IT TAKES A VILLAGE!

Exploring a collaborative and community-based approach to supporting the career learning and development of children aged 9-12

Objectives

By the end of the session, participants will

- Develop a rationale to support career learning for 9–12-year-olds.

- Reimagine the career-sphere as a village whose members (educators and community members) come together to form a collaborative space to explore 'career' as a way to develop young people's capacity as lifelong learners, global citizens and informed participants.

- Explore techniques for developing a collaborative and community-based career development approach.

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The Book!

You can download the book as a free PDF here

Exploring Possibilities!
Journeying Through Career-Related Learning in Grades 4–6
A Teaching Toolkit

Lorraine Godden, Nicki Moore, Heather Nesbitt & Stefan Merchant

Careers work with primary aged children: Really?

Arguments against career guidance for pre-teens include

◦ **Premature Focus:** Introducing career guidance at such a young age may place undue pressure on children, leading to anxiety and stress

◦ **Lack of Maturity:** Children aged 8 to 11 typically lack the emotional and cognitive maturity to make informed decisions about their future careers.

◦ **Stifling Creativity and Play:** Early career guidance can detract from the essential elements of play and creativity that are crucial for a child's development.

◦ **Imposing Adult Expectations:** Career guidance at a young age might impose adult expectations and societal norms on children, rather than allowing them to discover their passions and strengths organically.

◦ **Dynamic Nature of the Future Job Market:** The job market is constantly evolving, with new careers emerging and others becoming obsolete.

Careers work with primary aged children: Really?

◦ **Parental and Educator Influence**: Early career guidance might be heavily influenced by the biases and aspirations of parents and educators, rather than the child's genuine interests and talents.

◦ **Limited Exposure and Understanding:** Children at this age have limited exposure to the world of work and may not fully understand what different careers entail.

◦ **Resource Allocation:** Resources spent on career guidance for very young children could arguably be better used to enhance their overall education and development.

◦ **Developmental Variability:** Children develop at different rates, and what might be appropriate guidance for one child might not suit another. A one-size-fits-all approach to career guidance at this age may not cater to the individual needs and developmental stages of each child.

Yes! But.........

◦ These are all reasons to develop strong programmes of career learning for pre-teens.

◦ Educational philosophers can be seen to support the idea of early careers education

◦ **Piaget and Vygotsky** (1978) argued that play helps children to construct their understanding of the world and these early experiences lay the foundation for later learning and development.

◦ **Montessori** (1964) believed that the focus of education should be about fostering curiosity and self-directed learning through hands on experiences.

◦ **Dewey** (1916) asserted that education should go beyond teaching the 'Three R's' of reading, writing, and arithmetic and should foster the skills of critical thinking and problem-solving skills through active engagement and experiential learning.

◦ These educational philosophers argue that early childhood should be a time for children to explore, experiment, and develop a broad range of skills and interests which are useful for later roles in life. They advocate for a holistic approach to education that nurtures children's natural curiosity and creativity, laying the foundation for lifelong learning and success.

What's this about villages?

◦ While most career development activities are focused on the needs and outcomes for individuals, career-related learning does not take place in a vacuum.

◦ Young people interact with career-related learning everyday within a milieu consisting of peers, families and carers, and local, regional, national, and global communities.

◦ Subsequently, when developing quality career development activities, we can reach out to members of these communities as partners and co-contributors of new, innovative, and creative approaches to career-related learning and skill development.

◦ In embracing an inclusive approach, educators can help young people forge connections between the career-related knowledge and skills they are developing and their learning, lives, and future work environments in ways that are meaningfully connected to their communities and lived experiences.

◦ This is about creating sustainable communities!

A village responsibility?

◦ **It takes a village to raise a child"** is an African saying which means that an entire community of people must provide for and interact positively with children for those children to experience and grow in a safe and healthy environment.

◦ There are different ways of categorizing communities. Thomsen (2017) suggests that community is:

• characterized by people conducting their daily lives (or parts of them) together in the same physical or virtual place;

• sustained and created through individuals' joint actions; and

• comprised of people who have different reasons for being there and for taking part in different ways which are changing over time. (p. 1)

A village responsibility?

