



Teachers and Careers

The role of school teachers in delivering career and employability learning

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A report prepared for Teach First

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Executive summary

Young people today look forward to a complex and shifting future. Technology and social changes are transforming the labour market. Careers are becoming more dynamic, more international and are increasingly demanding higher levels of skill. The skills required to understand and navigate the world of work have never been so challenging, or so important.

As young people consider their options, they are likely to turn to a range of professionals and trusted adults, including teachers, for help and support. This report uses the term “career and employability learning” to describe a wide range of activities which support young people to think about their futures, build the skills they need, and make successful transitions. However, recent research and commentary in this area (from Ofsted to the CBI) has argued that the present level of career and employability support that is available in schools is inadequate. Employers have also argued that there need to be better systems to support young people to think clearly and creatively about their careers and employability.

Much of the recent policy debate about careers and employability has focused on the respective roles of career guidance professionals and employers. The role of teachers has often been lost in this discussion. This needs to change. Teachers should be at the heart of a long-term approach to enhancing career and employability learning, especially as schools now have the primary responsibility for the delivery of career and employability learning for young people. We know that young people often turn to their teachers for advice and that the curriculum provides a fertile space for developing the skills that employers need and for helping young people to understand the pathways open to them.

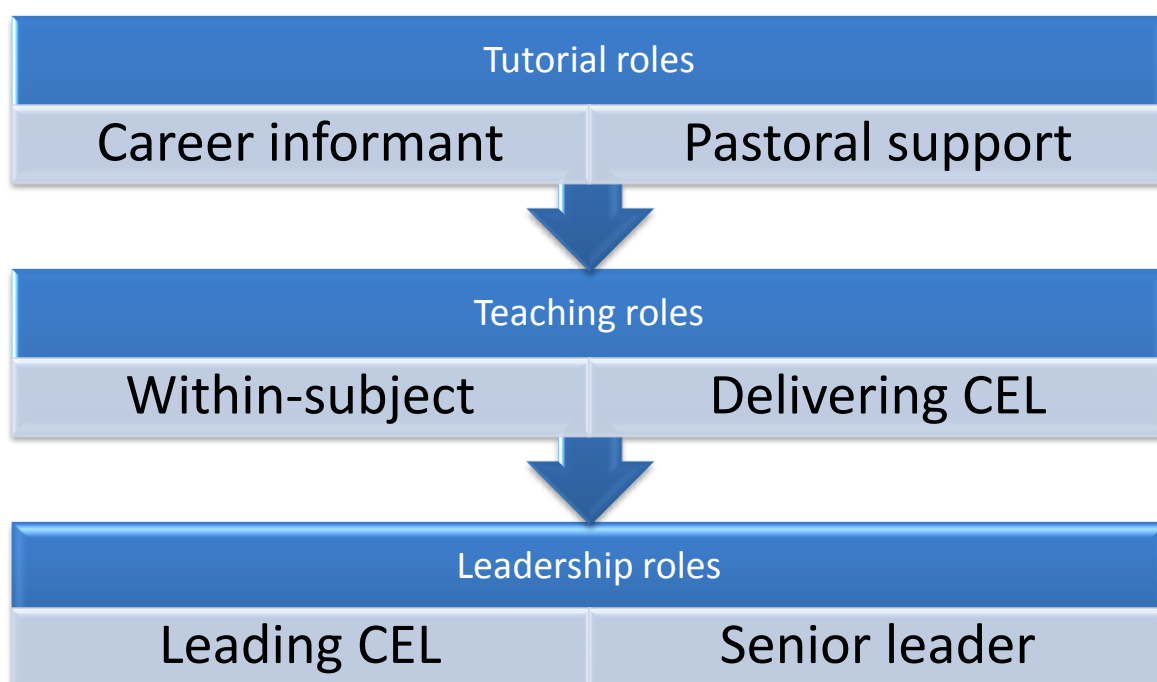
This report uses the term “career and employability learning” to describe a wide range of activities which support young people to think about their futures, build the skills they need, and make successful transitions. It argues that there is a long tradition of activity in English schools which can be built upon and learnt from as we reimagine career and employability learning for the twenty-first century. However, it also notes that since the election of the Coalition Government, England has moved from a partnership model, where much provision was delivered by an external service, to an internal model in which schools have sole responsibility for delivery. To date this has resulted in a decline in the quality and quantity of career and employability learning that is available. Addressing this necessitates some new thinking, particularly with respect to the role of teachers.

There is a strong consensus in the literature on what comprises good-quality career and employability learning: it should be integrated into the mission and

ethos of the school and delivered through the curriculum; it requires the involvement of both qualified specialists and the wider teaching and school staff; it is underpinned by good information, resources and technologies; and it requires the involvement of external stakeholders including post-secondary learning providers and employers. A recent report by the Gatsby Charitable Foundation provides a good summary of this literature and translates it into eight benchmarks that schools can implement.

At present the role of teachers in delivering career and employability learning is poorly defined in England. However, this is not the case in many other countries. Typically teachers have a far greater role in the delivery of this activity, with the role of careers leader or careers specialist often requiring additional qualifications and acting as a route for career advancement.

Within UK schools it is possible to identify a series of roles that teachers ought to be supported to play relating to tutorial support, teaching and leadership of career and employability learning:



The report argues that all teachers should be able to play some of these roles, such as career informant, pastoral support and within-subject teaching. It is therefore important that these roles are given attention within initial teacher education and early professional development. In addition the report argues that other roles (delivering CEL, careers leader and senior leader) offer a route for specialisation and career progression of teachers. In particular, we need to professionalise and raise the profile of the careers leader in schools, to enable strategic whole-school approaches to be put in place. In many countries, the role of careers leader is seen as a good stepping stone to senior leadership because it has a whole-school focus and includes extensive liaison with external partners.

The development of this middle-leadership role therefore offers an important way forward for a strategic, high-impact approach to career and employability learning within schools.

While teachers are an important component of career and employability learning, we must not place the responsibility solely on to teachers. Career guidance professionals also have an important role to play and effective inter-professional working is essential. In addition, providing opportunities for young people to engage with employers and working people as well as with representatives of post-secondary learning is crucially important. The report argues that in order for the commitment and efforts of employers and other stakeholders to have the greatest impact, schools and teachers need to be suitably trained and supported. This will ensure that the insights that employers and others can offer will be well integrated into the career building of young people.

The report concludes by suggesting ways in which Teach First could play a leading role in driving this forward. It is a uniquely placed organisation as it can both influence new teachers through its leadership development programme and engage with its growing community of ambassadors - both those who stay within the school system and those who leave it. Much of the argument that is made here for a greater role for teachers in the delivery of career and employability, and the consequent need to build the capacity and professional status of this area, also has relevance to other providers of initial teacher education and continuing professional development, as well as to schools and educational policy-makers. If Teach First were to take the lead, and share its experiences, this could influence others to follow, leading to a systemic shift in the role that teachers play in career and employability learning.



1. Introduction: Why are career and employability learning important?

Young people today look forward to a complex and shifting future. Technology and social changes are leading to new jobs being created all the time. Careers are becoming more dynamic and more international and are increasingly demanding higher levels of skill. Demographic shifts, globalisation and new technologies further complicate this situation. Government policy has led to some big changes to the vocational and higher education systems, the minimum age of participation in learning, and the benefit system.

All of these issues raise questions for young people who are trying to make choices that will support them to live enjoyable, productive and meaningful lives. Inevitably young people within the school system bring these questions to their school. They may ask teachers for help in understanding the world around them and in thinking through where they might fit into this world. Such questions often overlap with parts of the curriculum, and the answers to them are frequently bound up with teachers' understanding of their students and their potential. They are also bound up with teachers' own knowledge and experience of the labour market, which in many cases may be very limited outside the education sector. For teachers, this can present challenges in terms of skills and knowledge. Should, for example, an enthusiastic biology student be encouraged to pursue an interest in forensic science? Discussing a subject like this requires knowledge of the labour market, which not all teachers have; but refusing to discuss it may be demotivating for a student whose love of subject is bound up with enthusiasm for a potential career path.

There is a considerable research and policy literature looking at the value and impact of career and employability learning (CEL). A recent pan-European study (Hooley, 2014) summarised this literature, noting that evidence existed which suggested that career and employability learning could support:

- the effective functioning of the education system, including supporting student engagement and attainment;
- the economy, by improving the efficiency of transitions to and within the labour market;
- social policy goals, including social mobility and social inclusion.

The value of providing students at schools with an opportunity to consider their futures and then advice and support to realise their ambitions is also well recognised by employers and employer bodies. Employers are interested in this for a range of reasons, including shaping the future skills supply (particularly in areas such as STEM where there are critical shortages in future skills needs), the opportunity to promote careers within their organisation or sector, the opportunity to “try before they buy” and to meet young people who they may be interested in employing, and finally to help to enhance young people's

employability skills so that they become more effective employees.

Employers have been willing to articulate their concerns about recent policy and practice in this area and to argue that improvements are needed:

The quality of careers advice in England's schools remains in severe crisis. For 93 out of 100 young people to not feel in possession of the facts they need to make informed choices about their future is a damning indictment. These are some of the biggest decisions young people will ever have to take and they deserve reliable, relevant, inspirational and high-quality careers advice. It's worrying when young people now have tough decisions to make in light of university fees and the growing range of high-quality vocational routes.

Katja Hall, Chief Policy Director, CBI (cited in CBI, 2013)

Urgent action is needed from government, business and education in order to build robust bridges into the world of work, address the current expectations gap and avert the threat of a lost generation.

Kevin Green, Chief Executive, Recruitment and Employment Confederation (cited in CSSA, 2014)

One of the key components of a successful education system is giving young people the chance to make informed decisions about their choice of study and raise their awareness of the many pathways that they can take beyond secondary education. Surveys by UK employers and higher education institutions suggest students are not as well prepared as they should be for this transition. Put simply, good careers advice is something that's been sadly relegated to casual conversations and accidental discovery.

Steve Holiday, Chief Executive, National Grid (cited on the National Grid website)

The research evidence and the experience of employers both lead in the same direction. Young people benefit from having opportunities to learn about the world of work, to consider their place within it, and to develop the skills they need to succeed. Where this is done well, there are benefits for the individual in increasing their employability, for employers in helping them to recruit staff who have the skills that they need, and for society in reducing unemployment and supporting young people to make good choices about training and employment. However, questions remain about how to translate this consensus into action. This report will explore these issues and consider what teachers and schools should be doing to facilitate this process.

For Teach First these issues are also of pressing concern. The charity is focused on ending educational inequality and has a strong interest in reducing the numbers of unemployed young people and increasing participation in higher education by young people from lower socio-economic groups. The organisation is a provider of initial teacher education and is also influential with the ambassadors who have graduated from its programme. Some ambassadors have remained within school and therefore offer a pool of people who could play leadership roles in schools in relation to CEL. Other ambassadors are now in employment outside the school system and are ideally placed to build bridges between employers and schools rooted in their strong understanding of both education and the labour market.

This report looks at approaches to CEL and particularly asks what the role of

teachers is in its delivery. It has been prepared for Teach First, although it should also be of interest to other providers of initial teacher education and to other stakeholders concerned with career and employability learning. Its focus is on England, but it explores a range of other countries including all the home nations and Ireland. Many of the ideas about teachers' roles have wider applicability outside England, although in each country the context will be different. As Teach First is also active in Wales, the organisation may consider whether any innovations prompted by this report should also be implemented in Wales, where Careers Wales remains as a partnership organisation - in contrast to England where the National Careers Service has a relatively small remit to work with schools.

