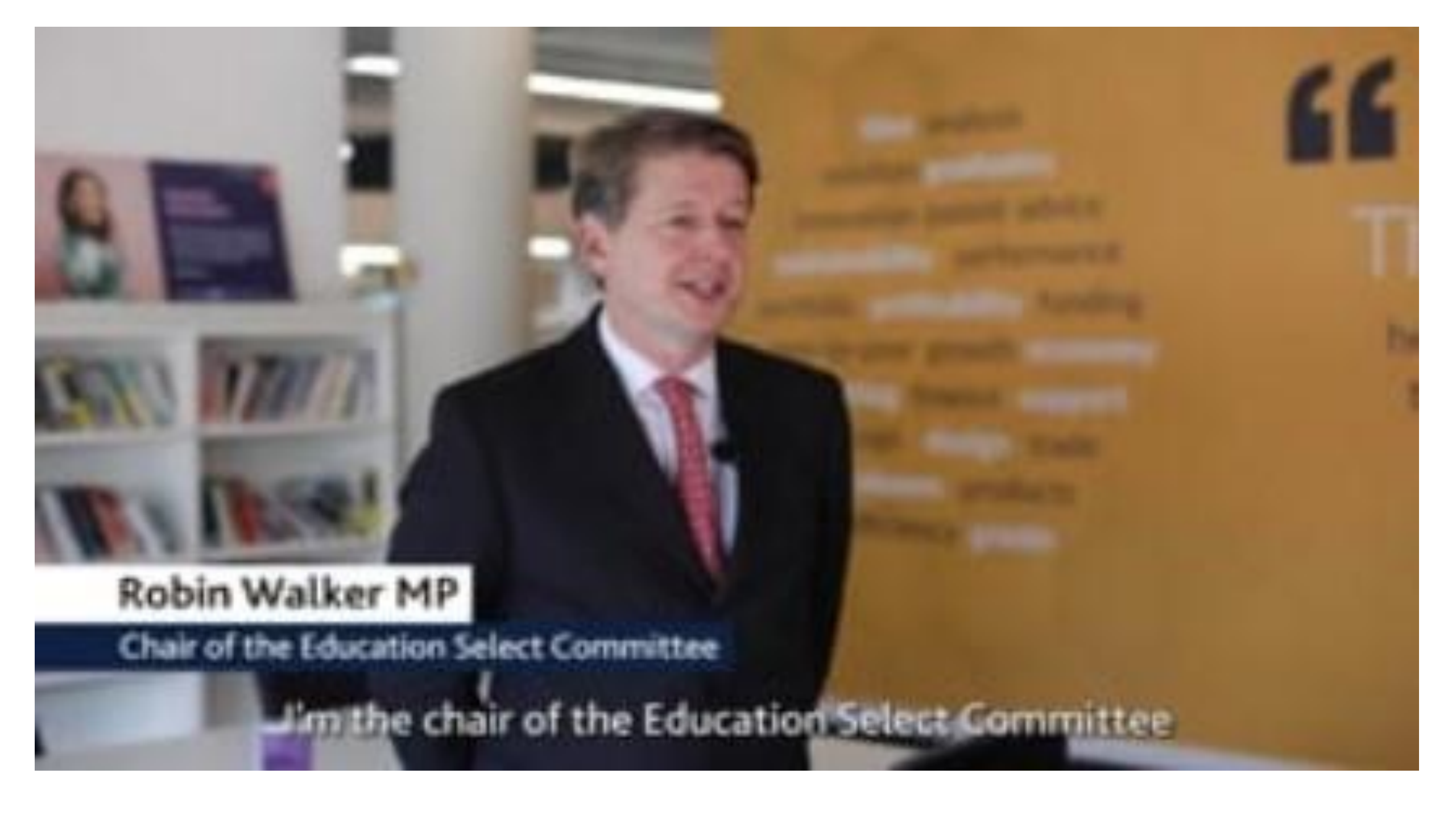


Careers Education Enhancement Activity 'Leading with purpose'

A man in a dark suit and red tie is speaking at a podium. He is smiling and looking towards the right. In the background, there is a bookshelf on the left and a large yellow wall with text on the right. The text on the wall includes a large quote mark and several lines of text that are partially obscured. The overall setting appears to be a formal event or a press conference.

Robin Walker MP

Chair of the Education Select Committee

I'm the chair of the Education Select Committee

Aims

- Learn about careers education structure, policy and key guidance.
- Develop leadership skills:
 - knowledge & skills
 - professional networks
 - purpose & vision
- Explore academic and vocational pathways.
- Consider learning opportunities within subject curriculums.

Careers education enhancement activity – programme mapping

Aim of programme	Session 1	Placeme nt 1	Session 2	Placeme nt 2	Session 3	Magazin e	Encount er	Session 4
Learn about careers education structure, policy and key guidance	✓	✓	✓	✓	✓			
Develop leadership skills:								
- knowledge & skills	✓		✓		✓	✓	✓	✓
- professional networks	✓	✓	✓	✓	✓		✓	
- purpose & vision	✓				✓	✓		✓
Explore academic and vocational pathways		✓	✓	✓	✓		✓	
Consider learning opportunities within subject curriculums					✓	✓	✓	✓



Careers education enhancement activity – programme mapping

Gatsby Benchmark	Session 1	Placement 1	Session 2	Placement 2	Session 3	Magazine	Encounter	Session 4
1. A stable careers programme	✓	✓		✓	✓			
2. Learning from career and labour market information	✓		✓					
3. Addressing the needs of each pupil	✓		✓		✓			
4. Linking curriculum learning to careers					✓	✓	✓	✓
5. Encounters with employers and employees			✓				✓	
6. Experiences of workplaces			✓				✓	
7. Encounters with further and higher education					✓	✓		
8. Personal guidance	✓				✓			

Our purpose coming into these activities

Introduction to policy (GB1,2)

Learning from career and labour market
information, encounters, workplaces (GB2, 5
& 6)

Careers leadership in schools
(GB1, 3, 4)

Linking curriculum
learning to careers
(GB4)

Encounters
(GB5,6,7)



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Session 1 (2 hrs)

Leading with purpose: what is leadership?

Teacher leadership:

educators enacting influence through relationships beyond the scope of their own classroom that result in changes in pupil learning, professional practices and/or organisational outcomes.

**Hallgarten et al
Wise, Centre for Strategic
Education**



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Leading with purpose: what is purpose?

What is it that you truly and deeply love?

What is your unique gift?

What is the contribution you want to make?

Leading with purpose: what is purpose?



Measuring your own sense of purpose

Purpose

‘Purpose is a long-term, forward-thinking intention to accomplish aims that are meaningful to the self and of consequence to the broader world’
(Damon, Menon & Bronk, 2003)

Why?

Purpose provides a unique mechanism for developing self-regulation and coping strategies that enable learners to persist with challenging tasks (Yeager et al. 2014).