Millington (2010) suggests that there are five types of community:

- **Interest:** Communities of people who share the same interest or passion.
- **Action:** Communities of people trying to bring about change.
- **Place:** Communities of people brought together by geographic boundaries.
- **Practice:** Communities of people in the same profession or undertake the same activities.
- **Circumstance:** Communities of people brought together by external events/situations.
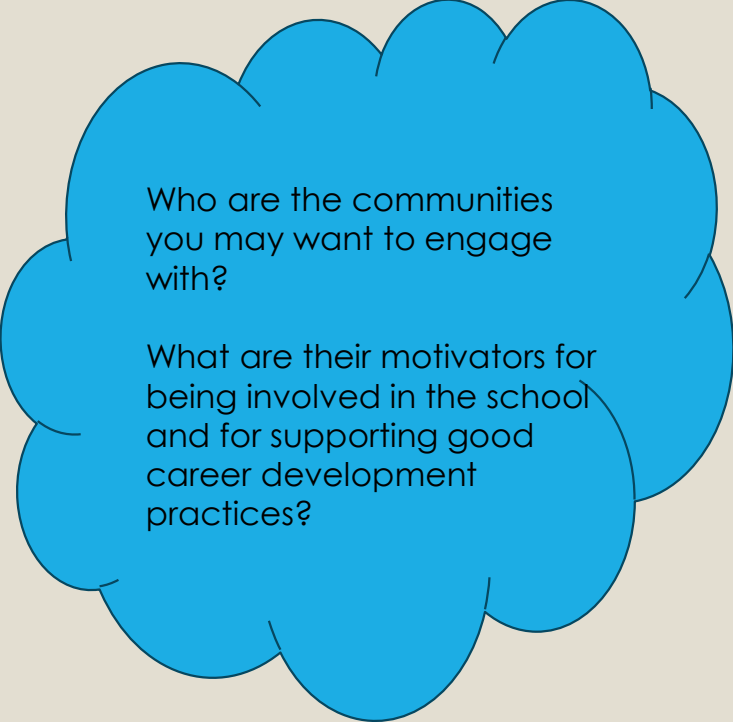
Implications....

Primary schools sit at the heart of many types of community and will need to engage with more than one of these.

Some examples might include

◦ Local Indigenous communities, nationalities or those focused on specific faith or belief systems

◦ The Deaf community.

◦ Groups focused on sustainability or environmental impact.

◦ There will also be communities of individuals who are focused on developing and delivering good quality career development practices (e.g., local or regional professional associations).

◦ Remote communities

◦ Urban/rural communities

Each of these groups may have a vested interest in supporting your school to develop and implement good career development practices.

Who are the communities you may want to engage with?

What are their motivators for being involved in the school and for supporting good career development practices?

Implications for practice

- Scanning the landscape
- Creating a vision
- Understanding partners knowledge and skills needs
- Developing a program of support
- Identifying curriculum opportunities

Scanning the landscape

○ A good place to start is to undertake a short piece of research about potential partners and community members and how they might contribute to your initiative.

○ This activity will help you to clearly articulate your vision and begin to better understand the potential for and scope of your project.

| Stakeholder or community	Contact details or means of communicating	Web address	How might this group contribute?	Action/outcome

Creating a vision

◦ The second step should be to carefully think through a strong rationale for undertaking this work and to present it in a short document that can be shared. The vision document should include:

◦ An inspirational statement about the potential for collaborative working

◦ A statement of purpose (what you hope to achieve by this initiative)

◦ A brief overview of the partners and communities that you wish to involve

◦ When you hope to undertake these activities

◦ How you will evaluate the impact of this initiative

◦ Greater success will be achieved if a consultation has taken place with colleagues about this endeavour before preparing your vision document.

Understanding partners knowledge and skills needs

◦ Not every willing volunteer has the necessary experience or skills to deliver effective educational interventions.

◦ Do all stakeholders have key knowledge so that they can engage in career conversations? For example:

- The difference between, job, work, and skills.

- Fanciful ideas are ok- realism comes later.

- People in the family and community are important role models for future success.

