

Staff Development for Careers Work

IN SCHOOLS AND SIXTH-FORM COLLEGES

NICEC

The National Institute of Careers Education and Counselling is a network organisation supported by the Careers Research and Advisory Centre (CRAC). It conducts applied research and development work related to guidance in educational institutions and in work and community settings. Its aim is to develop theory, inform policy and enhance practice through staff development, organisation development, curriculum development, consultancy and research.

CRAC

The Careers Research and Advisory Centre is a registered educational charity and independent development agency founded in 1964. Its education and training programmes, publications and sponsored projects provide links between the worlds of education and employment. CRAC has sponsored NICEC since 1975.

Sheraton House, Castle Park, Cambridge CB3 0AX
Tel: 01223-460277 Fax: 01223-311708

The views expressed in this Briefing do not necessarily reflect the views of the project sponsors or any other Government Department.

The last twenty years have seen repeated calls for a more systematic and comprehensive approach to the training of teachers involved in careers education and guidance in schools. The training available has been widely recognised as inadequate. Many teachers have been given responsibilities for careers work without any specific training at all.

During 1994/95, several government initiatives have been launched to improve the quality of careers education and guidance in schools. These have included specific funding for in-service training.

This Briefing provides a review of current provision for staff development in careers work, and proposals for improvement. It is based on an enquiry carried out by NICEC, and sponsored by the Department for Education, the Employment Department, and Essex Careers and Business Partnership. It is linked to a fuller Project Report, and also to a Users' Guide designed to help teachers and their schools to develop a staff-development strategy for improving their careers programmes. An order form is included in this Briefing.

CURRENT PROVISION

FORMS OF PROVISION

Careers education and guidance is currently given very little attention in initial teacher training. In-service staff development thus has an even more important role in this field than in more traditional areas of the curriculum.

There are currently seven main forms of staff-development provision in careers work:

- **Longer courses** – programmed events of five days or more, often part-time courses lasting a term or semester or even longer.
- **Short courses** – programmed events of fewer than five days, perhaps as little as 2-3 hours.
- **Experience-based learning** – focused around a placement outside the teacher's normal workplace (often in a business location) organised, for example, by the Teacher Placement Service.
- **Open learning** – using published packs and study guides, frequently the open-learning pack *Careers Work*, as a basis for learning.
- **Support networks** – self-help groups, as set up by, for example, Local Education Authorities or the National Association of Careers and Guidance Teachers.
- **Consultancy** – direct 'expert' help, as provided by advisory teachers, etc.
- **School-based work** – provided for whole or part of the school staff, perhaps by members of its own careers team, sometimes bringing in outside help.

As shown in the diagram, these vary according to:

- **Extent of coverage** – ranging from specific to comprehensive (vertical axis).
- **Control of coverage** – ranging from user-controlled to provider-controlled (horizontal axis).

In addition, open learning and longer courses:

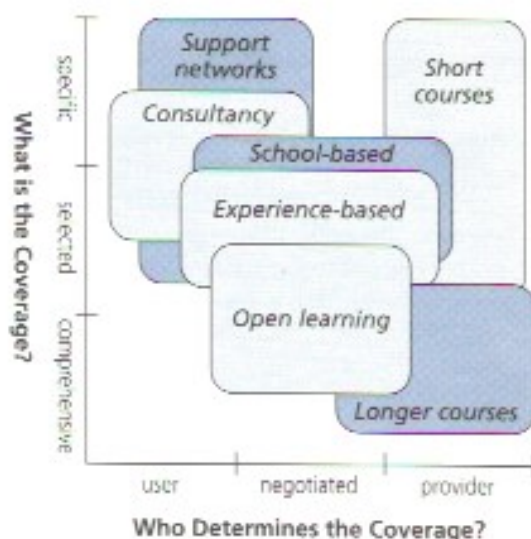
- Offer more opportunities to understand how the various elements of careers work can be coherently integrated into an effective whole.
- Pay more attention to the relationship between theory and practice.
- Are more likely to lead to accreditation.

ROLES

Staff-development provision covers a range of careers-work roles:

- Experienced careers specialists (careers teacher, careers co-ordinator, head of careers).
- Newly-appointed careers specialists.
- Subject teachers contributing to careers work.
- Tutors or PSE teachers contributing to careers teaching.
- Tutors or PSE teachers contributing to individual careers guidance.
- Senior managers with overall responsibility for careers work (e.g. deputy head).