I aspire to become: _____

	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly agree (5)
1. I believe I can fulfil my goals and aspirations	1	2	3	4	5
2. I have taken active steps to fulfil my life goal	1	2	3	4	5
3. I <u>plan for the future</u>	1	2	3	4	5
4. I am currently involved in activities related to my goals	1	2	3	4	5
5. I am passionate about my goals and inspirations	1	2	3	4	5
6. I feel emotionally invested in my goals and aspirations	1	2	3	4	5
7. The work that I do will have a positive impact on others	1	2	3	4	5
8. The work that I do will have a positive impact on others	1	2	3	4	5
9. I feel a sense of personal responsibility to help <u>others</u> through the work that I will do	1	2	3	4	5
10. My life goal represents a personal commitment to <u>make</u> a meaningful contribution to society	1	2	3	4	5

(Adapted from Summers & Falco, 2020)

*Bringing **leadership** and **purpose** together in your role as a teacher...*

Who has helped you get where you are today, personally and/or professionally? What insight or opportunity did they open up for you?

What difference did it make?

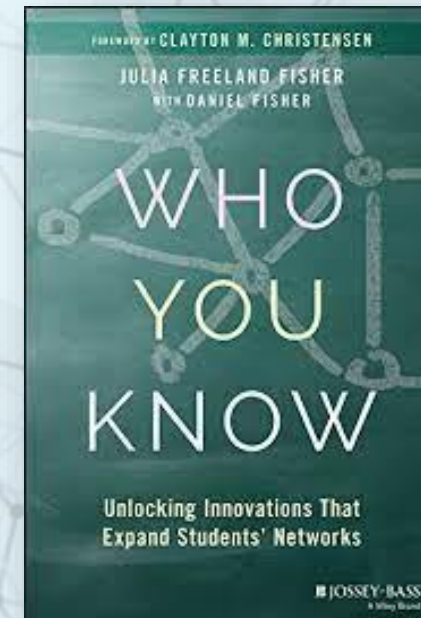


Why is it important to be intentional about social capital?

**A young person's stock of social capital:
... a young people's access to and ability to
mobilize human connections that might help
them further their potential and their goals**

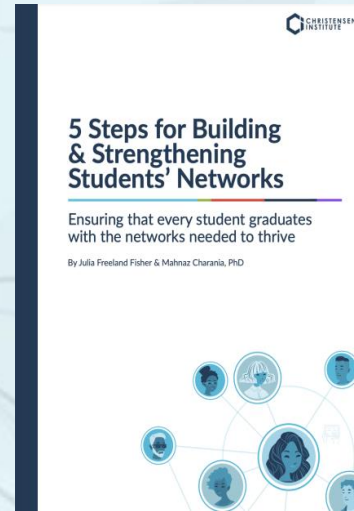


**Julia Friedland Fischer (2020):
70% of all jobs are not published on publicly
available job search sites. From half to 80% of jobs
are filled through networking.**



How do we help students to grow their social capital?

Through developmental relationships teachers **build social capital** in two ways that are particularly important for disadvantaged young people: they share power and expand possibilities.



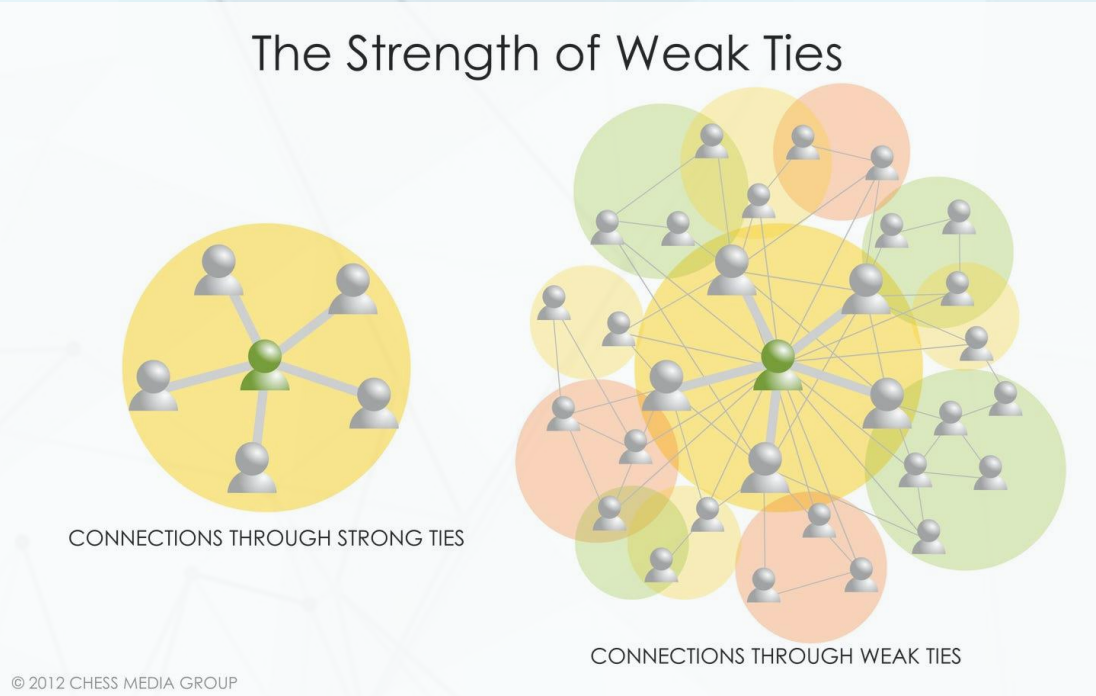
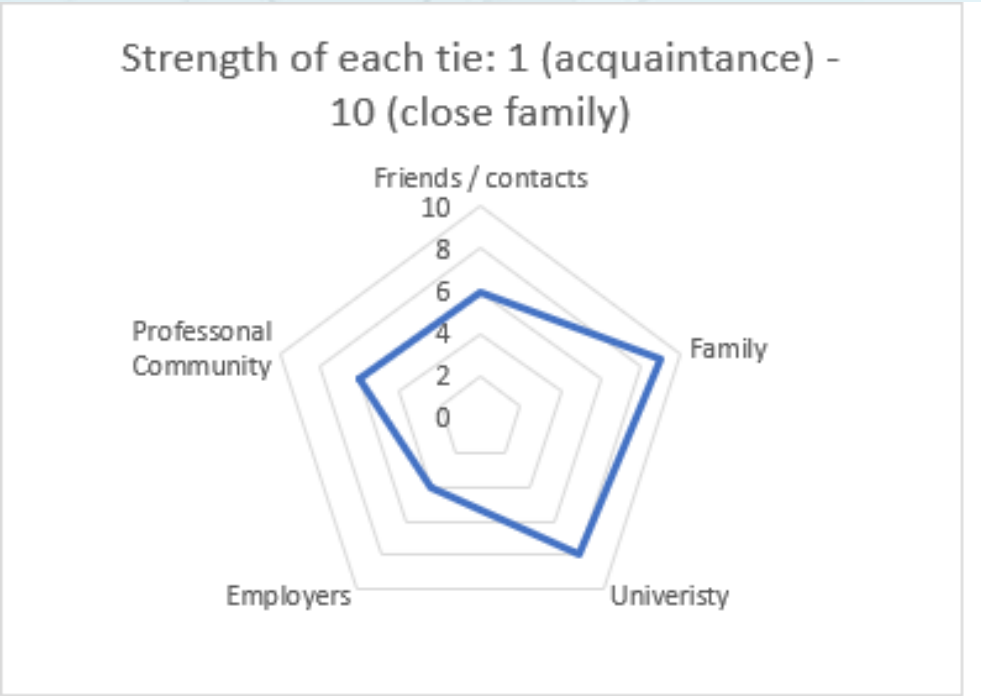
*'Developmental relationships are close connections through which young people discover who they are, gain abilities to shape their own lives and learn how to interact with and contribute to the world around them.'