- There should not be pressure to choose 'a career'. Believing that you have a choice is more important.
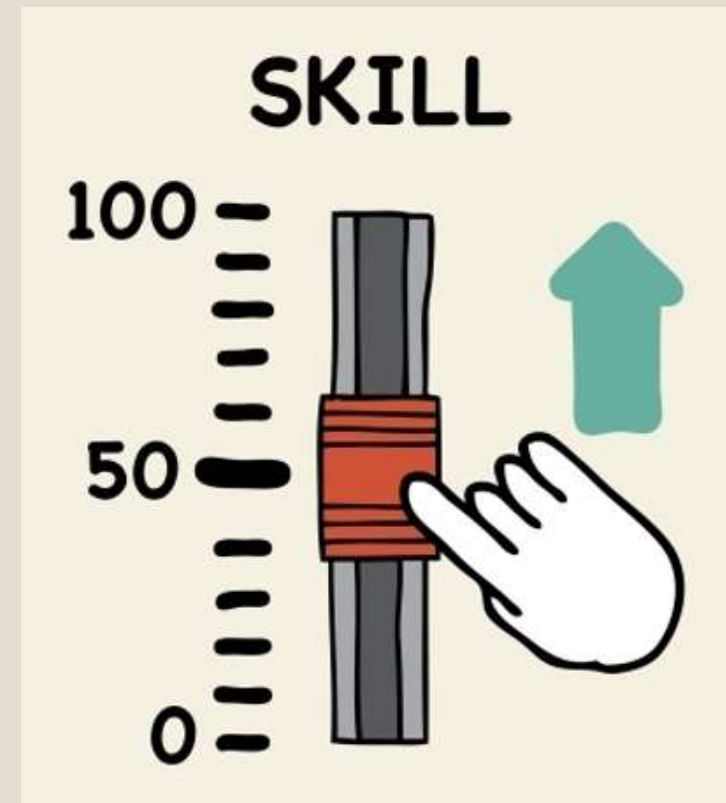
Developing a program of support

◦ There are many ways of communicating a vision and opportunities to partners and communities to learn, develop and contribute such as through a school's website (e.g., a page that explains a vision for career-related learning and life skill development in the classroom).

◦ Consider ways to communicate with any internal and external partners (e.g., you could use fact sheets or infographics to display in your classroom).

◦ Staff and parent meetings are also a great time to communicate ideas and for reaching out to volunteers.

Identifying curriculum opportunities

◦ Project work involving community members

◦ People talking about their jobs

◦ Role models

◦ Visits

◦ Volunteering…..

◦ These work well in 11-19 education. They are equally appropriate for pre-teens but they need to be age and stage appropriate. These examples all involve the community through internal and external stakeholders.

Conclusions

◦ What is true for careers education programmes for secondary schools hang true for pre-teens/ primary/elementary education.

◦ The arguments for primary phase careers work are clear but need to be made to managers

◦ Engaging with the community ensures an inclusive approach to career learning and ensures that all stakeholders are engaged.

◦ This requires specialist knowledge by both stakeholders and educators, and this has resource implications.

◦ The benefits can be profound in terms of young people's engagement in education and futures thinking.

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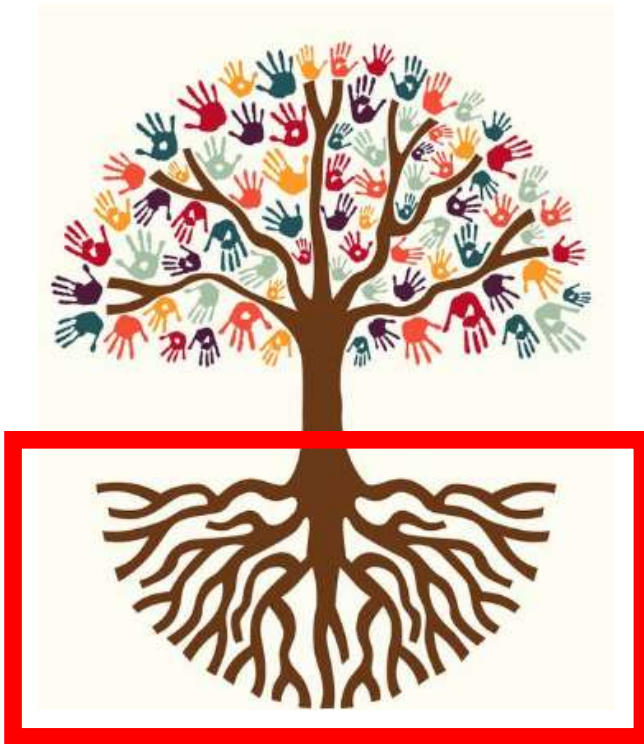
Character and Careers

Dr Shane McLoughlin

Overview

- Character Education

- Graduate attributes

- Character-based career decision-making
  - Theory
  - Research
  - In practice

- Practical exercises
 - Activity: Clarifying virtues we aspire to

- Summary

Aims of Education

- Academic knowledge
- Character formation – developing good character
- Preparing students for life
- Education should aim to form people so they can live well in a world worth living in

UNIVERSITY OF BIRMINGHAM | THE JUBILEE CENTRE FOR CHARACTER & VIRTUES

What is Character Education?