Who should support young people's career and employability learning?

It is possible to argue that there should be a rigid distinction between the knowledge and skills associated with education and those associated with work. However, in practice education is only rarely for education's sake alone and even more rarely is it entirely abstract. Discussions about *Jane Eyre* help young people to think about transition to adulthood, just as learning about electrochemistry encourages thinking about how batteries are manufactured. Education and the development of career thinking are intertwined, whether this is explicitly brought out by the school or not.

Until recently a clear professional distinction could be drawn between teachers (who addressed the curriculum) and career guidance professionals (who advised on career choices and on the transition to work). However, such distinctions are increasingly difficult to maintain in a clear-cut form. What you learn at school is often gateway knowledge for particular post-secondary courses and consequently for particular occupations. Educational decisions are career decisions, while career decisions have considerable educational implications. Furthermore, there are many skills which teachers and career guidance professionals possess in common, as well as others which are complementary. CEL is concerned with young people learning about the world of work and the process of supporting this learning has similarities with other kinds of teaching and learning. Amongst other consequences this has meant that there is a substantial overlap between the career guidance profession and teaching and considerable possibilities for hybrid professionalism. Andrews (2012) argues that there should now be a common professional framework and programme of training and professional development for career guidance professionals and careers leaders (including teachers) within schools to recognise this overlap.

Since the Education Act 2011 schools in England have taken on responsibility for career guidance. This has further blurred the distinction between the two professions. Until this point careers professionals were typically located outside school in an external partnership organisation. This organisational distinction reinforced professional distinctions by allowing careers professionals to operate within a community of practice bounded by separate organisational structures.

Subsequent to 2011, the co-ordination of career and employability learning has been located in the school, and the existing careers profession has been weakened. In effect this has created a vacuum which schools have sought to fill in a variety of ways, many of which have called for teachers to take on expanded roles in this area.

This report explores the roles that teachers can play in supporting young people to make good choices in a complex labour and learning market. It will argue that every teacher has a role in supporting the career building of their students. It will also make the argument that teachers have considerable skills to bring to such a role, and that the role of a school's career specialist or "career leader" offers a potential progression route for teachers themselves. There is an urgent need for greater clarity and professionalism in this area, to ensure all young people get the support they need in making critical life choices as they navigate their way through, and beyond, the education system.

Definitions

There is a wide range of knowledge, skills and attributes which enable an individual to succeed in their life, learning and work. In this report we will refer to the development of these as "career and employability learning" (CEL). This term conflates three overlapping concepts:

- *Career management* describes the knowledge, skills and attributes that an individual needs to find and keep work and to manage their career in a way that works for them.
- *Employability* describes the knowledge, skills and attributes that employers value and look for in potential and actual employees.
- *Enterprise* describes the knowledge, skills and attributes that are required to start and develop projects, initiatives, campaigns and businesses. An important part of enterprise is concerned with self-employment and setting up one's own business, but it is also possible to be enterprising within employment, as well as within a range of community and other contexts.

In practice, these three areas overlap. In order to be successful in our working lives, we need to be able to satisfy our employers or to establish businesses that meet a market need. Employers will often also value employees who actively manage their careers: for example, those who have a strong commitment to their own development and who have ambition and drive. Teach First is a clear example of this. People recruited on to this programme are assured two years' employment in a school, and the majority (54%) remain in the classroom thereafter. However, a sizeable minority go on to employment in other areas. Many employers value the career, employability and enterprise skills that these Teach First ambassadors have developed from their time in teaching and employ them across a range of sectors and roles.

Career, employability and enterprise skills are also essential for the self-employed and those managing their own businesses. However, the motivations involved in developing these skills can vary. We develop career management to satisfy ourselves, but employability to satisfy others. Balancing the tension between “what I want” and “what others / my employers want” is a critical skill for one’s career development.

In English schools the area of CEL has been given a variety of names and has been addressed through a variety of different processes and interventions, often as part of a wider subject or area of activity. These have included employability skills, Personal, Social (and Health) Education (PS(H)E), life skills, transferable skills and so on. In policy terms there are three main terms that have been important in this area:

- *Career guidance* is usually used to describe one-to-one interactions between a career professional and an individual. However, sometimes the term is used more broadly to describe the full range of activities that this report will discuss as CEL.
- *Career education* describes a progressive curriculum of learning activities which are addressed to the issue of career. In England such a curriculum has most usually been taught by a teacher, often with support from a careers professional.¹
- *Work-related learning* describes a range of activities which support an individual to learn about work. These include work experience, work shadowing, work simulation, and presentations and other interactions with employers and working people.

The development of career and employability learning in schools

Career and employability learning in English schools has moved through a number of distinct stages. These stages have been influenced by a shifting policy environment, by attitudes to curriculum (Law, 1996), and by the set of organisational arrangements particularly pertaining to the partnership organisations that have worked with schools on CEL. Until 2011 most careers work was based around a partnership between schools and an external specialist service (successively the Youth Employment Service, the Careers Service and Connexions). There are a number of advantages to delivering these activities in partnership rather than wholly within the school, which relate both to professional expertise and to proximity to employers and the labour market. The role of partnership organisations will be discussed in more depth and alternative

¹ Elsewhere in the world, particularly in the USA, the term “career education” has often been used to denote a wider set of activities which include might be described as vocational education in the UK (Watts & Herr, 1976).

models considered in this section, and also in the next section where a range of international models will be discussed. Table 1 sets out a summary of the phases through which CEL has moved.

Table 1: The development of career and employability learning in English schools

Period	Relationship to curriculum	Role of the partnership organisation	Key initiatives
1920s-1948	Career and employability learning patchy, with no national strategy or approach.	Development of local-authority-controlled Juvenile Employment Service to support youth transitions to work.	Appointments of the first careers teachers.
1948 - early 1970s	Career and employability learning in schools supplementary to and largely divorced from the curriculum.	School activities underpinned by the Youth Employment Service, largely conceived as a matching service.	Theoretical basis of careers work deepened. Growing discussions about the role of guidance in schools.
1970s & 1980s	Links with curriculum increasingly made, although remained an optional subject, patchily delivered across the UK's schools.	Careers Service gradually developed new and more integrated forms of partnership.	Research and thinking (e.g. Law & Watts, 1977) began to provide a theoretical basis for CEL. Technical and Vocational Education Initiative (TVEI) developed new models of curriculum integration and employer engagement.
1990s	Career education became an intermittent feature of the National Curriculum. Statutory duty for career education introduced (late-1990s).	Privatisation of the Careers Service, but maintenance of the partnership model.	Development of a range of local quality awards to support the development of school-based provision. In 1997, careers education became compulsory part of the curriculum for the first time in England (13-16).

2000s	Continuation of integration of curriculum approaches to career education.	Connexions replaced the Careers Service, resulting in a more targeted service and weakening of the partnership model.	DfES published a Framework for careers education 11-19 (2003). Work-related learning and enterprise were added to the statutory curriculum at KS4 (2004). DCSF career education framework published (2010).
2010 – present	Removal of statutory duty to provide career education. Development of a career postcode lottery in schools (Langley <i>et al.</i> , 2010).	End of Connexions as a national agency. Transfer of statutory duty for career guidance to schools. End of partnership model.	Publication of the ACEG Framework for Careers and Work-Related Education which helped schools to continue to provide career education once it was no longer statutory. House of Commons Education Committee (2013) report offers critique of Government policy, much of it endorsed by Ofsted (2014). Gatsby Benchmarks (2014) suggest ways forward for school-based CEL.

As Table 1 shows, CEL in English schools has undergone a number of major shifts and changes. It is important not to over-romanticise a golden age of careers work: despite numerous promising initiatives, their potential has rarely been fully realised. Nonetheless, it is clear that between the beginnings of school-based careers work in England in the 1920s and the end of the 1990s there was both a growth in the extent of the activity and a change in its nature towards a learning-based and curriculum-rooted paradigm (Andrews, 2011). This trajectory was largely in line with what the growing research base in the area concluded was good practice.

This curriculum or learning-based approach and the evidence for it can be summarised as follows:

In a learning approach, the various careers work components are integrated into the mainstream curriculum to provide a coherent, meaningful and developmental education. There is evidence both from the UK and internationally demonstrating that this approach is the most effective mode of delivery for careers work in schools. However, given the centrality of the curriculum, these approaches require substantial buy-in from school leaders, with support from partners and in-school champions.
(Hooley et al., 2012)

This report will go on to discuss what constitutes effective CEL (Section 2). The journey from extra-curricular to curricular forms of CEL in schools provides an important context for the report's discussion of the role of teachers.

The structures that underpinned careers work during this period are worthy of note. Schools were encouraged to work in partnership with a Careers Service (run by the Local Authority but then privatised in the 1990s) to deliver CEL to their pupils. Many schools also identified a careers teacher who led the school's activities in this area and linked with the Careers Service.

At one level the distinction that underpinned the partnership was drawn between career advice and guidance which was largely the province of the Careers Service, and career education which largely belonged to the school. However, where this partnership was effective, there was considerable cross-fertilisation. Morris (2000) described this as a "guidance community" in which a range of internal stakeholders within the schools including senior leaders and the careers teacher/co-ordinator worked closely with the Careers Service and other external stakeholders such as employers and post-secondary learning providers. At its best, teachers and schools brought expertise in how young people learn and close knowledge of the cohort, while the Careers Service brought expertise in career, links with the labour market, information and resources, and an impartial and independent perspective.

Subsequent to the 1990s, the growth and development of CEL within schools continued, with strong interest from DfES and subsequently from DCSF. The period saw the tightening of the statutory regulation for career education and work-related learning; it also saw the development of curriculum frameworks to support implementation. In addition, this period saw the growth of the Career Education, Information, Advice and Guidance (CEIAG) Quality Awards which provided a new way for the Careers Service and then the Connexions Service to work with schools and drive improvements in CEL. But while the focus on curriculum and career education was growing, the broader infrastructure that supported CEL was being depleted. The move from the Careers Service to Connexions weakened the universal focus of the service as well as the professionalism of careers practitioners (Watts, 2001; Lewin & Colley, 2011).

In *Unleashing Aspirations*, Alan Milburn (2009) examined the barriers that stood in the way of disadvantaged young people entering the professions. His report argued that CEL should exert a positive influence on social mobility and social equity, but noted that under Connexions it had not been adequate in this respect:

Throughout our work we have barely heard a good word about the careers work of the current Connexions service. We can only conclude that its focus on the minority of vulnerable young people is distracting it from offering proper careers advice and guidance to the majority of young people. (p.75)

What the Connexions experiment demonstrated were the dangers of excessive targeting of CEL. While those young people who are in danger of becoming

unemployed desperately need career support, so too do those who are performing well academically but who need help in identifying the most appropriate university to attend or whether an apprenticeship offers a better route for them. The universal need for career support aligns well with the idea of delivering career and employability learning to all students in schools, but it also requires schools to buy into this aspiration and to develop teachers to be able to meet it.

Understanding recent policy

The Coalition Government elected in 2010 inherited a partnership model for the delivery of CEL. The Labour Party's record on CEL had been patchy, with the area being frequently neglected, occasionally over-specified and, through the Connexions service, configured to address wider Government concerns about social inclusion. However, the partnership model of delivery remained intact, if weakened. There was also evidence towards the end of the Labour Government there was a recognition of some of the mistakes that had been made and some willingness to address these.