SEARCH Institute



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WORCESTER

Mapping our own social capital: the strength of weak ties

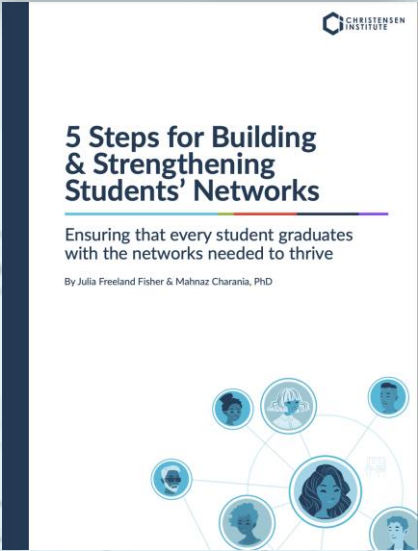
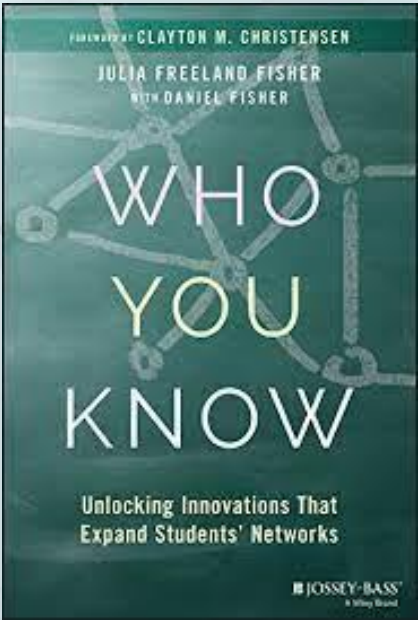
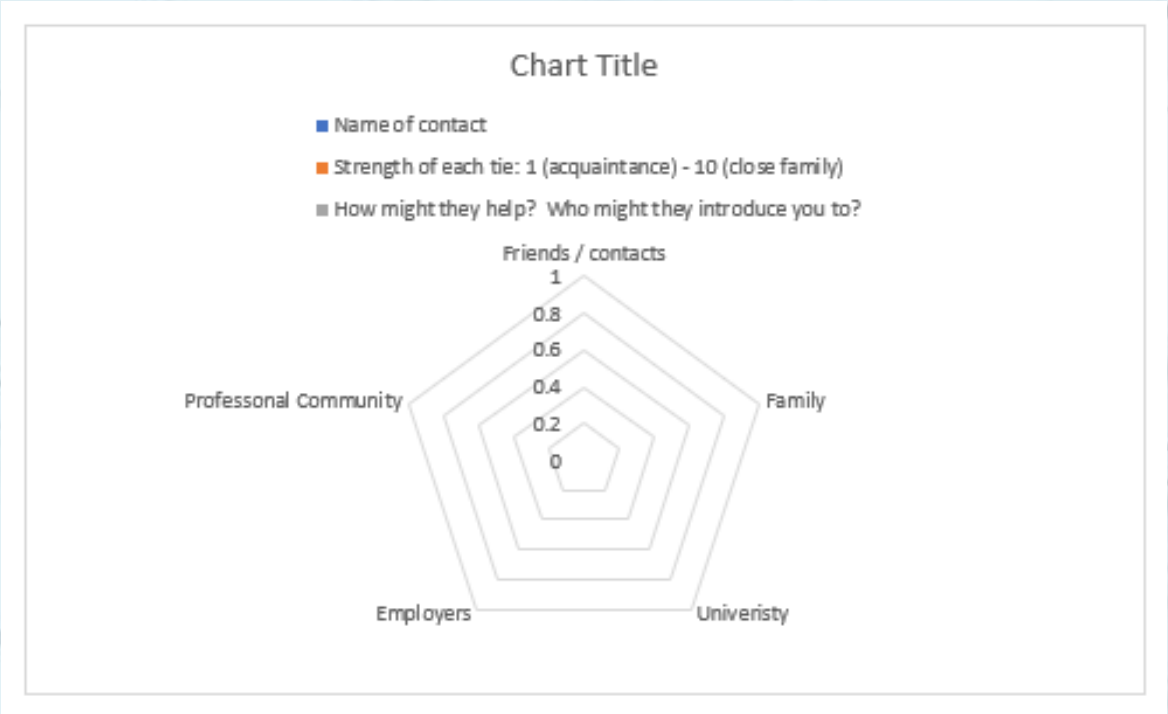


	Name of contact	Are they a 'a or 'strong' tie? 1 (acquaintance) – 10 (close family)	How might they help?	Who else they might introduce you to.
Friends / contacts	Rob	7	Media contacts	Other journalists
Family	Claire	9	Legal knowledge	Other lawyers
University	Tracey	8	Accessing SLT school contacts	Education networks
Employers	Bruce	3	Being a speakers for headteachers	Leaders from the tech sector
Professional Community	Olly	7	Roles in system reform	Researchers and system leaders



Mapping our own social capital?

	Name of contact	Are they a 'weak' or 'strong' tie? 1 (acquaintance) – 10 (close family)	How might they help?	Who else they might introduce you to.
Friends / contacts				
Family				
University				
Employers				
Professional Community				



Careers education structure

‘Since 2012, careers education, information, advice and guidance for young people has been primarily delivered through schools and colleges. All secondary schools and colleges are under a duty to provide careers guidance to pupils from years 7 to 13’

‘Schools and colleges receive support from the Careers and Enterprise Company (CEC) through local Careers Hubs, training programmes, and other resources’

Careers provision is included in Ofsted’s school inspection.

- Careers Education, Information, Advice and Guidance (CEIAG), DfE, 2023

Careers education policy (true or false?)