Character education is an umbrella term for all explicit and implicit educational activities that help young people develop positive personal traits called virtues.
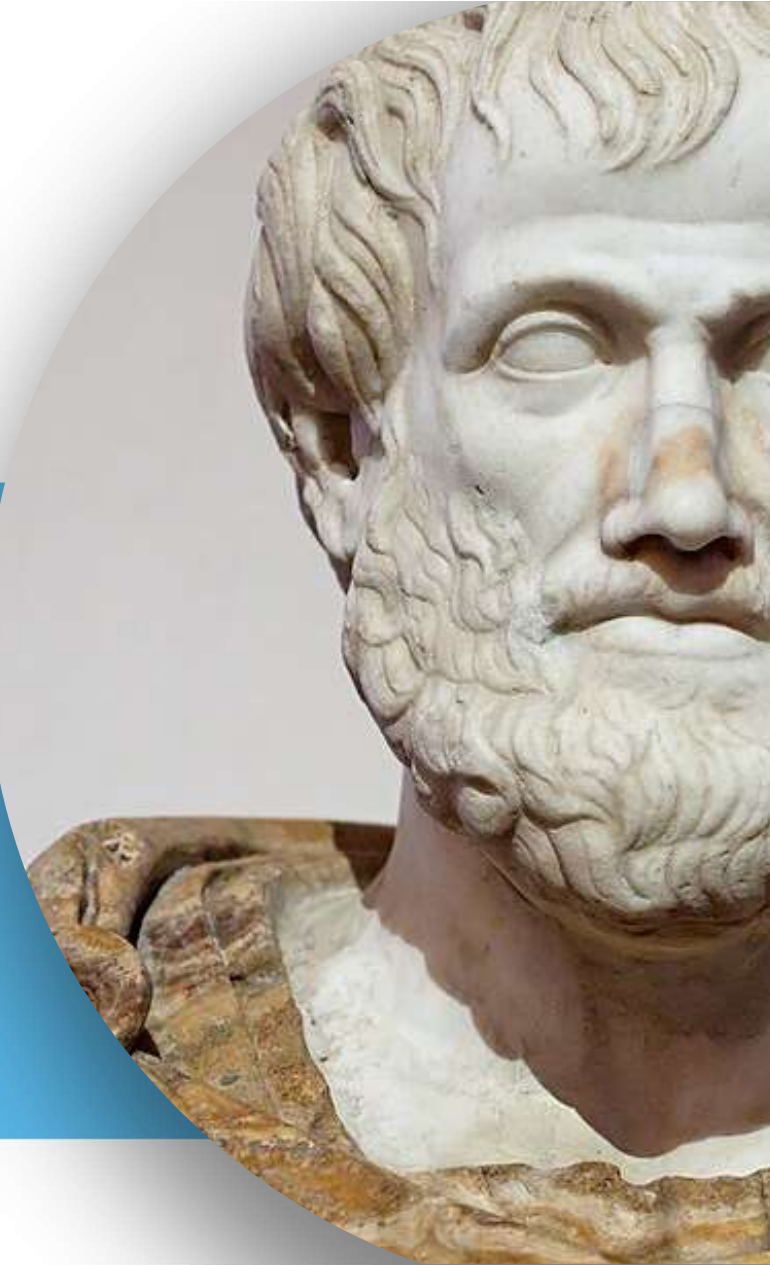
Character and Sustainability

Moral

Compassion

Integrity

Intellectual

Critical thinking

Openness to ideas

Civic

Stewardship

Justice

Performance

Resilience

Industriousness

Virtues in Careers?

