS IN DEVELOPING COUNTRIES

ESH MWH JOINT VENTURE

WaterAid United Kingdom

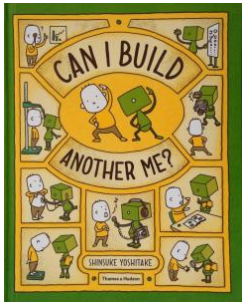
Ten. #NCW17

Celebrate National Careers Week

6th -10 March 17

Visit the website and have a look at the resources that are available

Final words



Increasing opportunities to explore aspirations and raise aspiration is important.

Children are thinking what they can do and would like to be as early as 3 and 4. Let's support and positively reinforce.

Children only know what they are told let's give them things to think about

Allows the pupil to understand and reflect upon their interests and themselves and offers key influencers a different perspective.

Add your name to the email list for a lesson plan for Rosie Revere Engineer

Contact Futures Consultancy for further information and support:

emma@futuresconsultancy.com