Schools must:

- Have a named Careers Lead?
- Offer every young person at least 2 encounters with employers during their secondary schooling?
- Offer every young person at least 7 encounters with employers—at least one each year from years 7 to 13!
- All schools and colleges to have access to an Enterprise Adviser?
- Use the Gatsby Benchmarks to improve careers provision?

- Careers strategy: making the most of everyone's skills and talents, DfE, 2017

Careers education policy (true or false?)

Schools must:

- Have a named Careers Lead? **TRUE**
- Offer every young person at least 2 encounters with employers during their secondary schooling? **FALSE - MORE (SEE BELOW)**
- Offer every young person at least 7 encounters with employers—at least one each year from years 7 to 13! **TRUE**
- All schools and colleges to have access to an Enterprise Adviser? **TRUE**
- Use the Gatsby Benchmarks to improve careers provision? **TRUE**

- Careers strategy: making the most of everyone's skills and talents, DfE, 2017

Reference list

Department for Education (2023) Careers Education, Information, Advice and Guidance.

Department for Education (2017) Careers strategy: making the most of everyone's skills and talents.

Julia Freeland Fisher, Fisher, D. and Christensen, C.M. (2018). *Who you know : unlocking innovations that expand students' networks*. San Francisco, Ca: Jossey-Bass, A Wiley Brand.

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Rogers, L. and Mcgrath, S. (2021). *Our Evidence Base*. [online] Available at: https://www.edge.co.uk/documents/155/Edge_Future_Learning_Our_Evidence_Base.pdf.
Search Institute. (n.d.). *Home*. [online] Available at: <https://searchinstitute.org/>.

The Careers & Enterprise Company (2016). *The Careers & Enterprise Company Programme to Support Informed Choice: A Response to the Moments of Choice Research*, London, The Careers & Enterprise Company. (n.d.).

[cse-wise-education-reimagined-leadership-for-a-new-era-final.pdf \(wise-qatar.org\)](#)

McInerney, S. (2021). *It's Time To Get Practical About Social Capital*. [online] FE News. Available at: <https://www.fenews.co.uk/exclusive/it-s-time-to-get-practical-about-social-capital/> [Accessed 17 Nov. 2023].

What does careers education look like in your schools?

Careers Education: Leading with Purpose. Gatsby Benchmarks.

NAME: _____

Gatsby Benchmark	What did you NOTICE in P1?	What did you FIND OUT in P2?
1. A stable careers programme		
2. Learning from career and labour market information		
3. Addressing the needs of each pupil		
4. Linking curriculum learning to careers		
5. Encounters with employers and employees		
6. Experiences of workplaces		
7. Encounters with further and higher education		
8. Personal guidance		



Session 2 (6 hrs)

The local enterprise partnership (LEP) organised a day for our trainees with one of their 'cornerstone' employers. The day included:

- Talks from Worcestershire LEP on the local economic and careers landscape.
- A visit from Nicola Hall (Director of Education) from the CEC, who spoke about teacher development.
- A workplace tour.
- 4 employers talks (who, what, where, roles, routes, case studies)
- Mini-employer fayre.

Local Economic Landscape

The Local Careers Landscape

YAMAZAKI MAZAK

SANCTUARY

WORCESTER BOSCH

QINETIQ



Prioritising Teacher Development

Thank you

education@careersandenterprise.co.uk

Session 3 (2hrs)

A local careers lead from a partnership school came in to talk for one hour about:

- The role of a careers lead, their model of leadership and careers strategy
- Policy
- The responsibilities of a careers lead
- Signposting
- The importance and role of teaching staff
- Examples of good work in schools



Careers Leader talk

University of Worcester
Careers session – PGCE Students



Ideas from careers programmes in your placements...

- The Gatsby benchmarks?
- Parental involvement?
- Do you know who/where your careers hub is?
- Support for teaching staff?



Importance of links with careers within your curriculum

- Highlight relevance of your subject! (Hook/meaning)
- Provide the knowledge, skills and behaviours to build pupils' career readiness.
- **For students, subject teachers can be the biggest 'source of information about jobs and careers', often above careers advisors or form tutors in school** (Hutchinson and Bentley, 2011, p. 16).
- Your shared interest and relationship!
- Provide inspiration.
- Provide a 'window' into the world (not a mirror!).

Knowledge needed to plan for careers in your subject areas:

- Industries/careers/occupations linked to you subject
- Opportunities in Further Education (FE)
- Opportunities in Higher Education (HE)
- Opportunities in Apprenticeships and training
- Employers in your area
- Misconceptions and stereotypes to do with careers



Gatsby benchmark 4!

How could you bring these links into your subject/curriculum/teaching?



Psychology...



Art & Design...

Year 7			
Autumn 1	Art curator	Autumn 2	Tattooist
Spring 1	Sport photographer	Spring 2	Architect
Summer 1	Book illustrator	Summer 2	Character designer
Year 8			
Autumn 1	<u>Paleoartist</u>	Autumn 2	Graphic designer
Spring 1	Furniture designer	Spring 2	Events photographer
Summer 1	Animator	Summer 2	Fashion designer
Year 9			
Autumn 1	Cinematographer	Autumn 2	Glass maker
Spring 1	Product designer	Spring 2	Set designer
Summer 1	Muralist	Summer 2	Community arts worker
Year 10			
Autumn 1	Live-wedding painter	Autumn 2	Art consultant
Spring 1	Art historian	Spring 2	Art conservator
Summer 1	Medical illustrator	Summer 2	Freelance artist
Year 11			
Autumn 1	Art critic	Autumn 2	Ceramicist
Spring 1	Art technician	Spring 2	Toy designer
Summer 1	Medical illustrator	Summer 2	Art therapist



Computer Science...