Vice of Deficiency	Golden Mean of Virtue	Vice of Excess
Cowardice	Courage	??
Cynical	Trusting	??
??	Attentive	Obsessive
??	Pride	Vanity
Shamelessness	??	Shyness
Indifference	??	Sentimentality

Graduate Attributes

University of Birmingham

The Jubilee Centre for Character & Virtues

Academically Excellent

Subject specialists

Intellectually curious and confident

Independent critical thinkers

Cross-disciplinary expertise

Local and Global Leaders

Creative

Intercultural

Inclusive

Resilient

Ethical and Active Citizens
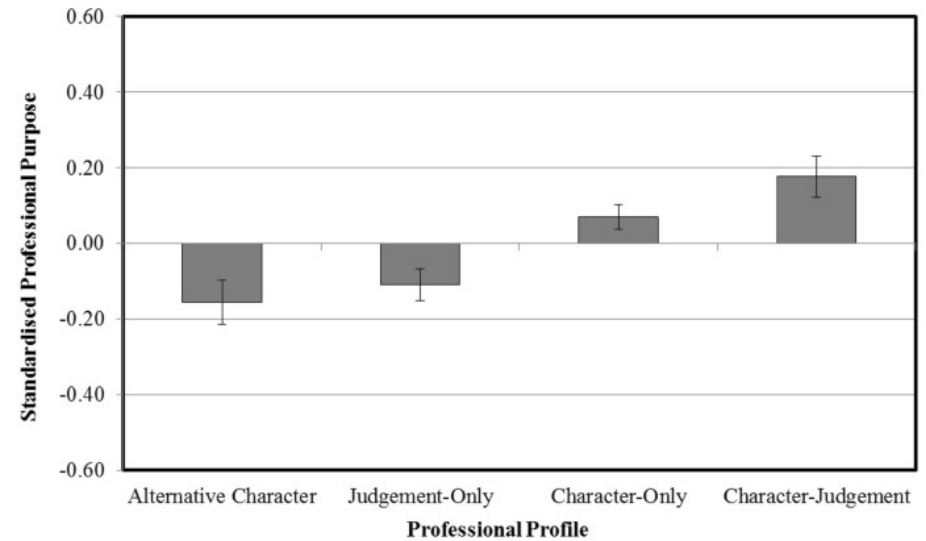
Socially responsible

Practical wisdom

Reflective

Future-minded

Digitally literate

Sustainability-engaged

Lifelong learner

Entrepreneurial

Character at Work

Fig. 2

Check for updates

MORAL REASONING STRATEGIES AND WISE CAREER DECISION MAKING AT SCHOOL AND UNIVERSITY: FINDINGS FROM A UK-REPRESENTATIVE SAMPLE

by SHANE MCLOUGHLIN , ROSINA PENDROUS ,
EMERALD HENDERSON and KRISTJÁN KRISTJÁNSSON, *School of Education,
University of Birmingham, UK*

Design

- Recruited a representative sample of UK adults (N = 491)
- We asked them:
  - Why they decided to pursue their career area
  - What their decision-making process was
  - What they wish they <u>did not</u> factor into their career decisions
  - What they <u>are glad</u> they factored into their career decisions
  - What they sacrificed for their careers
  - Advice for their younger selves
  - Any career regrets they had
- We coded these responses for deontological, consequentialist, and virtue ethical reasoning
- We measured objective and subjective flourishing (27 different measures)
- We used propensity for each moral reasoning strategy to predict flourishing

Deontology

Deontology is a moral theory that emphasizes the importance of following a set of rules or duties in ethical decision-making.

In the context of career choice, this might involve prioritizing ethical principles and values over personal growth or benefit when making career decisions.

Deontology

"Lucas is a secondary school student who is considering what to do after graduation.

His parents and peers are encouraging him to attend a private college that has a reputation for providing excellent job prospects.

Lucas goes along with this because he has a duty to make his parents proud."

Consequentialism

Consequentialism is a moral theory that emphasizes the consequences of an action as the primary factor in determining its rightness or wrongness.