Following the election, the Coalition Government dismantled elements of the existing youth career support system, and transitioned to a school-based system. The Government transferred the statutory duty for career guidance from local authorities to schools, alongside a reduction in the funding for local authorities. This resulted in substantial cuts to the Connexions service and related local-authority youth and career support (Hooley & Watts, 2011; Langley *et al.*, 2014). These cuts and the loss of the statutory duty for work-related learning also resulted in Education Business Partnerships meeting a similar fate to Connexions. Alongside this, the Coalition ended the Aimhigher programme which provided advice and support related to entry to higher education: the responsibility for activities related to widening participation and access moved to universities which are now accountable through their agreements with the Office for Fair Access (OFFA). The end of national programmes and services such as Connexions, the Education Business Partnerships and Aimhigher has resulted in a more complex marketplace of provision with a myriad of local variations.

These changes have resulted in a paradigm shift. Whereas previously CEL in England had been delivered through a partnership model, the changes made by the Coalition have removed all of the partnership organisations and have located responsibility with schools, resulting in a school-based model. Schools can still commission services from outside, but on a contractor-supplier rather than a partnership basis. Watts (2013) critiqued these changes, arguing that they were contrary to the international evidence in this area, though noting that they aligned with the Government's wider policy on school autonomy.

There has been considerable debate about the direction that Government policy in this area has taken. A critical report by the House of Commons Education Committee (2013) was followed by an Ofsted report (2013) which questioned

whether career guidance and the policies underpinning it were “going in the right direction”. Further criticism emerged from a range of key stakeholders including the careers sector itself and also the CBI, whose Director-General John Cridland (2013) described careers advice as being on “life support” and argued that it “must improve”. Researchers have found that quality and quantity of career guidance is highly variable and in overall decline (Hooley & Watts, 2011; Filmer-Sankey & McCrone, 2012; Coffait, 2013; Langley *et al.*, 2014).

There are two main perspectives from which Government policy has been critiqued. The first makes the argument that despite the failings of Connexions (which are widely acknowledged) the partnership model remains the best approach for the delivery of CEL. Advocates of this position argued for the transformation of Connexions into a genuine careers service, to be part of the new National Careers Service, which could support schools and provide links with the labour market. The second perspective does not necessarily critique the idea of moving responsibility for careers to schools, but argues that it has been implemented badly with no funding and a lack of guidance, support and accountability. As the situation has unfolded and the existing Connexions infrastructure has been dismantled, the necessities of realpolitik have meant that the debate has largely focused on the second position.

Much of the public debate about the future of the area has focused on the respective roles of careers professionals and employers (CSSA, 2014). In documents like the *Inspiration Vision Statement* (HM Government, 2013), the Government has suggested that engaging employers with schools is the critical issue for ensuring effective CEL, neglecting or marginalising the role of career guidance professionals. In this debate the role of teachers has often been ignored, which is ironic considering that the central thrust of Government policy has resulted in a school-based system of CEL, that will have to be managed and operationalised in large measure by teachers and school leaders.

Moves to ignore the professional elements of CEL have implications both for career guidance professionals and for any attempt to professionalise teachers’ roles in CEL. While there is a major role for employers and working people in forming young people’s career thinking, their contribution is primarily drawn from their life experience rather than from being a CEL specialist. Employers also necessarily represent a particular sector, and have an understandable interest in their own recruitment pipeline. While this perspective can bring to life the opportunities available to young people, there is also a need for an impartial perspective, to help young people to reflect on what they have heard, and assess it against their own aspirations. This distinction is an important one, particularly where the impartiality is linked to a professional knowledge base underpinning CEL that draws upon education, psychology, sociology and labour market economics. This knowledge and the associated skills which can help young people to develop their aspirations and make decisions and transitions beyond school form the core of career guidance professionals’ expertise, and can also provide a professional base from which teachers can engage in CEL.

Revisiting the role of teachers

The Non-Statutory Departmental Advice issued by DfE (2014) alongside the revised Statutory Guidance for schools states that: “The duty sets no expectations for teachers to advise pupils. However, teachers should know where to signpost pupils to for further support.” Vince Cable subsequently argued that teachers are ill-equipped to provide career support to young people as they know “nothing about the world of work” (Tall, 2014). Such criticisms about the capability of teachers to contribute to CEL are frequently based on the idea that many teachers have limited experience of employment outside the education system. However, experience of a limited number of sectors is not usually advanced as a critique of the involvement of other working people in the development of young people. Working, regardless of occupation, is different from learning, and much CEL is about helping young people to understand this difference. Inevitably all career informants have limited perspectives, but such perspectives can be enriching as long as their limits are understood and the speaker’s experience is not presented as the only career option.

In addition, there is considerable research which suggests that young people frequently seek out career support from a trusted adult within their immediate social network and that teachers are a likely source of this support, particularly where career aspirations are connected to interest in academic subjects (e.g. Munro & Elsom, 2000; Hutchinson & Bentley, 2011; Nugent *et al.*, 2014). Given that young people are likely to turn to their teachers for career support, it is impossible and also undesirable to discount teachers altogether. As has already been argued, there is a strong tradition of CEL in the UK; there are also many international examples of teachers being integrally involved in the delivery of career support. However, this raises the question of the appropriate roles teachers might adopt in this area and how they should relate both to careers professionals and to employers.

Some teachers may argue that a focus on career is not part of their role. They may contend that their specialism is in the development of subject-based knowledge, and that they do not have the skills or knowledge to support young people’s career development; they may also take the view that the school system should not be about preparing young people for work. Such concerns tend to be based on a reductive view of CEL. Harris (1999: 7-8) highlights a range of different rationales for this area, noting that it is possible to see it as being about matching talents, finding jobs, producing workers or developing citizens. The final of these conceptions is the most expansive, linking to a range of ethical concerns, to commitment to lifelong learning and to the realisation of the potential of the individual. Such broad conceptions about the nature of the activity link more easily to subject-based learning and to core concepts in teachers’ professionalism.

Alongside pedagogic and political concerns about the role of teachers in CEL, some teachers may have concerns about the status of careers teachers and about

the implications of this for their own careers. Harris (1999) talks about the stereotype of careers teachers as *“ex-PE teachers who move into career education once they have become too old to run around a football or hockey pitch”*. Such stereotypes gloss over an extended tradition of careers teaching and ignore the way in which the role has become more focused on management and co-ordination over the last 20 years. It also ignores good practice across the world, where in a number of countries careers teaching is a high-profile and influential role within the school. Nonetheless, it is clear that the status of CEL and its role in the career progression of teachers is likely to be an important issue to address in any new initiatives. This is an area where Teach First could make a contribution: the organisation has consciously sought to raise the profile and status of teaching with graduates and has developed leadership as a key stand in its initial teacher education programme. Teach First is therefore well positioned to develop an initiative which seeks both to raise the status of CEL within schools and to highlight and develop the leadership aspects of CEL provision.

The idea of a careers leader is not new, but it has not so far become embedded in all schools, nor is it seen widely as a logical rung on the career ladder of teachers who seek leadership positions. Andrews (2011) argues that, from the 1920s, a gradually growing number of schools identified a teacher to lead on careers. These were usually referred to as “careers teachers”, but in some cases schools later gave the area and the role more prestige, identifying careers as a distinct subject area and appointing a “head of careers”. However, as Harris (1999) noted in her empirical study, these careers teachers were usually subject teachers for whom careers was just a part of their job. She also pointed out that they were often given minimal time to discharge their careers role and received very little training for it.

Andrews (2011) further argues that the idea of the “careers teacher” had now largely been replaced by the idea of the “careers co-ordinator”. This term described a variety of different jobs, but typically emphasised management and co-ordination of careers activities across the school rather than direct classroom delivery. Many careers co-ordinators were teachers, but some were career guidance professionals; still others were drawn from a wider range of backgrounds, often with no direct qualifications relating to CEL. From 2006, following changes in the pay structures of the teaching profession there was a trend in a minority of schools to appoint non-teachers to the role, because CEL was seen in such schools as a management/administrative role rather than a teaching role. The nature of this role and its appropriate professional basis will be a key area of focus for this report. Given the shift to a school-based model, it is important to revisit the way in which CEL is managed and operationalised within schools and to consider what the nature of leadership for this area should be.

About this study

This report is based on a review of the literature relating to CEL and in particular to the role of teachers within it. This review has drawn from academic,

professional and policy literatures to create an evidence base for new conceptualisations of the role of teachers in this area. While a commentary on recent policy changes is offered, it is not primarily focused on policy change, but rather on considering what roles teachers should play within the current system. Its findings are therefore likely to have most implications for schools, for providers of initial teacher education and possibly for Ofsted as a regulator of this activity. There is a particular focus on what this might mean for Teach First, and suggestions as to how it could drive forward the report's recommendations.

The report is focused on the role of teachers in England. However, a broader international literature has also been used to inform thinking about the possible roles that teachers can play in relation to CEL. A call for evidence was issued to countries that were identified from the initial literature review as having interesting or distinctive practice that could inform thinking in England. They are not intended to be representative of the full range of countries that offer CEL, but rather to inform this specific investigation of the role of teachers. Submissions were received from national experts in the following countries:

- Austria
- Canada
- Finland
- Ireland
- Malta
- The Netherlands
- New Zealand
- Northern Ireland
- Norway
- Scotland
- Switzerland
- United States of America
- Wales

These are discussed in Section 3 of the report.

2. What kinds of career and employability learning do good schools provide?

On receiving their new responsibility for career guidance in 2011, many schools were unclear as to how best to discharge this duty. Career guidance had previously been the responsibility of career specialists in the local authorities, and the new Statutory Guidance offered few clues as to what “good” really looked like. There is however a considerable evidence base that exists to help schools to make judgements about how this activity should best be delivered. This section will summarise this evidence base, before Section 3 moves on to look at the specific roles of teachers in relation to it.

The need for practical, evidence-based, advice about how best to deliver CEL is not new. In 1972 Ray Heppell, the Founding Secretary of the National Association of Careers Teachers, bemoaned the way in which those who wrote about career education and guidance were divorced from practice. He argued that this theory-practice gap was particularly damaging given the lack of training for careers teachers and the lack of clarity about what constituted good practice.

Heppell sought to address this situation through the publication of *A Practical Handbook of Careers Education and Guidance* (Heppell, 1972). He gathered together a range of leading practitioners and experts, and put together a compendium of good practice. Over 40 years later this book makes for fascinating reading and (leaving aside a few dated sections on using audio-visual aids) still provides a powerful blueprint for CEL in schools.

The book argues that careers should be conceived as a school department with equal status to other subject departments. This department should be led by a careers teacher, working closely with a careers adviser. The department should co-ordinate the career education curriculum across the school, but should also liaise with staff with key pastoral responsibilities. Careers work in schools should take advantage of new technologies, collect together information resources, and support students to engage in exploration and self-assessment. It should also provide a range of opportunities for direct experience of the labour market and inputs from employers. Finally, this activity should be happening with students from at least the age of 13, through a progressive and well-organised careers programme.

The kind of approach that is set out by Heppell resembles a range of good examples of practice internationally. In the USA, Gysbers (1997) produced a similar blueprint of good practice, labelling it a “comprehensive guidance system”. This approach has been extensively evaluated (e.g. Gysbers & Lapan, 2001; Nelson *et al.*, 2007) and found to be effective. Hooley *et al.* (2011) summarised this literature, noting that well-organised school careers programmes could support attainment, retention in the education system, effective transitions, and life and career success.