Full Stack Developer This person is responsible for examining digital technology to find legal evidence of criminal activity. Sometimes, they provide expert testimony in court.	Computer Forensics Examiner This person uses tools like GPS and satellite imagery to collect data. They use this information to create and analyse maps. They need to have a good eye for detail.	Geospatial Technology Professional This person writes (or cracks) the encryption code used for data security. They are the secret agents of the digital world, using maths and technology to protect important information from bad actors.	Cryptographer This person uses the same tools and techniques as criminal hackers, but they do so with permission from the company owner. They try to help organisations improve their security by finding and fixing vulnerabilities before they can be exploited.	Ethical hacker This person is responsible for developing and maintaining software tools and datasets used to analyse biological data such as gene sequences. They need to have a good understanding of Biology and computer programming.
Bioinformatics Engineer This person is responsible for making the characters fight in a video game. This job will require computational thinking and teamwork to ensure the game feels fun and fair.	Video Game Combat Designer This person creates user interfaces to meet the needs of the users on websites and apps. One key skill is empathy, allowing them to understand the user's point of view and design accordingly.	User Experience (UX) Designer This person builds and designs machines for automated tasks, using their knowledge of mechanics, electronics and computer engineering. One key skill is designing automated systems with software to control the hardware.	Robotics Engineer This person programs machines to make connections between information, just like the human brain. They need to know how to train models, use languages like Python and design algorithms.	AI Engineer This person educates young people, showing them how computers work and more importantly how to solve problems. This job requires them to know all aspects of computer science.
Computer Science Teacher This person designs immersive, virtual 3D worlds for video games. The hardware is worn on a person's head.	VR Developer This person makes changes to videos, tweaking the audio, cutting footage, and applying graphical effects.	Video editor This person supports professional video game players either independently or in a team to perform at their best.	Esports Coach This person creates the look and feel of a website's front end to ensure it is visually appealing to its users.	Web Designer This person recommends, schedules, and performs PC equipment improvements and upgrades.
Hardware Technician This person designs communications networks, so that the computers in the offices can access the information they need. They need analytical and interpersonal skills.	Computer Network Architect This person will try out a new system to check that it does what it is supposed to do. If they are testing a game, they would check that there are no cheats for each level.	Quality Assurance Analyst This person will create 3D models and animate them using specialist software. They need a strong sense of timing and movement to create realistic and engaging animations.	Blender Animator This person safeguards an organization's electronic data, ensuring its smooth running and security. They will need to know how to use SQL, a language for filtering out the data.	Database administration This person plans, creates, and monitors a company's online presence across various platforms. They create engaging content, interact with followers, and analyse data to boost brand awareness and achieve marketing goals. One key skill is staying on top of trends to tailor content.
Social Media Manager This person provides technical support to customers, fielding enquiries by phone, email or chat. They need excellent customer service skills to troubleshoot problems, explain solutions clearly, and ensure customer satisfaction.	Helpdesk Assistant This person safeguards an organization's digital assets from cyber attacks. They constantly monitor systems, identify weaknesses, and implement security measures to stay ahead of evolving threats. One crucial skill is staying updated on the latest hacking tactics to anticipate and prevent attacks.	Cyber Security Specialist This person uses specialized software to create precise digital blueprints and 3D models for products, buildings, or components. They need strong attention to detail to ensure their designs are accurate and meet all technical requirements.	CAD engineer This person builds software applications for phones, tablets, and computers. They turn ideas into reality by writing code, testing for bugs, and collaborating with designers. One key skill they need is problem-solving, as they constantly identify and fix issues.	App Developer This person translates digital models into instructions for computer-controlled machines that cut and shape parts. One key skill is understanding the capability of the machines used to make the parts.
CNC designer This person sorts out lots of data to find important bits of information. They may have to clean up the format of the data and sometimes they draw charts to see what the data is telling them.	Data analyst This person can create digital worlds including characters, environments, and effects for movies, games, and more. They need a keen eye for detail to make realistic 3D models, bringing fantastical creatures and lifelike textures to the screen.	CGI Artist This person creates engaging content for websites, social media, and more. They write, edit and publish information to inform, educate, or entertain audiences across the internet. They need to understand who their audience are.	Digital Content Producer This person builds, debugs and maintain software programs, using coding skills like writing in Python or Java. They need strong problem-solving abilities to turn ideas into reality.	Software Engineer This person builds entire applications, from the user-facing interface (front-end) to the data processing engine (back-end). One key skill is writing clean, efficient code across multiple programming languages.



PE...

Careers in tennis

Disability tennis coach

Consider your participants and the equipment to create an inclusive game.

- Identify, develop and implement programmes which get people with different disabilities taking part in tennis.
- Understand a range of disabilities.
- Be very caring and empathetic and help prevent discrimination of those with disabilities.

Line judge

Decide which lines need umpiring based on the games being played.

- Have a secure understanding of the rules and regulations of tennis.
- Know the positions, behaviours and calls of a line judge.
- Call all shots related to the line you have been assigned.

Court supervisor

Ensure that all courts, players and spectators are abiding by the agreed court rules.

- Organising tournaments and fixtures.
- Engage with different social groups to increase participation in football.
- Being organised (time keeping, records, communication) so that all events run smoothly.

Technology analyst

Plot on a whiteboard or Ipad where a player's serves and returns go.

- Develop effective systems for analysing tennis performance.
- Maintain player records so performance can be monitored over time.
- Understand ball and surface impact and aerodynamic principles.



Careers in dance

Choreologist

Record dance movements on paper using 'notation' techniques.

- Record dance movements on paper.
- Provide choreographic scores to choreographers and dancers.
- Correctly preserve dances which can be taught to other performers.

Producer

Film group performances, giving direction about the best positions, angles and backgrounds.

- Research current shows, performances and themes.
- Communicate very effectively with people who will need your feedback and staging.
- Have ambition to make everyone's work the best it can be.

Education specialist

Present information or be questioned on the culture from which the dance derives.

- Organise workshops and talks on the educational benefits of dance.
- Build relationships with communities and venues to spread the work of the dance company.
- Look out for dancers who you think would be good at teaching others and explaining the companies cause.

Health practitioner

Construct and then support peers with an appropriate cool-down.

- Help performers to treat or prevent injury.
- Ensure dancers are fit enough to perform.
- Know about human biology and psychology.



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Maths...

KS4 Statistics and Probability

Box plots,
averages,
spread and
scatter graphs

Retail manager– Version is aimed at KS4

Interpreting
tables

Journalist. Version C aimed at KS 4

Interpreting,
standard
form and
probability

Climate researcher

Sampling

Location planner

Interpreting

Climate change scientist



CEC

‘rather than having no options, let’s give them the predicament of too many options’

The CEC have found the Gatsby benchmarks to do with ‘**employer engagement**’ and ‘**curriculum teaching**’, to be the two highest in terms of impact.



Teacher Encounters

2mins 30 secs

[Oxford Biomedica teacher encounters - YouTube](#)

5 mins 30 secs

[North East LEP teacher encounters - YouTube](#)



Reference list

Hutchinson, J. & Bentley, K. (2011) STEM subjects and jobs: a longitudinal perspective of attitudes among Key Stage 3 students, 2008 - 2010. International Centre for Guidance Studies: University of Derby.

Session 4 (2 hrs)

Critical incident timeline

Please draw a line on the chart to indicate where there have been developments in your knowledge, skills or values in careers education.

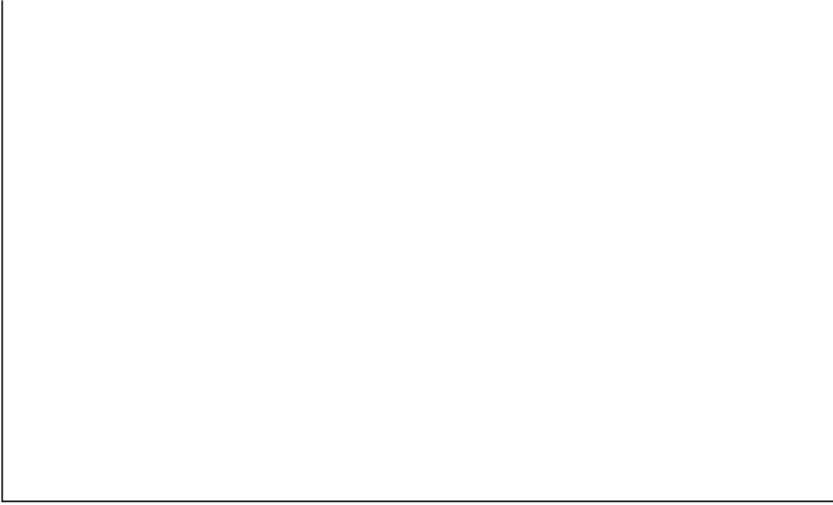
Start your timeline when you think your knowledge, skills or values of career education started, finish it in the present.

Annotate your timeline with reflections on the experience or 'critical incidents' that caused these developments.

Careers Education: Leading with Purpose. Critical incident timeline

NAME: _____

Knowledge, skills & values in careers education

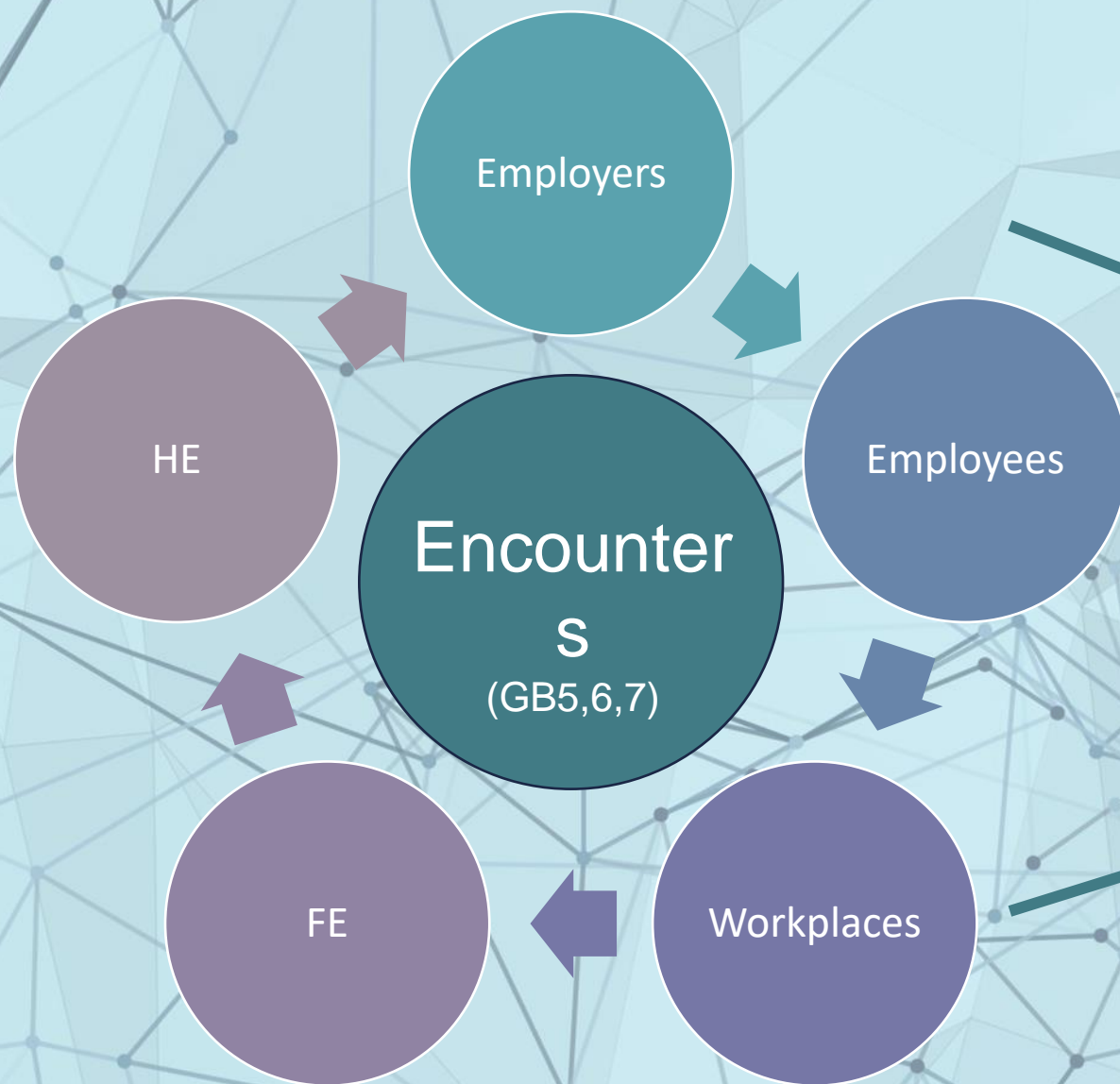


CEC

‘rather than having no options, let’s give them the predicament of too many options’

The CEC have found the Gatsby benchmarks to do with ‘**employer engagement**’ and ‘**curriculum teaching**’, to be the two highest in terms of impact.





Pupils:

- 86% less likely to be unemployed
- Likely to earn 18% more
- 'raising aspirations, seeing aspirations and ruling-out aspirations'.
- 'Turn inspiration into aspiration'.

Teachers:

Curriculum planning and high-quality teaching and advice (GB4)



Teacher Encounters

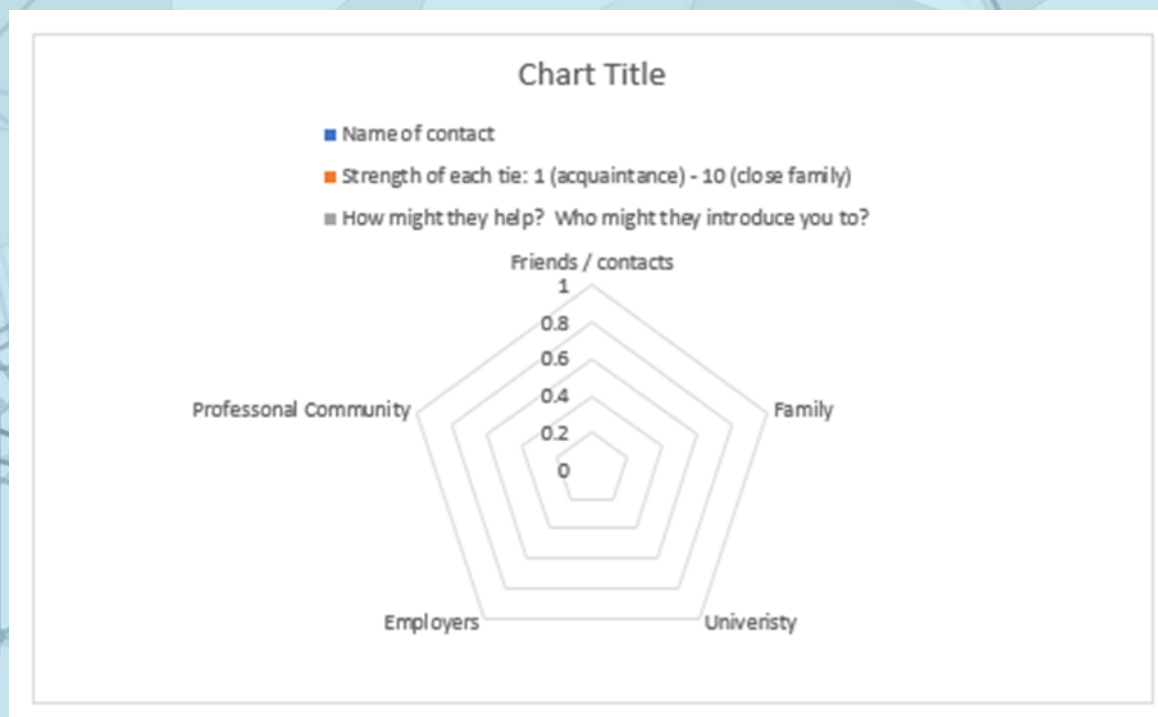
[Oxford Biomedica teacher encounters - YouTube](#)

[North East LEP teacher encounters - YouTube](#)



In partnership with Inspiring Worcestershire &
the Careers & Enterprise Company

Social capital network growth?

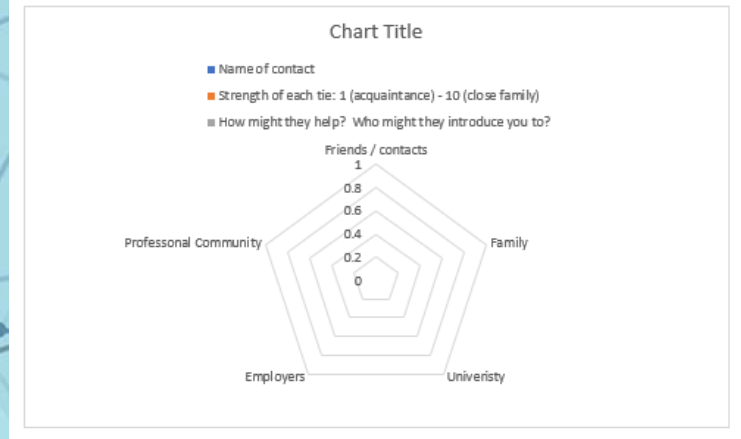
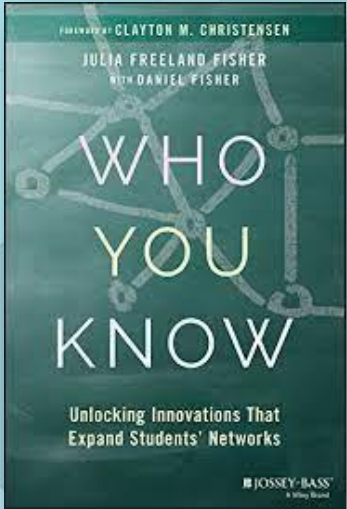
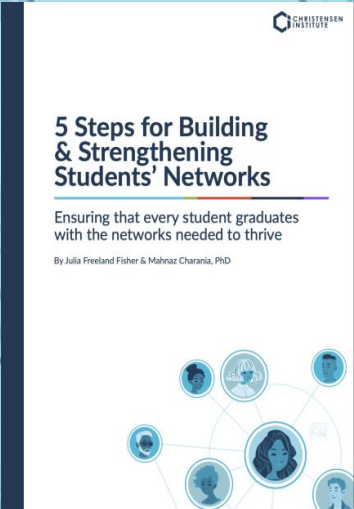


How do we help students to grow their social capital?

Table 1. Types of Social Capital

Type	Definition
Bonding	Connections between people or groups are similar
Bridging	Connections between people or groups who are dissimilar
Linking	Connections between people or groups across power and status differences

	Name of contact	Are they a 'weak' or 'strong' tie? 1 (acquaintance) – 10 (close family)	How might they help?	Who else they might introduce you to.
Friends / contacts				
Family				
University				
Employers				
Professional Community				



Leading with purpose: what is purpose?



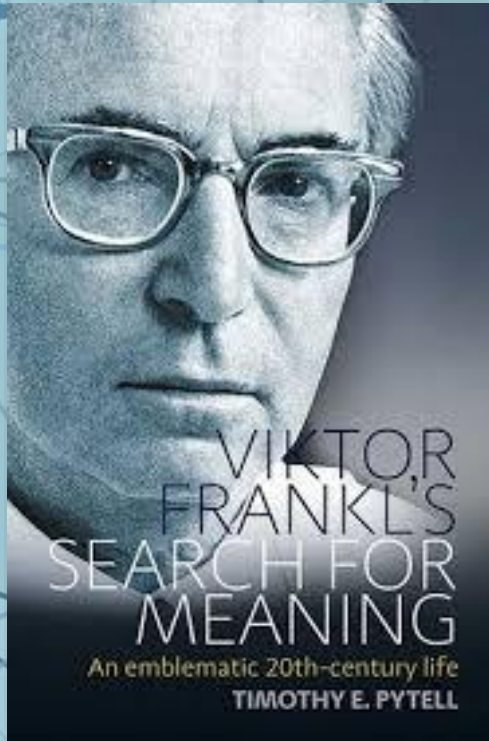
'Iki' in Japanese means 'life,' and 'gai' describes value or worth.

生きがい,



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Leading with purpose: why is purpose important?



"Life is never made unbearable by circumstances, but only by lack of meaning and purpose."

Measuring Specific Purpose Orientations in Working Adults

[Mariya A. Yukhymenko-Lescroart](#)¹ and [Gitima Sharma](#)²

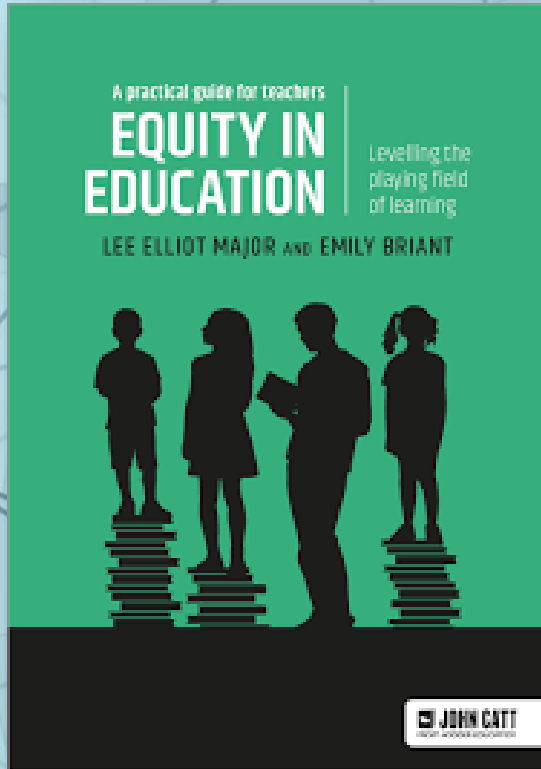
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8412404/>

greater productivity
motivation less family conflict
career success work balance
life-work health happiness
persistence hope

"When we are no longer able to change a situation, we are challenged to change ourselves."

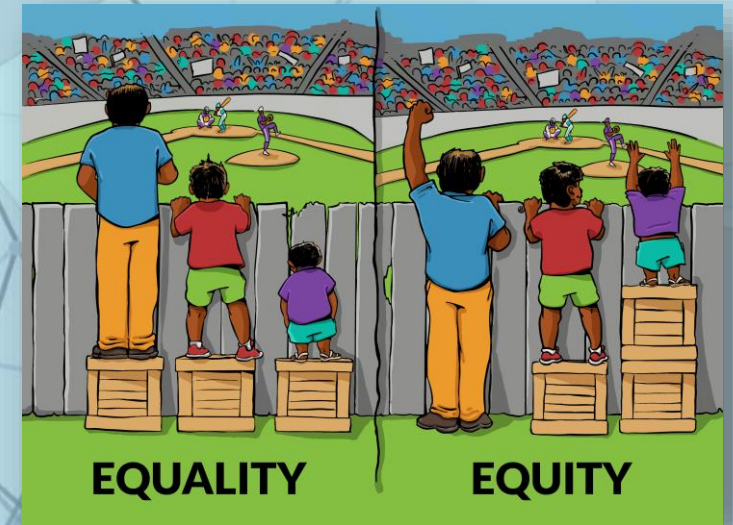
Viktor Frankl: *Man's Search for Meaning*

Keeping social justice in mind ...

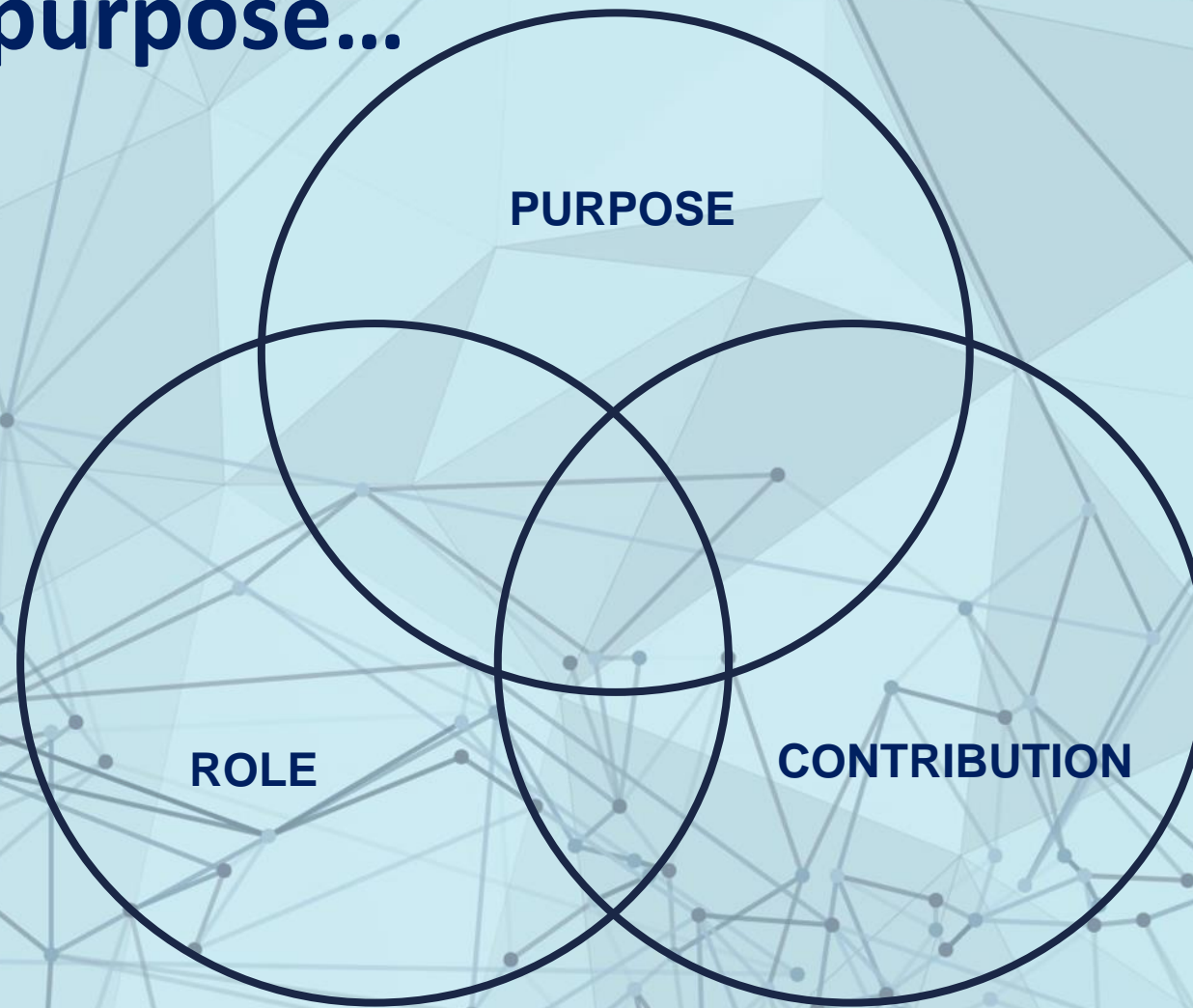


Adopting an equity mindset involves four key principles:

1. Equity not equality - doing more to overcome the extra barriers some learners experience
2. Capacity not deficit thinking - recognising the talents in all pupils
3. Deep not shallow relationships - developing authentic individual relationships with pupils
4. Multiple not singular talents - acknowledging that human talents come in many forms.



Leading with purpose...



Where do your role, purpose and contribution meet?

What are you curious about in relation to this?



Careers Education Enhancement Activity 'Leading with purpose'



Please complete this postcard and put it inside an envelope (address the envelope to you). We will send it to you in February 2025 so you can check on your progress.

My promise to myself.....

My promise to my school.....

I will try and achieve my promises by July 2025.

Signed...

Aims

- Learn about careers education structure, policy and key guidance.
- Develop leadership skills:
 - knowledge & skills
 - professional networks
 - purpose & vision
- Explore academic and vocational pathways.
- Consider learning opportunities within subject curriculums.



End of programme...circle of appreciation

- What is one think that you have appreciated over this Enhancement activity?
- What is one thing that you are curious to learn more about?