In the context of career decision making, this might involve considering the potential outcomes of a career decision and choosing the option that leads to the most positive consequences (e.g., salary, time off etc.) for the greatest amount of people.
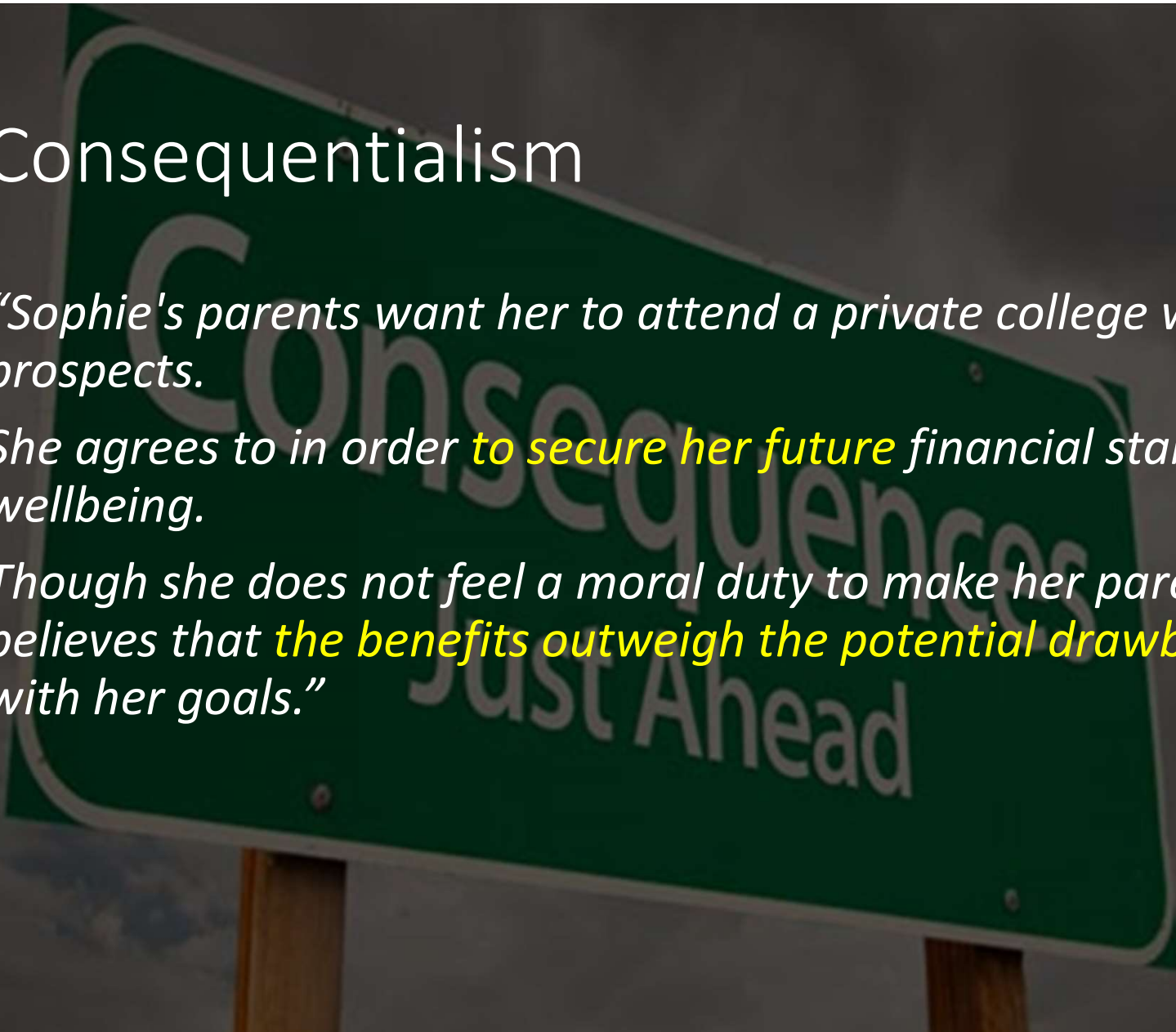
Consequentialism

"Sophie's parents want her to attend a private college with great job prospects.

She agrees to in order to secure her future financial stability and wellbeing.

Though she does not feel a moral duty to make her parents proud, she believes that the benefits outweigh the potential drawbacks and align with her goals."

Virtue ethics

Virtue ethics is a moral theory that emphasizes the role of character in ethical decision-making.

In the context of career decisions, this might involve considering the virtues that are relevant to a profession and which work environments will be conducive to character development.

Virtue ethics

"At the end of secondary school, Jane is deciding what to do next. Her parents want her to pursue a career in finance for its financial benefits.

Jane chooses to become a teacher because it aligns with the virtues of compassion and justice, in line with the kind of person she wants to become.