More recent reviews of the evidence on school careers programmes (Hooley *et al.*, 2012; NFER, 2012; Gatsby Charitable Foundation, 2014) have all come to broadly similar conclusions to those advanced by Heppell in the UK and Gysbers in the USA. CEL should be well integrated across the school, connected to the school's mission and led by a senior leader. It should start early, possibly in primary school, but certainly in the first two years of secondary school, and should continue throughout schooling. It should offer opportunities for personalised learning and support that are connected to the aspirations of the individual. It should also be strongly connected to the curriculum, and presented as a progressive learning programme rather than as a series of disconnected activities. Finally, it is critical that the school's programme should provide a bridge for young people into the post-school world, giving them access to representatives and experiences from the learning and labour markets.

Sir John Holman's recent work for the Gatsby Charitable Foundation (2014) summarises this evidence base in the context of contemporary English schools. Like Heppell, 40 years before him, Holman has been concerned with providing schools with tools that support excellent practice, in this case through the identification of eight Benchmarks which define quality careers provision:

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.

The Gatsby Benchmarks have received considerable media and policy attention. This report will refer further to them as a useful and pithy articulation of evidence-based practice in this area, and will consider what roles teachers need to play in order to convert these benchmarks into reality.

As this discussion shows, most of the research in this area has tended to view CEL programmatically and has cautioned against seeing interventions as a series of disconnected activities. However, there have also been a number of attempts to evaluate the components of CEL programmes, to identify which elements are the most effective. Most notable is the Whiston *et al.* (2011) quantitative meta-analysis which found promising results in relation to one-to-one counselling, small group interventions, interventions which involved parents, and peer facilitation and mentoring. Nonetheless, they argued that all these interventions needed to be located in a broader programmatic framework, and highlighted that it is easier to observe impacts from these composite programmes than from any one element. Their analysis highlighted impacts on enhanced problem-solving skills, improved behaviour and academic attainment.

Recent research by the Sutton Trust (Hooley, Matheson & Watts, 2014) investigated the impact of quality careers programmes. The research was informed by the existing research in the area, and explored the impact of holistic, developmental school CEL programmes on attainment, progression and engagement. The research used a range of existing careers quality awards to identify 820 schools which had implemented programmes that aligned well with the evidence base. Statistical approaches were used to examine the differences between schools which did and did not hold careers quality awards. The research found that holding a quality award was correlated with small but significant improvements in attainment, student engagement and progression to top universities.

The evidence that exists about effective practice in CEL therefore has a number of lessons to which Teach First may want to attend as it develops any new initiatives in this area. In essence, these lessons are about using participants in the Teach First leadership development programme and the programme's ambassadors to achieve a culture change in England's schools. While the research emphasises the importance of whole-school approaches to CEL, until recently schools in England have not had to take sole responsibility for CEL. Changing this is unlikely to be straightforward and will require leadership and vision. It will also require the development of a range of new skills and roles for teachers.

3. What roles do teachers have in career and employability learning?

As noted in Section 2, much of the literature on CEL emphasises the importance of integrated, whole-school approaches to careers work. Effective careers work cannot just be a bolt-on, nor a series of disconnected interventions. Such conclusions require involvement from teachers. However, there are a range of possible roles that teachers can take in CEL. This section will explore these roles. It will begin by discussing the roles that teachers play in a range of comparator countries, before moving on to conceptualise the possible roles of the teacher in this area in England.

International models

Career guidance is by its nature a hybrid activity since it operates across different worlds (notably education and the labour market). Given this, it is unsurprising that there are a range of different ways to organise this activity and a range of different professional bases for it across countries. Watts *et al.* (1994) identify teaching, psychology, labour market administration and a distinct guidance specialism as the main professional bases for the activity.

In addition to thinking about the professional basis of CEL, it is also important to consider the organisational arrangements that support its delivery. OECD (2004) draws a distinction between external, internal and partnership models in school-based careers work:

- In an *external* model, CEL is delivered by an organisation outside the school, usually with strong links to the labour market.
- In an *internal* model, the school has the responsibility for delivering CEL. Examples from our case studies which organise CEL in this way include: Canada (although the province of Prince Edward Island is moving to a partnership model); Finland; Hong Kong; Ireland; Korea; Malta; the Netherlands (which operated a partnership model until 2000); and the USA.
- In a *partnership* model, responsibility is divided between the school and an external agency. Examples from our case studies which organise CEL in this way include: Austria; England before 2010 (although more clearly before 2000); New Zealand (although schools have no requirement to engage with Careers New Zealand); Norway, which is currently developing a network of Career Centres that are moving from an internal to a partnership model; Scotland; and Switzerland. Northern Ireland and Wales, too, have retained a partnership model (Department for Employment and Learning & Department of Education, 2009; Watts, 2009).

OECD found that the partnership model was the strongest model of delivery,

combining the potential for strong integrated delivery across the school with an organisation with strong links to the labour market. It concluded that one of the main challenges for school-based (internal) models was establishing and maintaining these links to the labour market. It is important that any new initiatives which are led by Teach First attend to this potential weakness of the internal model.

Teachers play different roles in each of these systems. Typically these roles are at three main levels:

1. Teachers have a limited or minimal role, with CEL either largely ignored or seen as the province of an external organisation or a non-teacher within the school.
2. Teachers have some responsibility for the delivery of CEL, but the area is weakly professionalised. Examples from our case studies include: England now; the Netherlands; New Zealand; Northern Ireland; Scotland since the early 2000s; Switzerland; and Wales.
3. CEL is professionalised and viewed as a possible route for the career progression of teachers. In this model the nomenclature of “guidance teacher” or “guidance counsellor” is often used to describe teachers with additional training or a specialism. However, such terms frequently describe a broader training which creates pastoral specialists who may have varying degrees of interest and expertise in CEL as opposed to wider pastoral issues. Examples of this approach from our case studies include: Austria, Finland, Hong Kong, Ireland, Korea, Malta, Norway, and Scotland (until the early 2000s).

The idea of the guidance counsellor is an important concept to explore further in relation to CEL, as it is a widespread international model that does not exist in England.² In most places where the school guidance counsellor model exists, it is largely about professionalising the pastoral support that is available within schools. In many countries (e.g. Austria, Finland or Norway) guidance counsellors are recruited from qualified teachers who undertake additional qualifications to take up the role; in other countries (such as the USA) the role of guidance counsellor is a distinct profession in its own right. In either case, each school has (depending on size) a guidance counsellor or counsellors whose role is to support the personal, emotional and (often) career development of the young people in the school. There are a range of different approaches to this, but school guidance counsellors are not generally career specialists; rather career is an aspect of their role. For example, in the Netherlands the role of school guidance counsellor is distinct from that of careers teacher, with the guidance

² Though efforts were made to introduce such school counsellors in England in the late 1960s (see Watts, 1967).

counsellor delivering pastoral support, mainly for “problem” students, while the careers teacher focuses on CEL.

Where the guidance counsellor is expected to lead CEL there are often difficulties in focusing on CEL. The immediate and acute nature of many pastoral problems can often prevent guidance counsellors from allocating much time to CEL, which is by its nature a longer-term concern (see R.A. Malatest & Associates Ltd., 2009, for an empirical discussion of this in Canada). OECD (2004) notes that subsuming career guidance under broader pastoral guidance is often to the detriment of CEL and can result in a weakened focus on the labour market as well as reducing the amount of resource available. This can make some countries difficult to locate with respect to the above typology. So for example Canada has a strong tradition of professionalised guidance counselling, but this does not necessarily translate into professionalised CEL provision, as career is a fairly small part of the counsellor’s job with limited attention to it in initial training and continuing professional development.

Despite the diversity that exists with relation to the delivery of CEL in other countries, it is clear that it is very common for teachers to play a central role in its delivery. The variations across countries relate to the extent to which this activity is the sole responsibility of schools, the extent to which the delivery of CEL is viewed as a professional activity, and the level of emphasis that is placed on the area within the school system.

It is difficult to draw any clear conclusions about why different countries or even different states within countries resource and organise CEL so differently. One issue is clearly how easily career guidance can be accommodated within the education system. Sometimes shifts in the structure of the education system can result in unforeseen changes with respect to CEL. So, for example, a shift in the pay structure for teachers in Scotland resulted in the loss of guidance teachers as a distinct group. To some extent this has also been true in England, where the pursuit of school autonomy has had serious knock-on effects for the delivery of CEL.

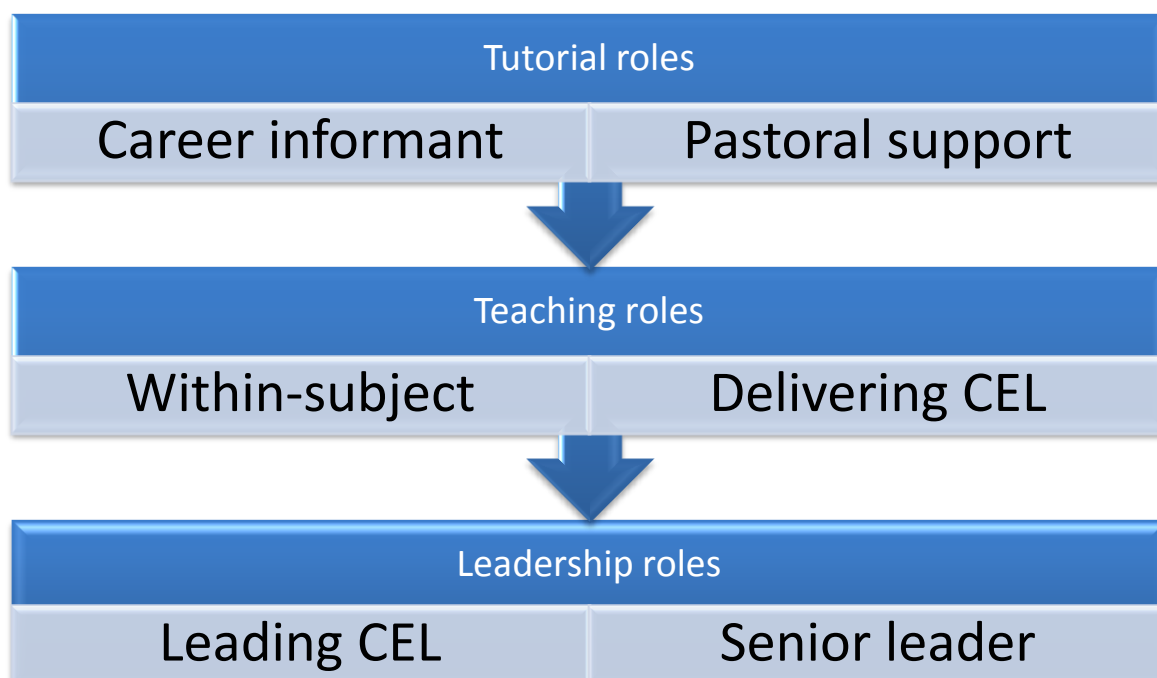
Beyond these structural issues it is also clear that CEL has been introduced or strengthened as a response to a wide range of policy “problems”. So in countries like Austria it is linked to ensuring the effective operation of a well-developed vocational education system; in the USA it is linked to wider initiatives related to “career and college readiness”; in many European countries the concept of “lifelong guidance” is linked to wider policy aims on lifelong learning; while in other countries CEL may receive short-term or long-term boosts through concerns about youth unemployment, skills shortages or increasing participation in education.

Proposed roles within UK schools

Drawing on the history of careers work in England and the wider UK and on

international comparators provides insights into the range of roles that a teacher can play in the delivery of CEL. These roles are summarised in Figure 1.

Figure 1: Teachers' roles in CEL



While these six roles are distinct from one another, they are also intertwined. It is reasonable to expect improvements in young people's career learning if any one of these roles is implemented or enhanced: for example, if all teachers were trained to act as career informants or in the delivery of career learning within their subjects. However, the research in this area suggests that CEL is most effective when it is offered as part of coherent and developmental whole-school programmes. The six roles set out in Figure 1 therefore offer a blueprint for the professional skills that would be required to deliver this kind of whole-school approach to CEL. If all six roles are present and being delivered effectively, there are likely to be synergy between them, with all roles connecting to each other and leading to enhanced outcomes.

Tutorial roles

- **Career informant.** Being a trusted adult who has made career decisions and has experiences that might inform a young person's career building.
- **Pastoral support.** Providing pastoral support and helping to make links to career decisions and career support.

Teaching roles

- **Within-subject.** Making connections between one's subject and CEL in the context of the wider curriculum, and building employability skills through the curriculum.
- **Delivering CEL.** Being involved in delivering specific CEL programmes, for example as part of the PSHE curriculum.

Leadership roles

- **Leading CEL.** Acting as a school's Careers Leader / Careers Co-ordinator / Head of Careers (middle leader position).
- **Senior leadership.** Providing senior leadership relating to careers and associated areas.

Career informant

Many students turn to their teachers to have informal conversations about their careers. Teachers bring a range of resources to the career conversations that they have with students. Notably, they are trusted adults who have made career decisions, built a career and have networks of friends and colleagues who have done the same. This personal experience of career building is a valuable resource that teachers can bring to career conversations in a similar way to conversations that young people have with other working people.

As with other career informants, the challenge is to present individual decisions in a way that does not suggest they are the only way to develop a career. Most obviously this means being careful about seeing career conversations as a way of justifying one's own decisions or recruiting for one's own profession. Many teachers will have followed a conventional route from school to university and then straight into teaching. This provides lots of useful information for career conversations, but it also has limitations: for example, teachers are likely to have good insights about UCAS processes but less experience of vocational routes.

Teachers who have taken more circuitous routes into teaching potentially have other resources to offer. Teach First teachers may also find that it is useful to talk to students about why they have chosen this route and how it might fit into their longer-term career ambitions, perhaps using it as a way to open up discussions about the likelihood of changing roles across the life course. Teach First ambassadors who have had teaching experience, and have then branched into other areas of employment, before returning to the classroom, would also be well placed to provide a rich source of insight into the world of work. Of the first cohort to complete Teach First, more are in teaching today than in 2005. This suggests that the returning ambassador group may provide a growing pool of people who are particularly well-placed to share their insights with pupils.

The role of career informant is a valuable one to support young people's career development, but it is distinct from the role of careers adviser. The career

informant provides resources and experiences that an individual can use to help shape their career thinking, but takes care to clarify that this is not the only option or only way to build a career. Where this is done well, it will offer young people an opportunity to discuss their futures with a trusted adult and provide them with examples of how others have managed the challenges that they are addressing.

Typical tasks that a teacher might undertake in this role include:

- talking about decisions that they made and how they made them;
- talking about their career building (including discussing challenges and regrets);
- providing relevant examples (e.g. how they used work experience to help in getting a job);
- discussing other people that they know and their careers (this may include providing links to them to offer further career learning opportunities);
- discussing the role that organisations and networks have played in their career building and providing links to these resources; and
- providing specific subject or occupational information for those students who are particularly interested in pursuing a similar career.

Pastoral support

Teachers have a range of pastoral roles, usually as house or form tutors. In these roles teachers are approached by students with their concerns and issues. Tutors are not expected to be able to solve all of these issues, but they are expected to talk about them with students, help where appropriate and make referrals to other professionals who may be able to help further. Many schools now employ a wide range of support staff and may contract with external providers for specialist support. Teachers have learnt to co-operate with these staff and to find approaches to inter-professional working that are also likely to be important in relation to CEL.

There is considerable research and debate discussing the nature and limits of this pastoral role (for a recent summary of this literature, see Purdy, 2013). Many of the questions that students bring may relate, explicitly or implicitly, to career and life choices that the student has to make (Watts & Fawcett, 1980). Sometimes these issues will be explicitly framed as career conversations, but at other times they may not. So a conversation about choosing or dropping a subject might not be discussed in terms of career, but in many cases will have career implications. Equally, a student who discloses caring responsibilities or issues with their own health may need help in both dealing with the present and considering how these issues might influence their futures.

Typical tasks that a teacher might undertake in this tutorial role include:

- providing a first port of call for career conversations and a sounding

- board to help students develop their career ideas;
- acting as a facilitator and advocate for students to help them to have career conversations with other staff, parents and employers;
- providing some CEL as part of a tutorial programme;
- providing advice and guidance to students in their form groups at key points of transition, e.g. Year 9, Year 11 and Year 12/13;
- referring students in their form groups to specialist careers staff, and following up careers interviews with their tutees;
- discussing the value of work experience and helping to debrief students' experiences of work.

It is important to note that the pastoral roles that teachers play should not be about becoming an unqualified careers adviser. Teachers need to feel confident in having informal career conversations, signalling to young people the limits of their knowledge and referring to career professionals where appropriate. Where this is done well, young people will be encouraged to think about their careers and employability and given some structure through which these ideas can be pursued.

Within-subject

Most secondary-school teachers are first and foremost the teachers of a particular school subject. Such subjects can relate to both a student's particular aptitudes ("I like History and am good at it") and to the labour market ("What are the applications of Geography in the real world?"), and provide opportunities for career-related learning *within* and *beside* the subject curriculum. If handled well, including CEL within subjects can increase engagement and offer a range of perspectives that can enhance both subject learning and CEL.

In some cases CEL can be addressed within the subject. For example, much of the Business Studies curriculum encourages students to think about career and employability; similarly, a discussion of unemployment in Politics, History or Economics raises issues that can inform students' own career thinking. These subjects explicitly ask students to think about career, work and the labour market. The role for teachers is likely to centre around these links and supporting students to consider what the implications of the curriculum learning might be for their own lives and careers.

In other subjects the link between career and curriculum is less straightforward. So learning outcomes within Physics may not immediately lend themselves to discussions about career. However, such subjects still often provide curricular opportunities which allow CEL to be placed within or beside the subject curriculum: for example, exploring the real-world applications of scientific processes that are being learnt in STEM subjects. Discussions about those industries within which scientific processes might be found, can lead to discussions about particular occupations and the skills required.

The different relationships between CEL and subject curricula potentially suggest different approaches to teaching. Where CEL exists within subjects, it can be dealt with through existing teaching approaches (albeit perhaps with stronger signposting of the career implications of the subject content). Where opportunities exist for CEL to sit beside subject curricula, this may offer opportunities for team teaching, the involvement of employers and other enrichment activities. The connection with employer involvement in curriculum is a particularly fertile one here. It is common for schools to bring in working people to demonstrate particular processes, talk about their working life, provide access to specialist equipment or offer enrichment activities. Teachers and schools have the opportunity to use these interactions for CEL as well as curriculum learning. So for example a guest lecture from the Royal Shakespeare Company offers an opportunity to discuss, with first-hand input, the occupations (from actor, to fund raiser, to marketer, to professional cleaner) that make professional theatre possible. Building on the learning opportunities presented by returning alumni, guest speakers in schools, or the work experience of pupils, is a skill that can enrich teaching practice across subjects and age ranges – for example, by drawing links between particular areas of work and the academic skills that enable this work to take place. This could include anything from the influence of history and politics for a journalist, to the mathematical requirements for an engineer. This kind of real-world contextualisation can serve to both deepen the subject learning, and to increase the motivation of pupils.

There have been various attempts to develop CEL as a formal cross-curricular theme. This was the case in the 1990s within the National Curriculum and has recently been explored in Scotland in relation to the Curriculum for Excellence. There is considerable conceptual appeal in this approach, but such experiments have found it difficult to realise in practice. To be effective, it requires strong co-ordination, without which it can be – as OECD (2002, p.14) put it in relation to such an approach in Norway – a “thin curtain hiding a bare cupboard”. Other countries that have devoted energy to integrating CEL within other subjects include Korea and the Netherlands (particularly in vocational subjects). In Korea this was driven by a desire to make education more practical and participative and to move away from an overly theoretical approach to teaching and learning.

The rationale for embedding CEL within subjects can be driven either by a quest for relevance (using career to engage students in the subject) or by labour market need (helping students to see how subject skills can be employed best within the labour market). Within vocational education the membrane between subject-based learning and CEL is often more porous as the subject has a direct relevance to work. However, this has also been the case for a variety of more conventionally academic subjects. For example, Hutchinson (2014) found that some schools were able to integrate CEL with subject-based learning in the context of STEM, using it both to enrich the curriculum and to build links between different STEM subjects. Where this integrative approach was found, it was usually associated with strong middle leadership in the school that was

capable of driving the integration. Other examples include embedding CEL across a range of subjects (Barnes & Andrews, 1995; Barnes, 1996) including in geography (RGS & IBG, 2011), modern languages (Beusch & DeLorenzo, 1977), citizenship education (Law, 2001) and social studies (Gallavan, 2003).

Typical tasks that a teacher might undertake in this role include:

- explaining to pupils the progression routes open in continued learning in their subject area;
- using the curriculum to develop core employability skills.
- providing information and advice to pupils considering taking their subject as an option;
- making a planned contribution to the CEL programme (e.g. letters of application and CVs, and reflective accounts of work experience, in English; use of a careers information database in ICT; study of local business in Geography; the changing role of women in the workplace in History);
- arranging work-experience placements for pupils with employers relevant to their subject and visiting pupils on these placements (such visits are critical both for safeguarding young people and for scaffolding their learning, but also offer development opportunities for teachers to see how their subject is used beyond the context of school);
- explaining to pupils the relevance in the workplace of the knowledge and skills developed in their subject;
- using work and career as a way of making cross-curricular links with other subjects;
- using work-related projects within their subject teaching;
- arranging visits to relevant workplaces;
- organising a programme of visiting speakers from business;
- embedding employer-led interventions as part of the overall learning journey of pupils.

Where CEL is effectively embedded into subjects, this has the effect of building strong links between school and the post-school world. By connecting CEL to the subject-based curriculum the relevance of subjects is enhanced and bridges are built between students' lived experience and their futures.

Delivering CEL

There is considerable value in having a distinct curriculum space for CEL. This may be, for example, embedded within PSHE, offered as part of extended tutorial time or delivered through off-timetable days. Such teaching is likely to include teaching staff beyond the school's main CEL specialist.

There have been various ways of organising a CEL curriculum. Most of these relate in some way to the “DOTS” framework (Law & Watts, 1977), which identifies decision learning (D), opportunity awareness (O), transition learning (T) and self-awareness (S) as the core learning outcomes of such a curriculum. A more detailed framework is offered by ACEG (2012) which sets out detailed progressive learning outcomes at KS2, KS3, KS4 and at the post-16 level. Related to this are various lists of employability skills such as those set out by Impetus (2014) which describe the skills that young people need for work. Such frameworks typically either overlap with the ACEG framework or align well with it.

The development of CEL as a specific timetabled subject is common in many of the case-study countries that we examined. For example, in Norway, a new course has recently been introduced to increase lower-secondary students’ knowledge and understanding of upper-secondary routes and work. In Korea, “Career and Vocation” is included as a subject in the National Curriculum. In Switzerland, a structured process of educational and career decision-making is built into the curriculum. In other countries, such as New Zealand, the Netherlands and to some extent Ireland, this kind of programme is targeted towards particular types of learners, most usually those considering a vocational route.

Typical tasks that a teacher might undertake in this role include:

- delivering CEL lessons, drawing on lesson plans and resources developed by the careers leader;
- contributing particular CEL inputs related to subject expertise;
- facilitating groups within off-timetable days, e.g. during business simulations.

Where CEL is delivered effectively as a discrete subject, students are provided with a clearly demarcated space for learning about the world of work and considering their future. This is important because it allows for consideration of occupations which do not directly link to subject-based curricula and for the consideration of strategies for effective career development and career management.

Leading CEL

There is a need for someone within each school to lead CEL activity. This need has increased since the transfer of statutory responsibility to schools and the loss of the partnership agencies. The CEL leadership role has historically been performed by a teacher, but Andrews (2005) noted an increasing use of non-teaching staff in this role, and it is likely that this has accelerated subsequent to the end of Connexions.

There are a range of advantages and disadvantages to having teaching or non-

teaching staff in this area. The harnessing of alternative and complementary professional expertise, and the minimisation of disruption to teaching, are two important reasons for using non-teaching staff. However, Andrews (2005) points out that the use of non-teaching staff is not necessarily a cost saving. Conversely, pedagogic expertise, familiarity with schools and experience of classroom management offer strong advantages to having a CEL leader with a background in teaching.

If the role is viewed as primarily a careers *leader*, it is possible to argue that the original professional base is less relevant. A school's careers leader needs to work with teachers, guidance professionals and other groups to deliver a school's careers programme and to have an understanding of the work of all these groups. The role also has an important external component to engage employers, post-secondary providers and other key community stakeholders. This external role also includes having a good understanding of the policy environment and the marketplace in external providers. A careers leader needs to be able to manage procurement processes and supplier relationships as well as make good choices about which of the myriad of different organisations offering support for schools on developing enterprise, employability and career skills is best able to meet the schools needs.

Typical tasks that a careers leader might undertake in this role include (drawing on Barnes, 1995; NICEC, 2004; Bassot *et al.*, 2014):

- contributing to the development of the school's strategy and policy relating to CEL and associated areas;
- supporting the implementation of CEL across the school;
- managing the CEL department, its budget and any staff directly located within the CEL department;
- contracting with external providers of careers and employability services, e.g. for the provision of advice and guidance or the management of work-experience placements, and managing these ongoing supplier relationships;
- building relationships with employers and post-secondary providers and engaging them in the school's CEL programme;
- building relationships with careers leaders in other schools to support collaborative working on CEL;
- planning and delivering CEL programmes within the school;
- developing resources to support the delivery of CEL programmes within the school;
- leading CPD and the professional development of staff involved in the delivery of CEL;
- liaising with the school's data manager to ensure appropriate record-keeping to underpin CEL and the tracking of student choices and destinations;
- communicating models of effective CEL and advocating for its value with

staff and other stakeholders.

The existence of a career leader within a school increases both the focus and the accountability for CEL. It provides students, parents and employers with a clear point of contact, and school staff with leadership and a resource for the development of capacity.

Senior leadership

Schools are strongly influenced by their senior leadership. This is particularly true in an area like CEL where there is often, as now in England, weak regulation and direction from government. Where CEL is effectively realised, it tends to be dependent on strong direction from the school's senior leadership (Andrews *et al.*, 1998; Ofsted, 2013). Ideally, schools will identify a member of the senior leadership team as having responsibility for the area. In some cases this will also be backed up with a governor who also has oversight of the area.

Typical tasks that a senior leader might undertake in this role include:

- connecting CEL to the school's mission and ethos;
- identifying resourcing for CEL programmes;
- appointing and managing the school's careers leader;
- representing CEL in senior management meetings and to the governors;
- building strategic partnerships with employers, learning providers and other stakeholders to support CEL and other activities;
- working with other school senior leaders to develop collaborative arrangements relating to CEL, e.g. building consortia for contracting in services or agreeing the joint funding of initiatives to enhance employer engagement.

Having a senior leader who understands and supports CEL is critical to the development of effective programmes within schools. Particularly in an environment where government statutory guidance is loosely framed, the ability of local senior leaders to prioritise CEL and shape the culture of schools in ways that support the development of students' employability and careers is crucial.

Working with career advice and guidance professionals

Harris (1999) observed the possibility for considerable overlap, role confusion and inter-professional rivalry between careers advisers and careers teachers. However, this was during a period when there was a very different set of structures. Power relationships within schools have shifted considerably and there have been no studies which have focused on this issue since these changes have occurred.

Teachers and careers advisers are both educational professionals and have many overlapping responsibilities and skills. While careers advisers may often focus much of their activities on one-to-one guidance, this is not the only area of their

practice. Many careers advisers have also been trained to manage groups, develop curriculum and think about how young people learn and develop. Some will also have undertaken training in career education and the development of curriculum. Consequently, while there is room for some tension, there is also room for considerable fruitful collaboration.

Table 2 shows how different professional roles might work together to deliver the Gatsby Charitable Foundation (2014) Benchmarks.

Table 2: Sharing responsibilities across different professional roles

	Teacher	Careers adviser	Careers leader
A stable careers programme	Delivers the careers programme in the school.	Provides specialist input and resources for the programme.	Leads the development of the programme.
Learning from career and labour market information (CLMI)	Should have an awareness of CLMI and where to get it.	Provides up-to-date intelligence on opportunities beyond school/college, including expectations of employers, training providers and F/HE. Also has a strong awareness of the various sources of CLMI.	Oversees the school's resources and systems to ensure CLMI is up-to-date.
Addressing the needs of each pupil	Contributes to record-keeping and remains aware of students' individual needs.	Provides individualised support for students as required.	Oversees the development of systems and processes to monitor students and target provision towards them.
Linking curriculum learning to careers	Leads on curriculum. Has a responsibility for integrating CEL where appropriate.	Provides specialised input and support as needed.	Audits the curriculum to identify opportunities for links and supports staff to make these links.
Encounters with employers and employees	Identifies curriculum space where employer input would be useful. Helps students to prepare for, and reflect on, encounters.	Provides reflective opportunities for students to talk about their experience with employers and how this impacts on their career development.	Manages relationships with employers and a programme of employer engagement.

Experiences of workplaces	As above.	As above.	As above; also manages health-and-safety and programme of visits during work experience.
Encounters with further and higher education	Discusses possible further and higher education routes related to their subject. Provides support and a framework for post-secondary applications.	Provides detailed technical information about entry requirements and application processes. Provides reflective spaces for students to discuss their encounters.	Manages relationships with post-secondary providers and a programme of visits and other forms of engagement.
Personal guidance	Engages in informal career conversations. Refers students to guidance professionals for more in-depth support.	Provides in-depth guidance.	Commissions guidance providers and manages the relationship between the school and the guidance provider. Co-ordinates how career conversations are supported in the school.

Summarising the role of teachers in CEL

The discussion in this section clearly suggests that there are a range of roles that teachers can play in the delivery of CEL. These roles are distinct from, but complementary to, the role of a career guidance professional. There are also a range of historical, theoretical and international roles that help to define the roles that teachers can play. In this report we have summarised these as six roles (career informant; pastoral support; within subject; delivering CEL; leading CEL; and senior management). All of these roles are currently undertaken by teachers in England, but at present they frequently are poorly recognised and rewarded.

The relatively low status of CEL in English schools is a major challenge if we seek to increase social mobility, improve the skills supply and support young people to achieve their potential. For Teach First, this offers a dilemma. Any intervention that the organisation seeks to make needs to engage with these structural and cultural issues. It is clear that what is needed is not just another scheme which injects a little more resource into CEL. Rather there is a need to bring about a culture change through which teachers are trained and

incentivised to engage far more deeply with CEL. It is to these issues of training, CPD and career development that the report now turns.

4. What are the implications for teacher education and CPD?

Very few teachers in England start out with the ambition of becoming a careers specialist (Andrews *et al.*, 2003). Despite the increased importance of the role following the end of Connexions, there are still relatively few qualifications or CPD courses that support teachers to gain the skills necessary to engage with CEL or to become a careers leader. If careers is an important area of focus for schools, this situation is sub-optimal, and it is important to think about how it might be possible to move to a situation where career guidance in English schools is led and delivered by qualified experts.

McCarthy (2004) notes the very wide diversity of training that exists for careers workers internationally, ranging from virtually nothing to five years' professional training. He also highlights the practice of post-qualification training of teachers. Such training is sometimes formal, but more usually not. What kinds of initial and post-qualification training would be appropriate in the English context?

Initial teacher education

An empirical investigation in the mid-1990s (Andrews, Barnes & Law, 1995) found that most teachers had routinely encountered little or nothing related to CEL during initial teacher education (ITE). It also found that few providers of ITE saw this as a priority area to cover. There is no reason to think that this situation has changed in the subsequent twenty years. In ongoing as-yet-unpublished work for the European Lifelong Guidance Policy Network, Sean Feerick has found that in four case study countries (Austria, France, Hungary and Luxembourg) the level of information about how CEL was addressed in ITE was extremely limited across the whole of Europe. In many countries it is ignored altogether in ITE, while in others, such as the Netherlands, it is dealt with briefly as part of a general introduction to teachers' pastoral responsibilities or Austria where it is addressed as part of an introduction to vocational education. Respondents from other case-study countries outside Europe suggested that CEL was generally poorly represented in other countries as well. Korea and Hong Kong were notable exceptions, where courses in CEL have been introduced into ITE.

If engagement with CEL during ITE remains as low as is suspected, there is a strong argument to increase engagement with it at this point. It is a mistake for ITE to completely avoid CEL and to fail to raise it as an issue that teachers will have to address in practice. As has been argued so far, teachers are drawn into CEL in a variety of ways, and it is important that teachers encounter it during ITE.

Law (1995) argues that it is difficult for trainee teachers to attend fully to CEL during ITE. Addressing students' career issues can seem non-urgent amongst the

initial challenges of ITE and the first year of teaching. Inevitably, issues relating to classroom management, behaviour and attainment tend to edge out broader issues. On the other hand, it is possible to argue that CEL offers just as relevant a context for addressing issues like behaviour and student engagement as any other kind of lesson. However, even if CEL does not get immediate attention in ITE, this does not mean that it is not important for practising teachers. It is perhaps most fruitful to think about ITE as an opportunity to lay down some initial ground-work for post-qualification CPD related to CEL. If this approach is taken, it also positions CEL as part of the professional development of teachers.

In-service development

If engagement with CEL is likely to be limited in many ITE programmes, it is important to think about the appropriate structure for CPD. Recent work by Feerick for the European Lifelong Guidance Policy Network has found that while it is difficult to identify CEL in ITE, there is a far easier to identify strands of CPD addressing this area across a range of European countries. In some countries (such as Finland, Ireland and Norway) this CPD takes the form of accredited programmes (sometimes in the form of a Master's degree) that lead to a new specialism (guidance teacher or guidance counsellor).

A perennially popular idea is that teachers should have an opportunity to gain some (non-education) work experience as part of their in-service development. Hoyt *et al.* (1972) set out a wide range of ways that such experience could be gained, through exchange programmes, sabbatical leave, summer work and so on. In practice, however, these kinds of teacher exchange programmes have proved difficult to realise, not least because they offer a range of operational problems for schools and issues about how to incentivise teachers to engage with them.

The opportunity to find out more about sectors outside education is only part of the in-service development that is needed for teachers to feel competent in CEL. As well as knowledge about the labour market and the development of employer contacts, teachers would also benefit from engagement with theories that explain how young people develop their aspirations and ideas about the world of work, how they make decisions and how school-to-work transitions happen. There is also a range of tools and pedagogic approaches that are associated with CEL. For teachers to provide better career support for the young people that they work with, they will need to do more than just learn a bit more about the world of work.

Andrews *et al.* (1995) set out seven forms of in-service training that can support teachers to develop their skills in the provision of CEL:

- long courses where learning is built up over the course of a programme of activities;
- short courses such as one-day INSET training courses focusing on a

- particular issue;
- experience-based learning (based around a placement);
- open learning based around self-study resources;
- support networks designed to provide career specialists with a community of practice;
- consultancy offered to the school to enhance its CEL provision;
- school-based learning initiatives to develop CEL practice internally.

They also highlight a range of areas that such in-service training should cover, including:

- how to have career conversations;
- the pedagogy of career education;
- cross-curricular work;
- liaising with employers and other community stakeholders;
- managing career and employability provision in a school.

Around 2009 there was a clear enthusiasm for a stronger CPD and profession accreditation framework for careers co-ordinators including careers teachers (Andrews, 2011). Research funded in that year by DCSF found strong support from the workforce for the establishment of a new national qualification (McCrone *et al.*, 2009). However, at that time there was no funding available to support this proposal, and the idea was quickly shuffled off the political agenda following the election of the Coalition Government. Nonetheless, there is much that can still be learnt from the McCrone *et al.* (2009) research. In particular, it helped to clarify the role of the school's careers leader and to identify areas that should be included in the training for such a role. The discussion so far, therefore, suggests the importance of developing a progressive and multi-layered approach to in-service development for teachers. Such an approach would need to recognise the range of different roles that teachers play, as well as the different levels at which they play these roles. How such training should be sequenced and delivered requires further thought. However, it is perhaps possible to propose four levels of CPD that might provide a structure for the in-service development of teachers (Table 3).

Table 3: Levels of CPD for teachers in CEL

Level of CPD	Target audience	Key areas it might cover
1. Basic grounding in CEL	Delivered as part of ITE	Pastoral responsibilities Acting as a career informant Making referrals.
2. Delivering CEL	All teachers, particularly those in years 1-3 following ITE. Regular refreshers/updates throughout a teaching career.	Understanding CMLL. Linking CEL to the subject curriculum. Delivering CEL content.
3. Learning to lead CEL	Teachers with an interest in CEL who plan to become careers leaders.	Leading and managing. Curriculum development. Organisational change. Career theory. Managing employer and other external relationships.
4. Careers leaders: development programme	Existing careers leaders.	Updating theories and knowledge of careers. Developing and influencing strategy. Leading and managing staff. Understanding national policy. Finance and budgeting.

<p>5. Senior leaders: CEL programme</p>	<p>Senior leaders.</p>	<p>Grounding in CLMI and career theory.</p> <p>Understanding the policy and regulatory framework for the area.</p> <p>Financial models for delivering CEL.</p> <p>Managing careers leaders.</p>
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Training programmes addressing CEL need to be well integrated into school development programmes if they are to result in actual practice change. Implementing CEL is not simply a question of know-how for the individual teacher, but also about the kind of context that the school offers for operationalising this know-how. Ideally the development of individual teachers' professional skill in CEL is undertaken within the context of the development of the school's CEL provision.

Implications for teachers' career progression

This paper has argued that there is a need to understand teachers' engagement in CEL through a range of roles. However, critical to the realisation of CEL is a middle leadership role that we have described as a careers leader. This role has existed for a long time in the UK, but it has been patchy and fragile and has not necessarily offered a clear progression pathway for those teachers who have taken it up. In recent years this role has increasingly been undertaken by non-teachers with a wide variety of professional bases. In other countries, notably Finland and Norway, such a role does exist as a leadership role for teachers, although its scope is often broader than CEL. In some case-study countries (Finland, Hong Kong, Korea, New Zealand and Switzerland), careers specialists or leaders often receive increases in salary when they take on responsibility for CEL.

Various researchers have explored the nature of careers leadership in the UK and overseas. For example, Law (1995) argues that school careers leaders have a role as a provider of CPD to their colleagues. Such CPD is part of the leadership role and acts as a tool to achieve organisational change. In Canada, Young & Borgen (1979) also make this point, arguing that the careers leader should act as a consultant who helps his or her colleagues to understand the value of CEL and consider how it can be implemented within their wider practice. In the USA, Hayes & Paisley (2002) talk about this as moving toward a "systems-orientated approach" whereby the guidance counsellor is transformed into a careers leader capable of transforming CEL within a school. Colbert *et al.* (2006) advocate the "school change feedback process" through which CEL becomes part of school-level systems that support the development of the school's agendas and

processes. Such visions are no longer about the delivery of a discrete and marginal careers programme, but rather about influencing the overall leadership and direction of the school.

If the school's careers specialist is viewed as a careers leader, it positions the role as a potential route to senior leadership. The careers leader has a strategic role which seeks to influence the mission and direction of the school. He or she works with all staff across the school on both pastoral and curricular issues, and provides CPD and resources that underpin and develop practice. Furthermore, the careers leader also has an external focus, liaising with employers, post-secondary providers and other community stakeholders. All of these responsibilities have the potential to act as good stepping-stones to senior leadership.

Many of the case-study countries reported that taking on a careers leader or guidance counsellor/teacher role was seen as a good career move and a stepping-stone towards senior management. Countries that highlighted this progression pathway included Finland and Norway.

Specific issues for Teach First

The Teach First model offers an interesting approach to career development which is well aligned to current thinking about careers. Participants are recruited to Teach First both for the public good ("We want you to use your Teach First experience to positively impact upon society – either in education, in business or in any other role you take on") and for their own private good ("Teach First is also about enhancing your career prospects and leadership capabilities"). Furthermore, the fact that Teach First is in itself an interesting career development model offers opportunities to support Teach First participants to think about their role in relation to CEL. They are ideally positioned to reflect on the nature of career, to think about their own motivations and to consider how they might support the young people they work with to develop their careers and employability.

Teach First is also particularly well-positioned to have an impact on these issues because it is a national programme that has teachers in schools across the country, and because it covers the whole of schooling from early years to sixth form. This raises the question as to whether any CEL initiatives developed by the organisation should cover primary as well as secondary provision. There are certainly strong arguments for beginning CEL early: young people form their vocational identities at an early age (Hutchinson *et al.*, 2013) and the literature suggests that CEL is more effective if it starts earlier (Gothard, 1998; Magnuson & Starr, 2000; Watson & McMahon, 2005). Given all this, it is clear that Teach First could set a powerful example which could be influential for other providers of initial teacher education.

For Teach First as an organisation, this raises three main questions:

1. Should all Teach First participants be given a grounding in CEL as part of the initial Leadership Development Programme? If so, how can this best be done? In particular, how can it be adapted to cover the “basic grounding” in CEL set out in Table 3.
2. How can those Teach First ambassadors who remain within the school system, or who return to work within schools, be supported to develop their skills? In particular, it is important to consider how engagement in CEL might be aligned with the individual’s own career development and their movement towards career leadership and then senior leadership positions within education.
3. How can those Teach First ambassadors who leave teaching be utilised as resources to support CEL in schools? The Government has repeatedly highlighted the important roles that employers can play in schools. Teach First alumni are uniquely suited to play such roles. There is therefore considerable potential for Teach First to develop mechanisms that support the use of alumni in this way.

Given Teach First’s aims around educational equality and social mobility, there is a strong rationale for the organisation to engage positively with each of these questions. The unique position that the organisation has as a provider of ITE, as a network of teachers, and as a network of education-interested working people, mean that it is ideally suited to provide leadership in the school sector in relation to CEL. A growth of teacher engagement with CEL offers the organisation a way to impact on youth unemployment and widen access to higher education in an achievable way. Engaging with these issues during the leadership development programme, developing a CPD offer for its ambassadors, and building a database of ambassadors outside schools to provide employer input into curriculum and CEL, could all be achieved by Teach First, and would provide an ideal testing ground for a new approach to delivering CEL in English schools.

This report has argued that the most effective approach to CEL is to have the activity embedded in schools’ ethos and implemented across a range of day-to-day activities. Effective CEL can neither be implemented from outside the school nor delivered by one individual within the school. The evidence suggests that CEL needs to be a whole-school activity. This means that there is a need for leadership within schools to bring this about. The essence of the careers leader role is to act both as a leader within the school and as a bridge to the wider world. If Teach First is able to grasp this opportunity and transform its existing ambassadors into the careers leaders of the future, it will be able to drive a critical system change in our schools and transform the careers of young people within these schools.

5. Conclusions and recommendations

This report has made the argument that teachers should be involved in CEL. It has pointed out both a long tradition of teachers' involvement in CEL in England and highlighted the range of roles that teachers play in other countries.

The report has noted that teachers can play six main different roles in relation to CEL. All teachers should feel comfortable in fulfilling the tutorial roles – [1] pastoral support and [2] career informant – and in [3] making links between their subject and CEL. Some teachers will be asked to [4] deliver CEL as a subject in its own right or even to [5] lead this area for the school. Finally it is argued that all [6] senior leaders should have some understanding of the area. It is hoped that the identification of these six roles will help to clarify discussion about teachers' roles in CEL.

Despite the existence of a tradition of career education, the current level of training and practice in CEL in English schools is patchy. Furthermore, there is some evidence that teachers have been withdrawing from this area, despite the fact that statutory responsibility for career guidance has moved to the school. This report argues that this is regrettable and that teachers have can make a substantial contribution to the leadership and delivery of CEL in English schools.

In order to achieve a stronger role for teachers in this area, there is a need to professionalise the area. This should include stronger acknowledgement of CEL in ITE, the development of a range of levels of CPD, and a rise in the status of CEL. The development of careers leaders as a middle leadership role within schools, with a progression route towards senior leadership, is one way to achieve this.

Much of this argument is relevant to the whole school system in England (and beyond). However, as the commissioner of this report, Teach First has the opportunity to lead by example. The organisation's focus offers it a number of opportunities to lead new activity around CEL in its Leadership Development Programme, through its CPD offer and with its alumni who have left the education system but who are keen to remain connected with it. Those ambassadors who have returned to the classroom following a stint in other areas of work may be a particularly valuable source of leadership in this area.

Career and employability learning are critical to the life chances of the young people within England's education system. If teachers sit on the sidelines of this area of education, this represents a massive missed opportunity. Conversely, if they grasp it, there is a huge opportunity for achieving real system changes that mobilise young people's potential for the benefit of society and the economy, and that supports social equity and social mobility.

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Appendix: Summaries of international case studies

The following summaries provide a brief sketch of the CEL approach within the schools of each of the case-study countries. In particular, they focus on the role of teachers within this system.

Austria

Austria has a strong tradition of vocational education which links closely to CEL activities within schools. All schools offer an “Information, Beratung und Orientierung für Bildung und Beruf (IBOBB)” (Information, Advice and Guidance on Learning and Work) programme which support young people to consider educational and vocational options. These programmes include the provision of information, informal and formal career conversations, classroom-based career learning and connections with employers. Austria is a partnership model, as schools will usually have links with the public employment service and other external partners.

Schools in Austria have a well-developed infrastructure for the delivery of CEL. Typically this includes a school counsellor, a vocational orientation teacher and a vocational orientation co-ordinator. All of these positions are teachers who have received additional training to support their specialisation in CEL. Schools will also have a school psychologist who may be involved in providing career support, particularly to those students with complex needs. In addition, within Austria’s “polytechnic schools” (vocational education), teachers will usually have strong labour market links that they use to support students in making effective transitions.

Teachers who specialise in CEL typically receive additional training after qualifying as a teacher. However, there have recently been some changes to initial teacher education to more strongly cover vocational learning and CEL for all teachers.

Canada

Canada has a federal structure in which education has always been the responsibility of the provinces. Consequently practice varies considerably across the country in relation to local policies and traditions.

In most Canadian provinces CEL is delivered solely by the school, although the province of Prince Edward Island has recently established a team of “career transition facilitators” who will be working with schools to develop their provision. Some provinces have mandatory career courses; others have electives. Some have career development outcomes integrated into various subject areas; still others have a strong emphasis on co-operative education (work experience and vocational education).

Within schools the responsibility usually sits with the guidance counsellor to champion the CEL programmes. Guidance counsellors are typically qualified teachers who have specialised in pastoral support. However, in other schools this champion may be a co-operative education teacher, a career teacher, or a member of the senior leadership team.

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Finland

In Finland school students have a legal entitlement to access counselling services. The national curriculum also ensures that all students take a course which supports their personal development, develops their study skills and supports them to make educational and career choices.

Schools have the responsibility for the delivery of CEL. Within schools, counsellors are usually responsible for leading and delivering this activity. Counsellors are teachers who have completed additional qualifications and who receive additional compensation for their responsibilities. It is common for counsellors to move on to senior leadership positions.

Finland is one of the most professionalised school-based CEL systems and in many ways exemplifies the internal model of CEL delivery discussed in this report.

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Hong Kong

CEL in Hong Kong is based within schools but able to draw on a range of other externally based resources and agencies. These are described as a “system of loosely coupled support” rather than a genuine partnership model.

All teachers study for a module called “Student Development/Guidance and Counseling” as part of initial teacher education. Teachers can then choose from a variety of professional development opportunities (up to Master’s level) to enhance their skills in career and employability learning.

All schools appoint a “career master” who leads a Careers Committee (or team of teachers). The numbers of teachers within the committees vary from 2 to 9. The careers master will usually have completed a formal qualification in careers work, and other teachers involved in the delivery of careers may also have gained this qualification. Teachers who take on the role of careers master are promoted to a higher grade (senior graduate master) with attendant enhancement in salary.

Each secondary school is expected to provide career and employability learning as part of the curriculum in Hong Kong. There is a (non-statutory) careers curriculum which has been developed by the careers masters’ professional association and which is widely delivered in Hong Kong’s schools.

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Ireland

Students in second level schools in Ireland have a legal right to access to appropriate guidance to assist them in their educational and career choices. This is framed primarily as a responsibility for schools, with school leaders accountable for it and required to deliver it within available resources.

Ireland has a school-based guidance counsellor system. Irish guidance counsellors are qualified teachers who have taken an additional qualification in guidance counselling. Guidance counsellors have broad-based pastoral care roles which include CEL.

Guidance counsellors provide individual support for students and also lead and deliver whole-school guidance programmes in collaboration with other teachers in the school.

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Korea

There has recently been strong support for CEL within Korea. This has resulted in the inclusion of a course called “Career and Vocation” within the national curriculum. There have also been efforts to integrate CEL into subject-based teaching in Korea.

To support the development of CEL, there has been a programme of capacity building through which existing experienced teachers have been identified and trained to become careers teachers. Careers teachers are the schools’ main lead for CEL and are seen and rewarded as middle leaders within the school.

CEL in Korea is school-based and careers teachers have relatively few links with the public employment service and other external bodies.

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Malta

There is strong policy support for CEL in Malta which has led to the ongoing

development of provision.

In Malta all state schools provide career guidance to support students' career exploration, and facilitate their transition to further learning and work. Provision includes one-to-one career interventions, one-week career exposure experiences (job shadowing), career portfolio initiatives, support for choice of subjects within the primary and secondary sector, tailor-made programmes to prevent early school-leavers, and the provision of career and labour market information to students and parents.

As from September 2014, career education will be taught to students during secondary schooling within all state schools, within the subject of Personal and Social Development, which will now be called "Personal, Social and Career Development". The topic "career education" through the subject PSCD will also be phased-in within the primary years and the early secondary years in due course.

Within schools, CEL is also the responsibility of guidance teachers who are usually experienced teachers (at least five years post-qualification) and who may have specific career guidance qualifications. Teachers with a qualification beyond that required for entry into the profession receive a related allowance. The responsibility for CEL also lies with career advisers who have specialised training in the area and are in contact with employers. The recent introduction of career education in the PSCD curriculum has been accompanied by a series of professional development initiatives to support teachers' engagement with career education.

CEL in Malta is strongly school-based, but relationships have been built with the public employment service to support stronger connections to the labour market.

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The Netherlands

The Netherlands formerly delivered CEL via a partnership model. From the late 1990s the country has moved to a school-based system. It is mandatory for all secondary schools to provide CEL. The Netherlands has a strong tradition of early selection which streams learners into either vocational or academic tracks. CEL is stronger within the vocational elements of the education system.

Within schools, CEL is delivered by teachers in their pastoral roles. Careers teachers are qualified teachers who have been asked to lead the area within schools. Many do not receive any additional training or remuneration for this role.

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New Zealand

There is a history of policy interest in CEL in New Zealand which is largely manifested through Careers New Zealand as an all-age, state-funded careers service. New Zealand therefore has some feature of a partnership model in which CEL is delivered jointly by schools and Careers New Zealand. However, while Careers New Zealand can support schools, it does not deliver services such as careers advice directly in schools, nor does its work with schools have a statutory basis, so schools are free to engage with it or not as they choose. In general, schools in New Zealand have a high degree of autonomy and this is reflected in diverse and patchy practice in CEL across the country.

Within schools, careers advisers lead CEL activity. To be a careers adviser you need to be a qualified teacher, but do not necessarily need any formal career guidance qualifications. Typically the careers advisor role is one of a number of responsibilities that teachers combine within a more general teaching role.

CEL in New Zealand's schools is typically focused on students who are identified as moving towards vocational learning.

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Northern Ireland

Northern Ireland has a partnership model for the delivery of CEL. Almost all schools have a partnership agreement with the Careers Service. Teachers have responsibility for delivering a career education programme, while the Careers Service provides advice and guidance within the school. Schools build their own relationships with employers, and it is usual to provide students with opportunities for employer engagement and work experience.

Teachers do not receive any mandatory training in CEL, nor is it covered as part of initial teacher education. However, there are a range of opportunities for professional development relating to career education. It is common for schools to have a careers leader (usually called a “Head of Careers”) who is a teacher. This can offer teachers a route for progression through their engagement with CEL.

Norway

Norway has a tradition of school counsellors. The 2002 OECD review of career guidance policies made a number of recommendations to strengthen CEL in the country. Since then there has been strong policy support for the development of the area. School students have a legal right to counselling concerning education, career and other pastoral issues.

At present CEL is mainly delivered in schools by school counsellors in partnership with other teachers. School counsellors are usually qualified teachers who have taken additional qualifications to become counsellors. In addition to one-to-one counselling, lower secondary schools also deliver a core curriculum subject called “Educational Choice”. This course covers self-awareness and awareness of upper secondary education and working life.

Recently Norway has established a network of careers centres which provide career support for adults but also work with schools to help them to develop their practice.

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Scotland

The development of CEL in Scotland is strongly influenced by the existence of

Skills Development Scotland (SDS). SDS is a comprehensive and lifelong careers and skills service that works into schools. SDS's careers coaches deliver career guidance interviews in all Scottish schools, although in recent years this service has become more focused on young people with barriers to making successful transitions. Scotland is therefore a good example of a genuine partnership model, with CEL the joint responsibility of SDS and the schools.

Within schools, Scotland previously developed a guidance teacher role. This role was largely about the professionalisation of the pastoral aspects of teaching and included a responsibility for CEL within the school. It was seen as additional responsibility and attracted additional remuneration. However, following reforms to the structures of the teaching profession in the early 2000s, the guidance teacher role lost its formal position. Since then, guidance teachers have been in decline in Scotland and the in-school leadership of CEL has become much more ad hoc.

In recent years, the launch of a new Scottish curriculum (the Curriculum for Excellence) has raised the possibility of greater cross-curricular working in Scottish schools, with career as an important theme underpinning cross-curricular activities. However, the Curriculum for Excellence has been slow in being established and so such ideas remain to be realised.

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Switzerland

In Switzerland there is a strong cultural understanding that school should prepare young people for further learning and work. Consequently schooling includes a structured process of educational and career decision-making driven by teachers.

Switzerland is an example of a partnership model with a strong collaboration around CEL between schools and public career and guidance services. Teachers drive career education within the curriculum. The career and guidance service then provides intensive support for those pupils who are struggling to make a decision and for whom transition looks complicated.

Although teachers have a substantial role in the delivery of CEL in the Swiss

system, few are trained for this role. However, there are opportunities for salary increases and progression for those teachers who do specialise and take additional qualifications in CEL.

United States of America

The USA has a strongly federal structure with considerable policy and cultural difference found across the country. This can make summarising career development practice challenging. This summary therefore aims to capture a broad flavour of practice across the country.

CEL in the USA is delivered by schools without any external partnership organisation or careers service. Key staff within schools (guidance counsellors and career and technical education co-ordinators) co-ordinate and deliver provision with support from the wider teaching staff.

The USA has a strong tradition of pastoral guidance within schools. In the USA guidance counsellors are not trained as teachers, but go through an equivalent (Master's level) professional training. Typically each school will have one or more guidance counsellors. Guidance counselling is conceived as a holistic pastoral role within which career guidance is often a minority activity. Beyond the guidance counsellor there is also likely to be a career and technical education (vocational education) specialist (usually a teacher) in the school who also plays a role in developing the CEL programme.

Recent policy in the country has focused schools more strongly on “college and career readiness” as a core outcome of education. This has increased schools’ engagement in CEL, with one key indicator of this being the number of schools which now require students to develop an individualised learning plan that is strongly referenced to their career and future transitions.

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Wales

Wales delivers CEL through a partnership model between schools and Careers Wales. The school has responsibility for delivering learning which meets the requirements of *Careers and the World of Work: A Framework for 11 to 19-Year-*

Olds in Wales. This framework is non-statutory and is provided to schools as a basis for planning CEL provision, rather than as a “programme of study”. Consequently there is considerable variation in the way CEL is implemented across Welsh schools.

Careers Wales provides schools with careers information, advice and guidance for learners. In addition, Careers Wales has a team of education business advisers to support schools and employers in developing sustainable partnerships that will contribute to the Careers and World of Work Framework. Careers Wales also uses its careers advisers to support learning providers in building the capacity of their teaching and support staff to deliver the Careers and World of Work Framework. One way that this is achieved is through encouraging learning providers to engage with the Careers Wales Mark, which recognises continuous improvement in the provision of CEL.

Within schools, teachers have the main responsibility for delivering CEL. In some schools a teacher is identified as a careers co-ordinator and builds up a specialism in the area. In other schools the responsibility is shared amongst a range of teachers. The role of teachers in CEL is weakly professionalised in Wales and the recognition of the role varies across schools.

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