EXTENT AND CONTROL OF COVERAGE



CONTENT

The main content areas covered by staff development in careers work are:

- **Starting points** – leading to an informed appreciation of the scope and value of careers work.
- **Resource centre work** – making information accessible and usable to students, by paying attention to both content and media.
- **Guidance and support** – developing skill and understanding in interviewing, negotiating with and counselling students.
- **Reporting, recording and reviewing** – helping with the collection and use of information about students, including recording of achievement and individual action planning.
- **Classroom careers education work** – developing schemes of work, designing materials and delivering effective 'lessons'.
- **Cross-curricular work** – identifying, developing and supporting curriculum development and delivery which builds career relevance into all areas of the curriculum.
- **Community-linked work** – working with parents, the business community and others, so that work experience and other community resources are optimally used.
- **Managing careers work** – integrating careers work into the overall development of the school, to ensure optimal impact and sustainability of the careers programme.

STAFF DEVELOPMENT FOR CAREERS WORK

NEEDS

	<i>experienced careers specialist (careers teacher, careers co-ordinator, head of careers)</i>	<i>newly appointed careers specialist</i>	<i>subject teacher contributing to careers work</i>	<i>tutor or PSE teacher contributing to careers teaching</i>	<i>tutor or PSE teacher contributing to individual careers guidance</i>	<i>senior manager with overall responsibility for careers work (e.g. deputy head)</i>
STARTING POINTS						
introduction to careers work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
updating own knowledge about world of work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
updating own knowledge of education & training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
careers work theory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
RESOURCE-CENTRE AND OTHER WORK ON INFORMATION						
organising and using careers information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
use of computers in careers work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
GUIDANCE AND SUPPORT						
individual guidance skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
REPORTING, RECORDING AND REVIEWING						
records of achievement and action plans	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
CLASSROOM CAREERS EDUCATION WORK						
developing careers education programmes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
teaching careers education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
preparing materials for careers education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CROSS-CURRICULAR CAREERS WORK						
managing and coordinating existing cw programmes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
informing, supporting and training other teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
COMMUNITY-LINKED WORK						
work experience and other community links	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
liaising with parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
MANAGING CAREERS WORK						
working with the careers service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
updating on developments in careers work policy and practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
evaluating careers work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
informing and influencing management	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: The ratings in this diagram are based on a small survey of experienced careers teachers, newly-appointed careers teachers and advisory teachers

not significant for this group



significant SD need



priority SD need



TRENDS

In the past, the most intensive training courses were full-time one-year or one-term courses. The number of careers teachers who had been on such courses was always limited. Now such courses have disappeared.

Instead, the trend is towards provision which is:

- More flexible, e.g. open learning.
- More whole school-oriented, linked to programme and organisation development as well as staff development.
- Controlled more by the user than by the provider.
- Focused on specific areas of coverage rather than seeking to be comprehensive.

There is also increasing interest in:

- Competency-based approaches, linked partly but not exclusively to the work of the Advice, Guidance, Counselling and Psychotherapy Lead Body.
- More flexible forms of accreditation.

At the same time, it is widely recognised that strategic understanding of the diversity of careers work cannot be attained by piecemeal assembly of its molecular tasks and competencies. Theory offers frameworks in which the elements can be related to each other and to the whole; it develops reflective practitioners capable of innovation and adaptation to new situations. This is the element that is most at risk following the demise of the long courses. It is important that it is attended to in the new pattern of provision.

ORDER FORMS

The Project Report and Users' Guide are available from different sources. Please use the appropriate order form(s) below.



Project Report

STAFF DEVELOPMENT FOR CAREERS WORK

David Andrews, Anthony Barnes and Bill Law

ISBN 1 86017 0919

Please return to: Biblios Publishers' Distribution Service Ltd,
Star Road, Partridge Green
West Sussex RH13 8LD
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Users' Guide

MAKING CAREERS WORK

Bill Law, David Andrews and Anthony Barnes

ISBN 1 86017 1214

Please return to: Gwyneth Neal-Freeman
The Old Plough, 17 Brook Street, Elsworth
Cambridgeshire CB3 8HX

Please send me a free copy of this report
An A4 stamped (43p) and addressed envelope is enclosed

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.....

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QUALITY GUIDELINES

Good-quality staff development in careers work will be provided where the provision:

- Relates specifically to participants' work roles.
- Focuses on delivery tasks identified by participants' schools as priorities for development.
- Takes account of needs and readiness expressed by participants.
- Identifies how participants can use their learning in their work.
- Builds careers-service/school team skills, drawing upon the distinctive contribution of each to the total programme.

- Indicates how participants' tasks link to a whole careers programme.
- Enables careers-work co-ordinators to gain an overall concept of the field.
- Informs co-ordinators' understanding of the careers programme as a whole.
- Improves co-ordinators' management of the school's careers-work network.

- Improves competence in the delivery task.
- Informs understanding of the causes and effects of the action suggested.

- Assembles appropriately the various elements of provision: human resources, learning methods and materials, participant groups, space, time and location.
- Enables participants to select, assemble and use the elements in a coherent programme of learning.
- Supports course tutors and other staff development personnel by showing how the elements link to a total staff-development programme.

- Offers manageable means for the identification of participants' learning.
- Leads to appropriate accreditation, linked to routes of onward progression.

- Informs understanding of changing policy and practice in careers work.
- Identifies how careers work contributes to and implements school development plans.
- Informs understanding of career-related change in society and the economy.

- Improves participants' management of change in their own roles.
- Improves co-ordinators' management of change in the careers-work programme.
- Is linked to an overall strategy for managing programme and organisation development in the school.
- Is evaluated for its contribution to the comprehensive development of careers work in the school.

NATIONAL TARGETS

It is proposed that National Targets for Staff Development in Careers Work be set. By the year 2000:

1. All initial teacher training programmes should include an introduction to careers work in schools.
2. Careers work should be included in a structured induction programme for all newly qualified teachers in the secondary sector, in their first year of teaching.
3. Every secondary school should have at least one teacher with a professional qualification in careers work, to a minimum level of a certificate in further professional studies, and should have laid plans for another teacher to gain similar qualifications.
4. Ten per cent of secondary schools should have a teacher with a professional qualification in careers work, to the level of an advanced diploma.
5. All school staff-development plans should include relevant staff-development opportunities for subject teachers and tutors contributing to careers work, as well as for the careers co-ordinator.
6. Eighty per cent of careers teachers should have undertaken a placement into industry or commerce.
7. All teachers involved in careers work should have access to a support network within their locality.
8. All training programmes for new headteachers should include an element on careers work.
9. The appraisal of all teachers involved in careers work should be linked explicitly to the identification of staff-development needs and of ways in which such needs can be met.

POLICY SUPPORT

To support these developments, a policy frame is required which will ensure that:

- There is a clear rationale for the inclusion of careers work in initial teacher training.
- Support is maintained for courses which can maintain a supply of well-qualified teachers for this work.
- Funding arrangements, such as are provided by the GIST category for careers education and guidance, and the Employment Department's Years 9-10 initiative, are maintained at appropriate levels.
- Positive support for careers work, setting out expectations for quality as well as quantity in delivery, is made explicit in policy-related statements.
- The terms in which OFSTED inspections attend to careers work cover all its aspects, and identify the needs for further staff development.

FURTHER INFORMATION

The material in this Briefing is drawn from a fuller Project Report: Andrews, D., Barnes, A., Law, B.: *Staff Development in Careers Work*. NICEC Project Report. Cambridge: CRAC/Hobsons, 1995.

Available from Biblios Publishers' Distribution Service, Star Road, Partridge Green, West Sussex RH13 8LD, price £9.95 (inc. p&p).

It is also linked to a Users' Guide:

Law, B., Andrews, D., and Barnes, A.: *Making Careers Work*. Cambridge: CRAC, 1995.

Available from Gwyneth Neal-Freeman, The Old Plough, 17 Brook Street, Elsworth, Cambridgeshire CB3 8HX, free on receipt of A4 SAE (43p stamp).

This is designed to help teachers and staff-development co-ordinators to identify their needs, and how and where these can best be met. It includes a directory of staff-development providers.

Further copies of this Briefing are available from the Elsworth address above or from:

NICEC, Sheraton House, Castle Park, Cambridge CB3 0AX (please send A4 SAE).

January 1995