She believes that by cultivating these virtues, she can contribute to the flourishing of society and make a meaningful impact on the lives of her students."

	Virtue ethics	Consequentialism	Deontology
Virtue ethics	—		
Consequentialism	.353 ***	—	
Deontology	.088	.298 ***	
VCQ: Total			
Character Strength			
Financial Security			
Social Connected			
Meaning and Purp			
Physical Health			
Emotional Health			
Relationships: Sup			
Relationships: Co			
Relationships: Tru			
Relationships: Lo			
Relationships: Be			
Relationships: Tot			
Engagement			
Mastery: Skills			
Mastery: Learning			
Mastery: Accomp			
Mastery: Self-Effi			*
Mastery: Self-Worth	.115 *	.094 *	-.055
Mastery: Total	.234 ***	.107 *	-.093 *
Autonomy: Control	.275 ***	.172 ***	-.056
Meaning and Purpose 2	.071	-.000	-.015
Optimism	.203 ***	.103 *	-.049
Life Satisfaction	.196 ***	.097 *	-.081
Positive Feelings	.127 **	.094 *	-.132 **
Negative Feelings	.113 *	.035	-.099 *
Total Subjective Well-being	.154 ***	.079	-.112 *

- **Virtue ethics** positively predicted 23/27 aspects of flourishing
- **Consequentialism** positively predicted 11/27 aspects of flourishing
- **Consequentialism** positively predicted only 1/27 aspects of flourishing more strongly than virtue ethics
- **Deontology** negatively predicted 9/27 aspects of flourishing

Consequence

Virtue

Duty

.47 .64 -.35

Moral Reasoning

Physical Health

Financial Security

Relationships

Autonomy

Accomplishment

Learning

Skills

Social Support

.55 .56 .23 .16 .50 .74 .74 .65

.31 .28

Objective Flourishing .96 Subjective Flourishing

Life Satisfaction

Positive Emotions

Negative Emotions

Optimism

Meaning / Purpose

Self-efficacy

Self-worth

.87 .87 .87 .82 .47 .86 .81

Model Fit
$X^2(132) = 290$, $p < .001$,
$CFI = 0.99$, $TLI = .99$;
$SRMR = 0.05$;
$RMSEA = 0.05$, 90% CI [0.04–0.06]

Conclusions

- If you wish to prioritise objective flourishing (i.e., the tangible consequences of your career decisions)

    Don't focus on the consequences alone!

    Focus on your character and virtue development.

- Ofsted and other bodies need to look beyond consequentialism vs deontology

- We need to help people to make virtue-based career decisions

Workbook aims to help people understand

- Who I am
  - Personality and character
  - Social/cultural influences → cultural responsiveness
- Who I wish to become
  - Work-life balance
  - Virtue development
- About careers and jobs
  - Career roles, jobs of the future, virtues needed, opportunity costs
- Perspectives of experienced workers
- Job/career planning
- Resilience when career plans change

Building Your Best Life:
A workbook for character and career development

Shane McLoughlin
Rosina Pendrous
Emerald Henderson
Kristján Kristjánsson

With special thanks to Bec Tigue

Foreword by
AC Grayling, CBE

Afterword by
National Careers Service,
West Midlands

Focus on wide range of careers

About Careers and Jobs

In this section of the workbook, we will explore the many different career options available to you. You will learn about the skills and character strengths that are important for success in each, and consider the fit between who you are now and who you wish to become. You will also learn about the jobs of the future and gain insight into the experiences of professionals who have already pursued their careers. By reflecting on the regrets they had about their career decisions and the advice they would give to their younger selves, you will gain valuable insight into the importance of making informed career decisions. By the end of this section, you will have a clear understanding of the different career options available to you and which ones align with your character strengths and aspirations.

The world needs baristas as much as it needs barristers

Our working lives are only one part of what allows us to lead fulfilling lives. For this reason, most people don't make their working life the most central aspect of their lives; they "work to live" rather than "living to work". But what do we mean by this?

Suppose we are awake 16 hours per day and have seven days in the week. That's 112 hours per week that you can budget for every aspect of your life.

Of these 112 hours, most people work 37.5 hours per week. This leaves them with 74.5 hours a week to do other things. People use this time to do things like shower, eat, take breaks, commute to work, spend time with loved ones, go on holiday, or do other things they enjoy. Others might spend a lot of time on social media, watching TV, playing sports, and other leisure activities.

Some people work a lot more than 37.5 hours a week. They might have a job contract that says they only have to work 37.5 hours each week, but they end up working 70 hours per week. This means that they have less time for things like leisure, time with family and friends, and self-care. On the other hand, they *might* make a lot of money and be respected in their field because of their dedication.

Let us consider working patterns, rewards, and the virtues required for two example careers: Baristas and barristers.

Baristas are the friendly faces behind the counter at coffee shops and cafés, providing customers with their daily dose of caffeine and hospitality. They contribute to society by creating a welcoming and inclusive atmosphere, often serving as a gathering place for people from all walks of life to come together and connect. In addition to providing a valuable service; many baristas are also small business owners, contributing to the local economy and supporting their communities. Overall, baristas contribute to society by creating a sense of

Qualities of Character to be Proud Of

Imagine you are at your next milestone birthday party a few years from now (20, 30, 40 – whatever it may be). All of the people you care about most are there. **Who would be on that guest list**? Some of these people you may already know well, and others might be people you have not yet met that you hope will be an important part of your life (e.g., a future spouse, or close friend).

Guest List
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

GUEST LIST

Your ideal working week?

- 112 hours per week
- 74.5 hours awake
  - Showering
  - Eating
  - Commuting
  - Exercising
  - Breaks
  - Social life
  - Personal development
  - Family life
- + Approx 37.5 hours per week at work
- What to prioritise to fit your work in with other aspects of life in 10 years?

The Career Quartet

- Who I am and cannot or do not wish to change

- Helps me to improve my character

- Balances work with other life priorities

- Contributes to a part of society I care about
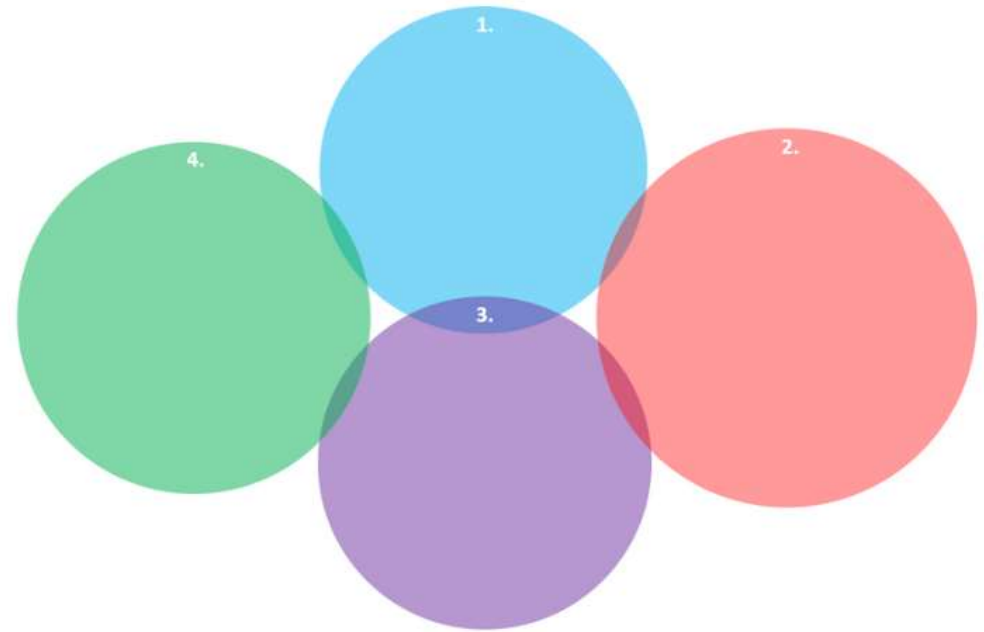
1.

- Physical therapist
- Occupational therapist
- Speech therapist
- PE teacher
- Outdoor adventure coordinator
- Personal trainer

2.

- PE teacher
- Personal trainer
- Professional cyclist
- Showjumper
- Ice-skater
- Choreographer

4.

- Nurse
- Home health aide
- Personal care aide
- Certified nursing assistant
- Physical therapist
- PE teacher
- Social worker
- Counsellor

3.

- Personal trainer
- Counsellor
- Office clerk
- Administrative
- Secretary
- PE teacher

Thank you for listening!

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For the
MA in Character
Education, see here: