



Career-related learning in primary

The role of primary teachers and schools in preparing children for the future

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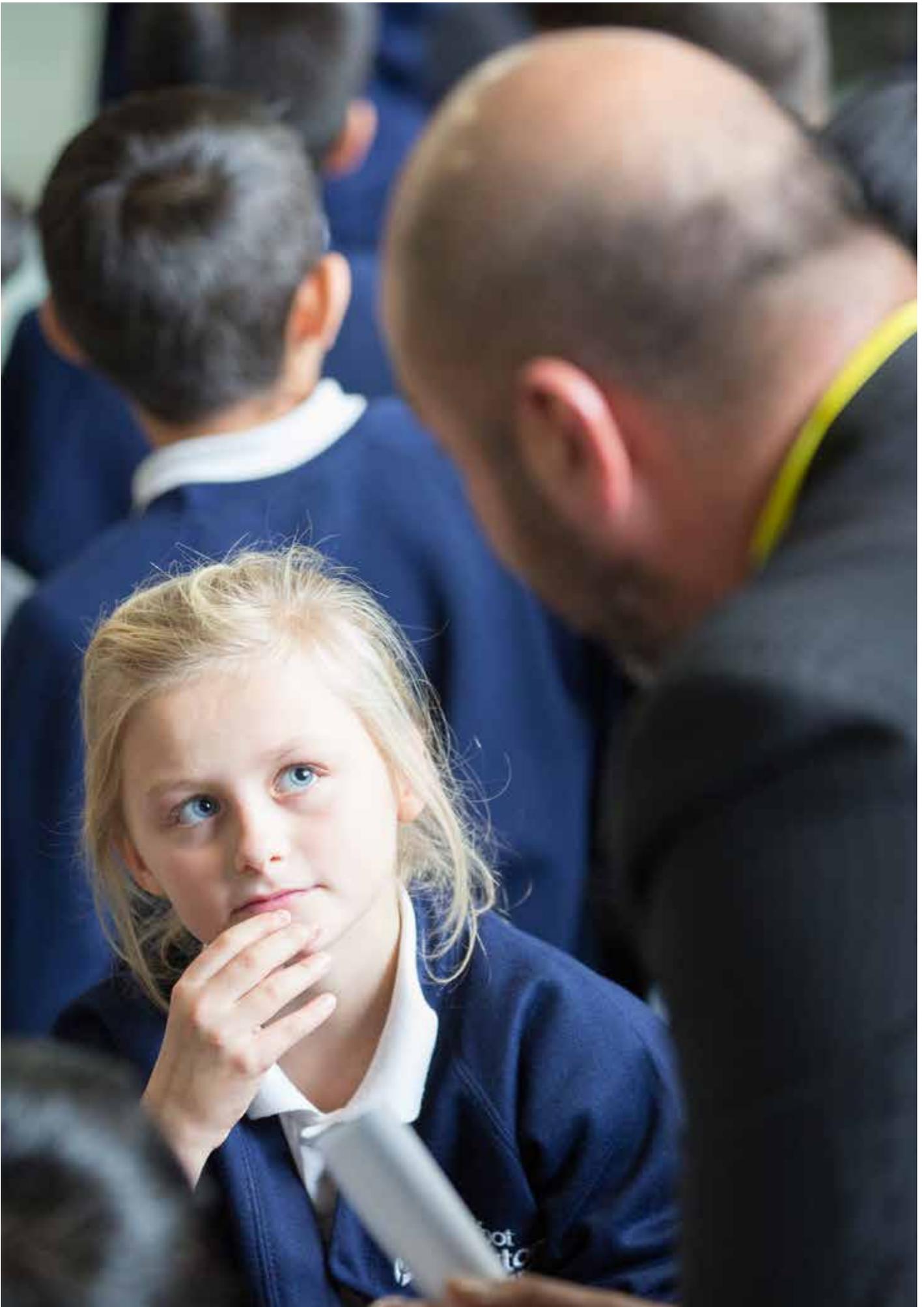
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INTRODUCTION AND RATIONALE

In May 2018 Teach First commissioned Education and Employers Research, London to undertake research into career-related learning in primary schools. The main purpose was to scope Teach First's future work on potential programmes in primary schools. This would complement existing arrangements already in place for the CELP in post-primary schools¹. The findings within this report demonstrate the important role that senior leaders and teachers can play in embedding career-related learning (CRL) in primary schools.

The Government's 2017 Careers Strategy in England (DfE, 2017) indicated "Many primary schools are already thinking about how best to introduce young children to ideas about the work they might do in future[...] But there is no consistent approach across primary schools and limited evidence and best practice for schools to use when planning their activities. We want to learn more about what works so that children can develop positive attitudes about work from an early age and make sure that primary schools have access to the tools they need to understand how they can start to build activities with employers into their lessons" (p.15).

Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children exert in certain lessons (Flouri and Pangouria, 2012; Bandura et al., 2001; Gutman and Akerman, 2008), the subjects they choose to study (Kelly, 1989; Archer and Dewitt, 2017), and the jobs they end up pursuing (Akerlof and Kranton, 2000; Breen and Garcia-Penalosa, 2002). Research has shown that early interventions can bring a lasting impact on children's development and perceptions of different occupations and of the subjects thus enabling access to them (Howard et al. 2015).

RESEARCH QUESTIONS

Question 1 What is the taxonomy of teacher roles within a primary context with regards to career-related learning?

Question 2 What does success look like for a programme of career-related activities in the primary school setting?

Question 3 What does good/interesting careers provision look like in a primary school setting?

METHODOLOGY

This involved an international literature review, including contributions from 12 OECD countries, a qualitative online survey of primary schools (n=51), complemented by in-depth case studies of good/interesting policies and practices (n= 17) and an expert panel discussion (n=26) held in London in August 2018.

MAIN FINDINGS

Children growing up in the 21st century will be seeking careers in an environment characterised by change, chance and uncertainty (World Economic Forum, 2018). Findings from the literature review indicate childhood experiences are foundational in the construction of identity; observations of attitudes towards work within families, cultural stereotypes, and influence of the media may influence children's meaning of work and in turn their occupational identities.

The term 'career-related learning' (CRL) comprises of early childhood activities in primary schools designed to give children from an early age a wide range of experiences of and exposure to education, transitions and the world of work. This is part of a lifelong learning and career development process.

¹ https://www.teachfirst.org.uk/schools/secondary/access/careers_and_employability_leadership_programme

Types of career-related learning in primary education are considered within three main areas identified as:

- **Much of the work related to primary education is focused around educational outcomes for young people**—whether delivered through the provision of supplementary resource in the classroom (literacy and numeracy programmes) or as a complementary mechanism to change pupil attitudes about the value of education.
- **Provision is designed to enhance children's understanding of jobs and careers**—for example, by challenging gender stereotyping or illustrating the uses of science in different jobs.
- **In considering enterprise education, engagement can be seen to offer means to secure additional learning outcomes to the usual diet of provision**—providing pupils with the opportunity to explore and practice knowledge and skills (such as problem-solving and team working) demanded by the modern labour market.' (Mann et al. 2018. p.26)

WHAT IS THE TAXONOMY OF TEACHER ROLES WITHIN A PRIMARY SCHOOL IN THE CONTEXT OF CAREER-RELATED LEARNING?

While it is useful to divide career-related learning roles within primary schools, it is worth noting that the distribution of these roles is dependent on the size of the school and the capacity of senior leadership team. A proposed taxonomy of career-related learning roles² in primary includes: the senior leader team (a senior leader and/or career related learning co-ordinator) and curriculum

staff (classroom teacher) supplemented by employers and external organisations. The report argues that all teachers at differing levels can and do perform some of these roles. It is therefore important that these roles are given attention within initial teacher education and early professional development. In primary schools where the concept of career-related learning can be fluid and open to interpretation, the ability of a local senior leader(s) to prioritise and effectively communicate career-related learning activity to others is crucial.

Recommendation No 1 **The taxonomy of career-related learning roles should be tried and tested in practice by an organisation such as Teach First, as part of an evolving CELP for primary schools in England and Wales. This can also be used by primary schools as a major catalyst for change linked to the 'Theory of Change' model outlined in Annex 1 alongside more detailed evidence-based findings.**

WHAT DOES SUCCESS LOOK LIKE FOR A PROGRAMME OF CAREER-RELATED ACTIVITIES IN THE PRIMARY SCHOOL SETTING?

Primary schools were asked in both the online survey and case studies about the barriers or challenges they have experienced preventing them from offering more career-related learning activities in their school. These include: (i) the lack of support and time available to develop formal links with businesses and employers; (ii) not having a co-ordinator or someone to drive CRL activities; (iii) the cost implications of organising events; (iv) finding flexibility in an already crowded curriculum; (v) keeping up to date with latest and future developments in the wider world of work; and (vi) limited professional development opportunities to gain more in-depth understanding of career-related learning (CRL) theories, research and practice.

² The application of the taxonomy depends on the size of the school and resources available, particularly in smaller schools where staff capacity is reduced roles often merge.

Different countries and even different states within countries resource and organise CRL in various ways. One issue is clearly how easily or otherwise CRL can be accommodated within the education system. A wide range of CRL programmes, activities, quality assurance, evaluation of impact and approaches to accreditation are outlined in sections 3 and 4 of this report. Successful career-related learning is not possible without some input from employers, employees and businesses outside of school (QCDA, 2010; CBI, 2014). It makes a very significant difference that the human resource in question is someone bringing real life, authentic experience of the workplace (Stanley et al., 2014).

Location matters, for example, more rural or isolated schools noted that finding employers and volunteers from the local community was problematic. Technology-based learning activities can also support the child as a unique individual and encourage exploration, experimentation, risk taking, critical thinking, decision making, and problem solving (Crause et al, 2017). There is a need to balance employer and volunteer engagement alongside demand for teacher training and/or continuous professional development (CPD) opportunities. Career guidance professionals have an important role to play and effective inter-professional working is essential.

The desired outcomes of career-related learning are linked to at least seven outcomes, including (i) improved educational outcomes; (ii) a broadening and raising of pupil career aspirations; (iii) greater awareness of enterprise and entrepreneurship; (iv) increased confidence and self-efficacy; (v) improved understanding of the link between education, qualifications and careers and decreased gender stereotyping; (vi) improved social emotional skills and behaviours; and (vii) improved attendance and attainment. However, the evidence-base for the latter is largely underdeveloped.

Recommendation No 2 Strong leadership is necessary to support teachers integrating CRL within and outside of the classroom. The senior leadership team should make the relationship between CRL and the aims and ethos of the school explicit, thereby ensuring buy-in from staff and other key stakeholders.

Recommendation No 3 In order to achieve a stronger role for teachers in this regard, there is a need to professionalise the area. This should include stronger acknowledgement of CRL in initial teacher education (ITE), the development of a range of levels of CPD, and a rise in the status of CRL and associated leadership within primary schools. An organisation such as Teach First has the opportunity to lead by example. The organisation's focus offers it a number of opportunities to lead new CRL activity (complementary to the existing post-primary careers and employability leadership programme) through its CPD offer and with its alumni who have left the education system but who are keen to remain connected with it.

Recommendation No 4 Primary schools should aim to develop an approach to CRL that articulates how all year groups progressively engage in a wide range of experiences of and exposure to education, transitions and the world of work including links with employers. Teach First is potentially well placed to further develop current practice and diagnosis of need linked to shared and improved understanding of CRL inputs, processes, outcomes and impact measures.

WHAT DOES GOOD/INTERESTING CAREERS PROVISION LOOK LIKE IN A PRIMARY SCHOOL SETTING?

Many primary teachers engage their students in everyday learning that could be described as career-related learning (Education and Employers, 2018). At a local level, the most significant drivers of career-related learning in primary schools have been school leadership teams and teachers. Primary schools' approach to career-related learning varies significantly. The findings show that a set of processes and methods that can be effective in achieving career-related learning (CRL) outcomes in the primary phase. These include: (i) portfolio learning; (ii) tests and questionnaires; (iii) enquiry learning (dialogic, project-based, problem-based); (iv) active learning; and (v) experiential learning. Other key factors include parental involvement, the connection with the world of work, and principles of good practice, quality assurance and accreditation. The Complete Careers' Primary programme (UK-wide) accredits Primary Schools delivering outstanding career-related learning activities within a 'Career Mark Primary Award'.

Interviews with school staff also explored what would help them overcome some of the challenges they faced, or continue to face, when attempting to establish and/or deliver career-related activities in their school. A number of senior leaders highlighted either themselves or their curriculum teachers needed some form of CPD which related to current and future trends in the labour market. Interviewees noted that they often do not have the information or confidence to speak about vocational pathways, such as apprenticeships, so they often avoided speaking about it. Given that the majority of interviewees highlighted that any form of CRL had to be embedded in the curriculum, it is unsurprising that a number of teachers also expected some form of support with teaching and learning resources, topic ideas and lesson plans. There are challenges

centred on finding ways of embedding career-related learning into an already crowded curriculum. 57% of teachers responding to the online qualitative survey identified 'how to integrate career-related learning in to the curriculum (including teaching materials)' as a priority training need. This was followed by 'understanding and monitoring the impact of career-related learning' (50%), and assistance with 'planning and/or organising careers events' (50%). Interviewees also noted that schools could be supported by being provided with better signposting to key organisations that can broker connections to employers. This could help teachers to better deliver a wide range of activities and to set up and maintain more regular formal links with such organisations. A number of interviewees highlighted the importance of sharing best practice between schools locally or within clusters.

Recommendation No 5 | New and differing forms of in-service training and CPD are necessary that can support senior leaders and teachers to develop their knowledge and skills in the provision of CRL and the fast-changing world of work. Table 6 in the main report provides some concrete examples.

Findings from this research can be used in the first instance to support Teach First's initial teacher education and continuous professional development programme. Much of the report advocates greater support for teachers in the leadership, planning, delivery and monitoring of CRL.

The content also has relevance to other providers of initial teacher education and continuing professional development, as well as to schools and educational policy-makers. It may also be of interest to researchers, academics and students in the fields of career development, career guidance, education and child development.





1 Introduction

1.1 Rationale for career-related learning in primary schools

Career development is a maturation process that begins very early in life (McMahon & Watson, 2018). It refers to the ongoing process of a person managing their life, learning and work over their lifespan. It involves developing the skills and knowledge that not only equip children for the next stage of their lives but also enable them to plan and make informed decisions about education, training and career choices. (McMahon, Patton & Tatham, 2002).

Children growing up in the 21st century will be seeking careers in an environment characterised by change, chance and uncertainty (World Economic Forum, 2018).

In May 2018 Teach First commissioned Education and Employers Research to undertake research into career-related learning in primary schools. The main purpose was to inform Teach First's future work on the design and development of a new Careers and Employability Leadership Programme (CELP) in primary schools. This would complement existing arrangements already in place for CELP in post-primary schools³. 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.

The Government's 2017 *Careers Strategy* in England (DfE, 2017) indicated "Many primary schools are already thinking about how best to introduce young children to ideas about the work they might do in future...But there is no consistent approach across primary schools and limited evidence and best practice for schools to use when planning their activities. We want to learn more about what works so that children can develop positive attitudes about work from an early

age and make sure that primary schools have access to the tools they need to understand how they can start to build activities with employers into their lessons" (p.15).

In the primary phase there is a need to be cautious about the use of 'career' or 'careers'. This is a period largely of exploration and children's aspirations should, rightly, be tentative and imaginative. Yet there are a range of attributes, skills and behaviours that can be instilled in this stage of child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life. The focus should be on broadening horizons and giving children a wide range of experience of the world – which includes the world of work.

In this report we use the term 'career-related learning' to encompass early childhood activities in primary schools designed to give children from an early age a wide range of experiences of and exposure to education, transitions and the world of work. This is part of a lifelong learning and career development process. This term combines two desired outcomes:

■ Developing knowledge about work.

Learn and explore a number of careers, learning pathways and sectors.

■ Developing skills for work and life.

Specifically developing non-academic skills such as enterprise skills and social-emotional skills and behaviours that will benefit their own wellbeing and the wellbeing of others.

It builds upon an earlier career-related learning pilot initiative in England's primary schools, commissioned by the Department for Education (Barnes & McGowan, 2010) and careers and work-related education (CWRE) developed by the UK Career Development Institute (CDI, 2012).

³ https://www.teachfirst.org.uk/schools/secondary/access/careers_and_employability_leadership_programme

1.2 Policy context

Recent reports and speeches on social mobility have, until very recently, seldom mentioned primary schools. For example, the UK Coalition Government's *Opening doors, breaking barriers: a strategy for social mobility* (2011) and then more recent reports including those by the House of Lords Select Committee (2016) and the Social Mobility Commission (2017) make little reference to the vital role that primary schools play in raising aspiration, broadening horizons and connecting children's learning to their future lives⁴.

Career-related learning in primary has often been recognised in government recommendations and policies, but rarely formalised in the curriculum and often focussed on Key Stage 2. For example, since the dissolving of the Department for Children, Schools and Families (DCSF) in 2010 there has been nearly a decade of policies and guidelines that have largely neglected primary as a key phase in career and skill development, instead focussing energies in secondary schools. The *Careers Strategy* (2017) seeks to address this deficit with government making a commitment "to test what careers activities are appropriate and work well in primary schools, providing £2 million to test new programmes, or expand ones that work, including in challenging areas"⁵ (p.15). In 2018, the OECD also recognised the need for schools to begin such work early on and the essential role of increased exposure to the world of work (OECD, 2018).

This paper demonstrates the important role that teachers, senior leaders and other key actors play in designing, delivering and evaluating career-related learning in primary schools.

1.3 Structure of Report

The report begins with a review of the international literature relating to career development and career-related learning, examining why this is important in primary schools, what good/interesting policies and practices look like and the role of teachers and leaders in this context. The review outlines what schools should aspire to when providing career-related learning and sets out the existing, albeit limited, evidence on how developing staff roles and responsibilities can help to improve student outcomes. Submissions were received from the following 12 countries:

Chapter two of the report presents data collected from 17 primary schools around the UK. In carrying out interviews with Headteachers, Middle leaders and Classroom teachers the report outlines teacher attitudes towards career-related learning (including desired outcomes), the structure of career-related learning (including the taxonomy of roles as well as the activities and programmes provided), and the challenges and solutions associated with providing career-related learning in their schools.

Chapter three of the report summarises the main contributions and discussion points gathered from a panel of 25 key experts and thought leaders interested in career-related learning in primary. The findings not only echo and corroborate what was found in the literature and case studies, but they also provide new insights and further details as to the roles that should be recognised in primary, as well as the frameworks and benchmarks used to measure success.

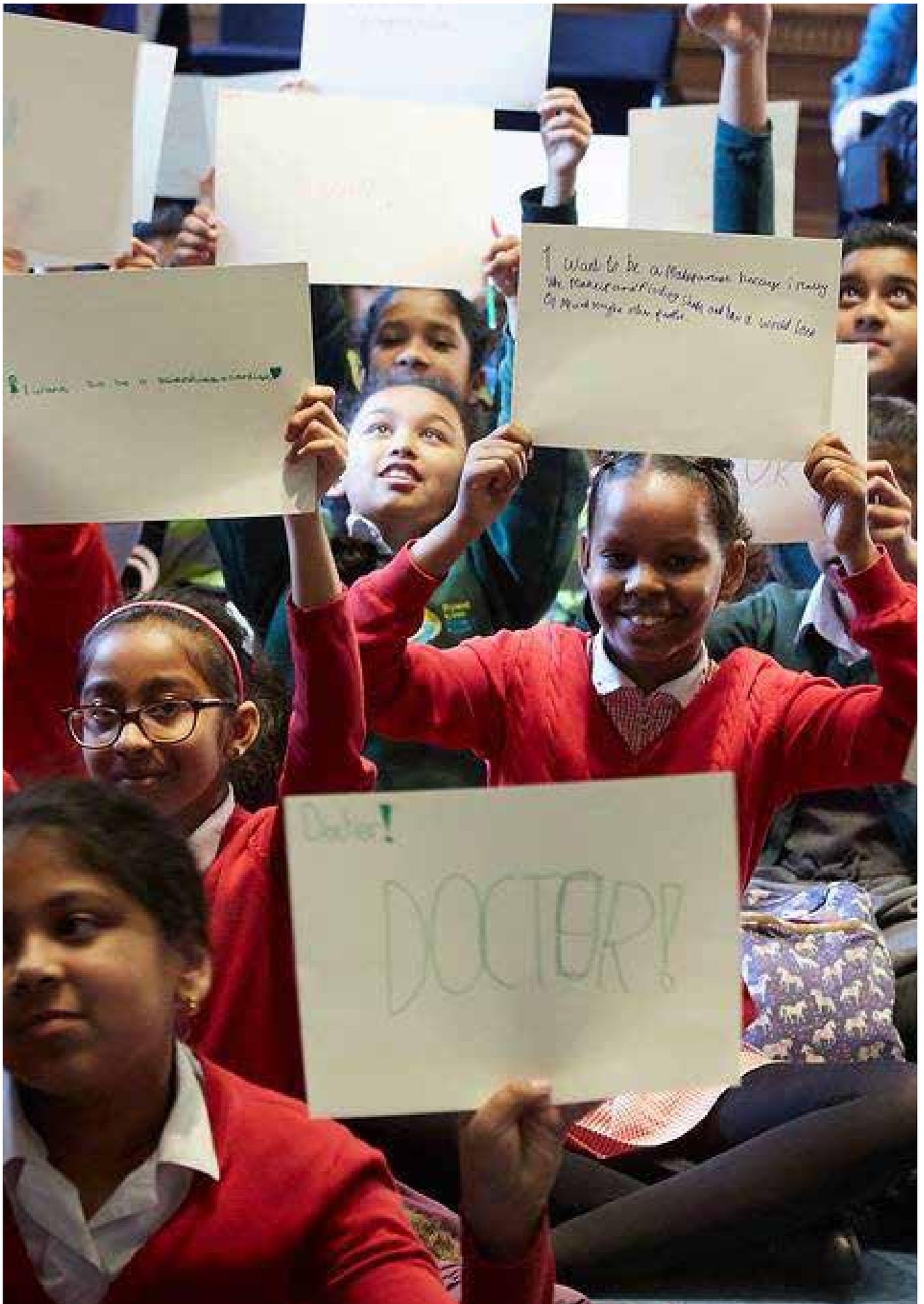
It is hoped that the conclusions and recommendations from this paper will provide and encourage schools to further engage in career-related learning, help define good policies and practices for schools, and provide ideas for providers of initial teacher education (ITE) and continuous professional development (CPD).

- Austria
- Australia
- Canada
- Denmark
- Finland
- Germany
- Ireland
- Northern Ireland
- The Netherlands
- South Africa
- Wales
- USA

⁴ <https://www.tes.com/news/school-news/breaking-views/if-were-serious-about-improving-social-mobility-issue-must-be>

⁵ Department for Education. (2017). *Careers strategy: Making the most of everyone's skills and talents*. London: Department for Education.





2 Methodology

This section outlines how the study of career-related learning in primary was designed and conducted to address key research questions proposed by Teach First:

Q1 What is the taxonomy of teacher roles within a primary context with regards to career-related learning?

Q2 What does success look like for a programme of careers activities in the primary school setting?

Q3 What does good/interesting career-related provision look like in a primary school setting?

2.1 Literature Review

The literature review search was conducted using Google Scholar and personal libraries to include both academic and so-called 'grey' literature⁶. The team then assessed the relative value of available literature to assess whether individual pieces warranted inclusion. Literature was also drawn from extensive personal and university libraries within the research team, as well as a desktop review of literature from a network of academic partnerships and key advisers. A modified search strategy was adopted based on methodology applied within an earlier International Review of Careers Education, conducted by Hughes et al (2016)⁷ and more recently Mann et al (2018)⁸. Refer to Appendix 8.1 for key word search terms used in the literature search strategy.

2.1.2 Exclusion criteria

Studies and other research papers were excluded if they related to examples of employability and/ or career-related learning in secondary, further and/ or higher education. Studies from outside of OECD countries were also not included.

2.2 Qualitative online survey of primary schools

The survey aimed to explore the barriers that primary schools have faced when designing and implementing career-related learning programmes and activities, along with identifying interesting school policies and practices from the sample. The online qualitative survey was designed in collaboration with the Teach First Team to define a range of key measurements in order to identify case studies of good/interesting policies and practices. Due to the research question(s) and purpose of the report, as well as the time frame of the study, this report adopts a qualitative approach throughout. While the goal of quantitative approaches can be stated as "empirical generalisation to many", qualitative studies are designed for "in-depth understanding." Qualitative studies of this type do not rely on large number of case studies they rather situate what they find in robust academic literature.

From 5th June 2018 to 31st July 2018 the survey was distributed using SurveyMonkey through the Education and Employers' network of primary schools in England, as well as Teach First partner organisations working in Primary Schools (WEnetworks, Enabling Enterprise, Centre for Industry Education and Collaboration, Into University). The survey was also promoted on Education and Employers and Teach First twitter feeds.

⁶ The term grey literature refers to research that is either unpublished or has been published in non-commercial form.

⁷ https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf

⁸ <https://www.educationandemployers.org/research/employerengagementineducation/>

This provided 51 in-depth responses, all of which were used to further inform more in-depth case studies (see below). Survey questions were themed around the taxonomy of teacher roles, the successes of career-related learning and some theory-informed measurements of what provision looks like in the primary setting. Seven of the 18 survey questions asked respondents demographic questions regarding their school's geographical location.

As shown in chart 1 (*below left*), from 51 respondents, the survey received a wide geographic distribution of schools across England, with the largest number of schools 15 (29%) from the North East region. 36 (71%) of respondents reported that they belonged to a school having more than 200 pupils, with 20 (39%) of schools being an Academy and 26 (51%) being a Maintained school.

Only 12 (26%) of the total schools surveyed were part of or linked to a secondary school. The survey also revealed a wide range of schools with varying percentages of students receiving free school meals, with 15 (29%) having between 25-50% of their students receiving free school meals and 14 (27%) reporting that between 21-35% of children were in receipt of free school meals. This question was asked to give the research team a measurement of social deprivation within schools that were implementing career learning activities. Table 2 below summarises some background information on the respondents.

The survey then asked ten closed-ended and multiple-choice questions.

CHART 1:
Regional distribution: online qualitative survey respondents

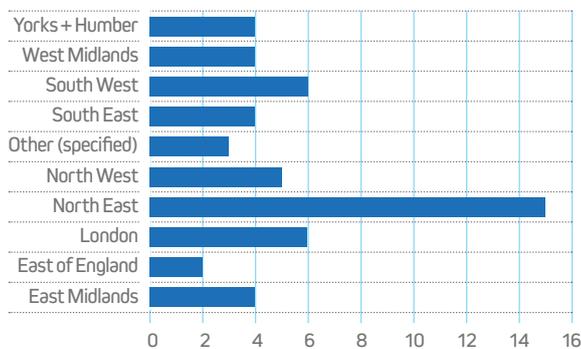


TABLE 2:
Background information: online qualitative survey respondents

How many children attend your primary school?		What percentage of students at your school receive FSM? (Free School Meals)		What is your school type?	
0-50	1	0-10%	12	Academy	20
51-100	2	11-20%	3	Independent	3
101-150	5	21-35%	14	Maintained	26
151-200	7	36-50%	15	Other	2
200+	36	Don't know	7		

2.3 Case Studies

Between May 2018 and July 2018, the research team invited teachers from around the country to share their own experiences of organising career-related learning activities in their primary school. Initially, the findings from the qualitative online survey allowed us to collect data from schools who agreed to be contacted for follow-up telephone interviews. We also worked closely with Teach First, the 'Primary Futures' programme and other key partners such as the National Association of Head Teachers (NAHT) and Enabling Enterprise to identify case studies of good/interesting policies and practices.

A total of 17 case studies were identified, including 1 example outside of England. The schools within the selected case studies represent a Free School Meals (FSM) eligibility ranging from 2% - 50%. Only a third of the total schools interviewed were located within a major city.

Most of the sampled schools were awarded 'Good' in their most recent Ofsted inspections and 83.3% of interviewees held a position of 'Senior Leadership'. Five of the schools surveyed were part of, or linked to, a secondary. Table 3 below represents background information of the schools.

TABLE 3:
Background information: case study primary schools

Which region is your school in?	Pupil FSM (%)	No. pupils	School type	Most recent Ofsted rating	Teacher role
Bedfordshire	37%	487	Maintained, Foundation Status	Good	Assistant Head
Lincolnshire	16%	153	Junior School, Standalone Academy	Good	Headteacher
Greater London	25%	550	Maintained	Good	Middle Leader
Greater London	11%	282	Voluntary Aided	Good	Headteacher
Merseyside	27%	274	Maintained	Good	Assistant Head
Middlesbrough	24%	400	Maintained	Good	Key Stage Leader
Northamptonshire	50%	210	Multi Academy Trust	Good	Headteacher
Northamptonshire	21%	200	Multi Academy Trust	Good	Assistant Head
Nottinghamshire	Pupil Premium 29%	1000	Multi Academy Trust	Good	Assistant Head
Nottinghamshire (also Bedfordshire, Lincolnshire, Peterborough)	n/a	n/a	Multi Academy Trust	n/a	Careers Lead
Suffolk	15%	350	Multi Academy Trust	Good	Subject Lead
Tyne and Wear	13%	424	Trust School	Good	Headteacher
West Midlands	unknown	710	Academy Trust	Outstanding	Assistant Head
Yorkshire and Humber	48%	732	Academy	Outstanding	Assistant Head
Yorkshire and Humber	24%	467	Maintained	Good	Acting Headteacher
Yorkshire and Humber	47%	280	Maintained Foundation Status	Requires Improvement	Headteacher
Yorkshire and Humber	43%	271	Maintained, SEN School	Outstanding	Middle Leader

13 of the case studies were conducted through telephone interviews and four were carried out face-to-face as agreed with Teach First. The latter interviews took place at schools in Lincolnshire, Suffolk and Nottinghamshire, as well as an additional interview with a careers lead for a multi academy trust in Nottingham. Each of the interviewees was required to review and complete a consent form prior to the visit. Audio recordings were made of the interviews with the consent of the interviewees and in line with research ethical codes of practice.

The case study interviews lasted between 30 to 50 minutes and began with an initial seven questions regarding the respective school's demography. This was then followed by open-ended questions, which included many of the same questions and themes found within the survey. This allowed teachers to expand upon their answers to the survey, provide any additional comments or reflections on careers provision and provided the research team with the opportunity to ask any relevant follow up questions. In addition to the online survey questions, the schools were asked about their views on the role of the respective local authorities in supporting careers provision, targeting specific learner groups, and using benchmarks and frameworks in the primary context. The interview questions can be found in Appendix 8.2.

2.4 Expert Panel Discussion

Upon the completion of the case studies, the research team gathered 26 key thought leaders from across England i.e. those with a specific interest and field of expertise in career-related learning in a primary school context.

The rationale for this was to draw upon their knowledge and expertise in order to validate interim findings and to identify any obvious gaps.

They participated in an expert panel, facilitated by Dr Deirdre Hughes OBE, and included representatives from policy formation, teaching unions, employers and professional bodies, as well as academics and practitioners. Nine open-ended questions for consideration were sent prior to the expert panel discussion. Experts spent two hours discussing key set questions and made invaluable contributions to the research. The participants were asked for their consent to agree to be quoted in the final report, where appropriate. Appendices 8.3 and 8.4 respectively list the participants and questions.

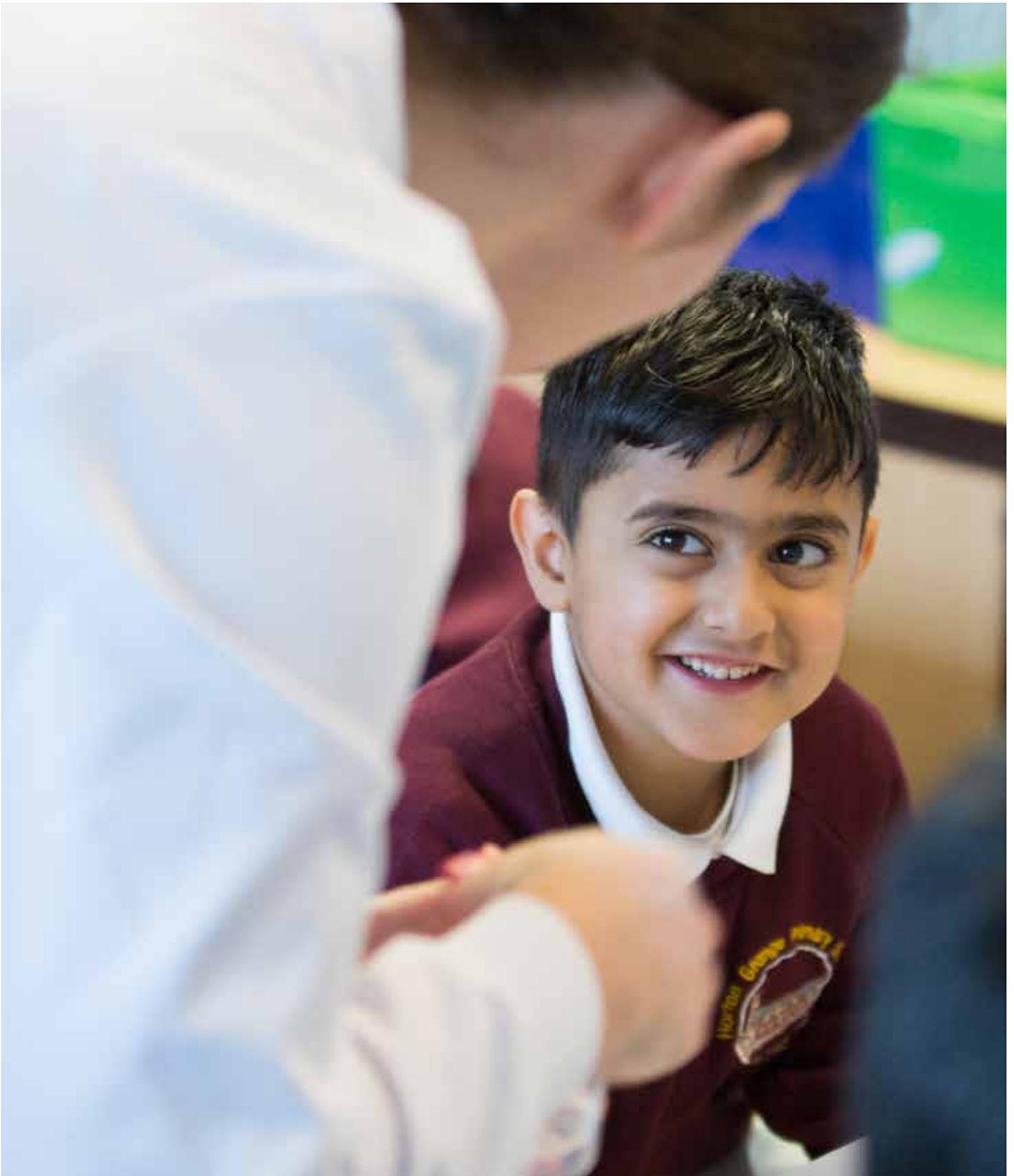
2.5 Limitations

As mentioned previously, there are limitations to the research design that must be acknowledged. With the limited number of the responses to the online qualitative survey due mainly to the timing as the end of the academic year approached, it was not possible to get a significant representation of schools on career-related learning provision in primary schools.

However, the content-rich qualitative data has helped to overcome this challenge. While the sample from the survey is not fully representative, it does provide a useful insight into existing career-related learning in primary schools and a step forward in understanding what is being implemented in differing regions.

As this research was undertaken towards the end of the academic year, identifying teachers available to be interviewed was somewhat of a challenge. Despite this, the overall findings provide an interesting insight into a detailed and diverse range of activities and methods used in career learning in the primary context.





‘Career-related learning is not about asking eight-year olds what they want to do in the future - children must be allowed their childhood...It is work that builds on children’s growing awareness of themselves and the world of work, and weaves what they know into useful learning for now and later’

(WATTS, 2002).

3 Literature review

Career development and its impact on young people's transitions to adulthood has been well researched in post-primary schooling at an international level (Hughes et al, 2016). In comparison, research that examines early childhood career-related learning is relatively under-researched (McMahon & Watson, 2017). Therefore, this literature review is a timely study, particularly given some key recommendations in England's *Careers Strategy* which acknowledges the importance of early years' experiences (DfE, 2017). By collating and analysing evidence from contemporary literature, an overview is presented of why primary school experiences are so important in a child's career development journey.

Good and interesting practices are outlined identifying what career-related learning activities' primary schools are providing. There has also been interest at the policy level on the possible extrinsic benefits of planned career-related learning activities on children's attendance, attainment and engagement in their own schooling, particularly for children living in socially-disadvantaged areas.

Finally, possible frameworks that can be applied in practice are explored. There are a small number of robust quasi-experimental or experimental studies that use some kind of control to measure the association between primary schooling activities and certain outcomes; however, most evidence in this sphere is based on qualitative evidence or small-scale evaluations. It should be noted that the existing literature is particularly weak on the comparative value of different career-related learning activities for different key stages.

More large-scale evaluations are needed to draw out career-related learning activities and programmes that have an observable, consistent and replicable impact on children.

3.1 Defining career-related learning

Many teachers in primary schools are well aware of the importance of expanding each child's awareness of the work that adults do and of challenging their attitudes about gendered work roles. As a consequence, many primary school teachers engage their young students in learning that could be described as career-related learning. The term 'career-related learning' (CRL) is used as this encompasses early childhood activities in primary schools designed to give children from an early age a wide range of experiences of and exposure to education, transitions and the world of work. It also builds upon earlier robust research findings (Wade et al, 2011). This is part of a lifelong career development process.

There are other words that feature in the academic literature such as: career adaptability; career awareness; career construction; career dialogue; careers education; career exploration; career learning; employability; entrepreneurship; occupational interests; work-related learning, career development and so on. It is recognised that there is no consistency in terminology as this is a multi-disciplinary subject spanning education, development psychology, human resources, sociology and life-course approaches. Complimentary to this, the seminal work of major child development theorists (Erikson, 1985; Piaget, 1977), childhood career development theorists (Gottfredson, 2005; Savickas, 2013; Super, 1980, 1990), and learning theorists (e.g., Kolb, 1984; Vygotsky, 1978) undoubtedly make a significant contribution to pedagogical approaches.

Childhood experiences are foundational in the construction of identity; observations of attitudes towards work within families, cultural stereotypes, and influence of the media may influence children's meaning of work and in turn their occupational identities (Skorikov

& Vondracek, 2011). Although it may be tempting to think that children of this age are too young for career-related learning, Australian researchers, Patton & McMahon (1997) found that career development is a concept understood by children from preschool. Given that children as young as five years can express occupational dreams (Phipps, 1995), and that career preferences are formed early (Poole & Low, 1985), it seems that valuable opportunities to influence the socialisation and career readiness of many children are being missed.

‘By making meaning of their explorations and experiences of the world through self-reflection and social interaction, children construct foundational stories about who they are and who they are becoming’

(AHN, 2011).

3.2 Why is career-related learning in primary schools important?

Children actively explore their worlds and begin to construct possibilities for present and future selves (Cahill, 2017). These life stories include a sense of self (self-identity), life roles, skills, and knowledge, and are shaped by everyday events and experiences. They are also often shaped, moulded and restricted by gender stereotyping, socio-economic

background and the role models in their surroundings (Archer et al. 2014; Chambers et al, 2018). Many children often do not know enough about the world of work to have realistic ideas of what jobs exist, but they have absorbed enough to believe there is ‘men’s work’ and ‘women’s work’. This has been evidenced in numerous recent studies, for example Chambers et al (2018) asked children aged 7 to 11 years old to draw and describe what they wanted to be when they grew up. Their free text descriptions were coded into one of 69 possible occupations. The results are illuminating, if slightly depressing. ‘By the age of seven it was clear that the jobs chosen reflected standard gendered ideas. In the UK, in Science, Technology, Engineering and Mathematics (STEM), four times as many boys wanted to become engineers as did girls. Twice as many boys as girls saw science as their chosen future, while girls were four times more likely than boys to want to be vets, and more than twice as likely to want to be doctors’ (p. 21).

Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children exert in certain lessons (Flouri and Pangouria, 2012; Bandura et al., 2001; Gutman and Akerman. 2008), the subjects they choose to study (Kelly, 1989; Archer and Dewitt, 2017), and the jobs they end up pursuing (Akerlof and Kranton, 2000; Breen and Garcia-Penalosa, 2002). Research has shown that early interventions can bring a lasting impact on children’s development and perceptions of different occupations and of the subjects thus enabling access to them (Howard et al. 2015).

The prevailing historical view maintained that children’s ideas about careers are unrealistic and likely to change and, therefore, not worth paying attention to (Gore et al. 2016). And yet, a body of literature continues to grow which demonstrates that children’s ideas about

careers are not only less 'magical' than once thought, but also that the aspirations young people hold are often quite similar to those held in their teenage decision-making years (Auger et al., 2005; Care et al., 2007). Recent analysis and publications also reiterate these notions. Research by Chambers et al (2018) and KidZania (2017) both reveal that the difference between children's career aspirations from early childhood to early adulthood are marginal. Assumptions that children's career ambitions may be transitory may have dissuaded researchers from focusing on them in the past. Early career ideas of primary-age children can, and should naturally be tentative and may be slightly imaginative. However, while these aspirations may not be entirely realistic, they can be used to fruitfully investigate children's perceptions of and ideas about the world of work (Hutchings, 1993).

As briefly discussed above, a number of developmental researchers (ibid) have identified childhood as important in a child's career development, including awareness and understanding of self, development of self-efficacy, knowledge of world of work, and engagement in both present and future problem-solving and choice-making. By early childhood children have been shown to demonstrate concern about the future, control over their lives, curiosity about occupations and work as well as confidence to construct a future (Savickas 1991: 2002). Super (1996) describes this period of a child's life as the 'growth stage' with children moving from what he terms 'fantasy' ideas about their future to genuine 'interests'. According to Gottfredson (2002), of the four stages of development she describes, stage two 'orientation of sex roles' occurs at the age of 6-8. At this age, she argues, children grasp the concept of a set of behaviours belonging to each sex and therefore begin seeing jobs and future pathways

'This is not just about jobs, work, and careers, rather it is about life stories'

(CAHILL, 2017).

as intrinsically gendered. Stage three (age 9-13), she argues, is where children begin to see their social value based on perceptions of social class and intelligence. By those ages, it is believed, they will have abandoned the 'fantasy' careers associated with the very young and have started to become more aware of potential constraints on their occupational choice (Gottfredson, 2002). In a more recent study, Care (2007) investigated young children's career development in the context of Gottfredson's stage theory. In a small-scale experiment, 84 children attending a kindergarten/early learning centre for four- to five-year-old children exhibited gender stereotyping in their aspirations, with the clear majority nominating real occupational roles as opposed to fantasy ones. The pattern of boys' and girls' aspirations support Gottfredson's proposals.

These career development theorists suggest that children should be encouraged to sense and sift occupational information with a view of understanding it, which can provide a valuable foundation for a more extensive careers education later at secondary school. Nonetheless, in practice, career-related learning as part of a career development journey in early childhood is often downplayed and under-researched, even neglected. The value of providing children with an opportunity to consider their futures and offer pedagogical support to realise their ambitions is also well recognised by teachers. Recent surveys of teachers have repeatedly demonstrated the demand, and the perceived benefit of, career-related learning in primary schools.

A 2017 survey in England of nearly 500 primary school teachers, carried out by YouGov on behalf of the charity Education and Employers, found that 90% of teachers

in the sample thought that career-related learning, with the support of employers, can help challenge the stereotypes that children have around the jobs that people do and the subjects they study by gender. In the same survey, researchers showed that teachers believe engagement with the world of work can help children's academic achievement and support them with the learning of non-academic skills. This is believed to occur through increased value of education and the relationship children can draw between what they learn in classroom and the future (Education and Employers, 2017). In 2018, similar findings were shown in an English survey published by Education and Employers with TES and the National Association of Head Teachers (NAHT). From 250 primary schools who responded to a set questionnaire, almost 50% believed that learning about the world of work should start from age 5 and under as they believe ideas and attitudes are shaped very early and children perceive the world through their family and friends before they even enter school. The survey asked primary schools why they believe learning about jobs and careers is crucial at this stage. The majority of respondents acknowledged the role this can play on broadening aspirations, bringing learning to life and increase motivation, enhancing self-belief and self-efficacy and changing attitudes about certain jobs or subjects (Education and Employers 2018).

Education systems that 'require primary schools to teach career education – such as British Columbia and Ontario (Canada), the Czech Republic, Denmark, and, more recently, Croatia, Estonia, and Hungary – will probably recognise that legislation by itself is not enough. Countries such as New Zealand, some American states (e.g., Missouri and Georgia), England and Scotland that have voluntary guidelines and resources recognise that take-up is often patchy' (Barnes & McGowan, 2017, p.173).

3.3 Types of career-related learning

It is by no means a straightforward process to disentangle the unique contributions that different forms of career-related learning can be expected to have on children in primary schools. It is therefore important to make sense of different activities from the perspective of practitioners.

The aim of this section is to provide a *practical, comprehensive and evidence-based* approach to career-related learning activities and to move towards a typology that offers school staff a clear sense of the purposes behind the different uses of career-related learning activities. The goal is to enable staff to identify rationales for selecting a range of activities to achieve learning outcomes. However, the gap in recent primary schools' literature limits the extent to which practical advice could be given. More empirical research is required, particularly in the form of action-research projects, longitudinal and quasi-experimental/experimental studies. In this research, in-depth interviews with primary schools were implemented to add context to what can be realistically learnt from the existing literature.

In a recent review of primary schools literature, Mann, Rehill and Kashefpakdel (2018) form a typological approach to understand and categorise career-related learning in primary education. Three areas are identified as:

- **Much of the work related to primary education is focused around educational outcomes for young people**—whether delivered through the provision of supplementary resource in the classroom (reading and number partners) or as a complementary mechanism to change pupil attitudes about the value of education.
- **Provision is designed to enhance children's understanding of jobs and careers**—for example, by challenging

gender stereotyping or illustrating the uses of science in employment.

- **In considering enterprise education, engagement can be seen to offer means to secure additional learning outcomes to the usual diet of provision**—providing pupils with the opportunity to explore and practice knowledge and skills (such as problem-solving and team working) demanded by the modern labour market.' (Mann et al., 2018, p.26)

3.4 What are the desired outcomes of career-related learning?

The positive outcomes of career-related learning can be distinguished, as Mann et al. (2018) contend, between activities aimed at improving the knowledge and skills of children taking part and those designed to influence children's attitudes and aspirations. In this report, it is suggested that certain activities can also be categorised as developing children's social and emotional skills and behaviours. These are vital in a child's development and progression especially as they face an often-daunting transition from primary to secondary schooling.

3.4.1 Improved education outcomes

Primary schools often provide career-related learning opportunities by inviting employer representatives into school. Reading partner schemes have been familiar in the U.S., mainland Europe, and the U.K. for many years. These schemes are characterised by the use of largely untrained volunteers brought into primary schools to hear children read on a regular basis (Torgerson et al, 2002, pp. 434–436). While, of course, programmes could be undertaken using parents or university students, employee volunteer schemes are very common and have been popular with schools for reasons of logistical simplicity with the ambition to influencing the career awareness and aspirations of children.

A review by Torgerson et al. (2002) looked at the results of seven U.S. and U.K. experimental studies using such reading partners, including seven randomised controlled trials (RCTs). This provides an overview of the types of programme historically delivered and the challenges of assessing impact. The review did not specify whether reading partners were with workplace volunteers. It found results to be, when considered as a collective, inconclusive, with all studies suffering from a low number of participants. Studies showed that in some circumstances reading partner schemes were positively associated with improved learning outcomes, others suggested that this was not the case. It is possible that the studies reflected variation in programme design and pupil selection as well as low participation numbers, undermining statistical confidence.

More recent work by the Centre for Evidence and Social Innovation team at Queen's University, Belfast has used randomised control trials (RCTs) to assess the value of similar programmes. Miller and Connolly (2013) assessed a large trial of some 512 children aged eight to nine-years-old—identified as being below average in reading ability and lacking confidence in reading—263 of which were randomly assigned to participate in weekly one-hour sessions with employee volunteers over a school year. When compared to a control group using statistical testing, the researchers found the programme to be 'effective in improving a number of reading outcomes for pupils' with impact strongest in relation to decoding, reading rate, and reading fluency.

In a report by Morris (2014) results from a small survey of 28 schools who took part in Number Partners shows 86% of teachers reporting positive improved chances of reaching their individual numeracy targets. Number Partners is a national employer volunteering scheme whereby

volunteers go into primary schools to help children with their maths. Following some initial training, Number Partner volunteers are assigned to a particular school which they visit approximately once a week. When there, they play number games and undertake number-based activities with pupils who are selected to participate by their teachers, with the aim of making maths fun, increasing the confidence of participating students and improving their attainment in maths. Respondents identified positive effects associated with Number Partners on the concentration, listening skills, verbal expression, confidence, motivation and aspirations of participating children, as well as improvements in their understanding of the world of work and participation in the classroom. Comments from teachers highlight the nature and significance of the additional benefits that accrue from pairing Number Partner volunteers with pupils, particularly in terms of children developing confidence and self-esteem through interactions with a non-parental and non-staff adult (Morris 2014). Combining maths with career-related learning opens up a world of possibilities for children to grow and develop.

3.4.2 Greater awareness of Enterprise and Entrepreneurship

The more familiar form of skills development in British primary schools relates to enterprise education. Enterprise education is at one level about developing aspirations and creating ambition. At a second level, it is about attitudinal change – developing a ‘can do’ attitude, being proactive and being adaptable and flexible (Specialist Schools and Academies Trust, 2010). Enterprise education aims to provide the skills and tools that will help children succeed post-school, whatever they do (Lackéus, 2015; Enabling Enterprise, 2015; Young,

2014). Some believe, enterprise education refers to formal teaching and learning of specific content or outcomes, while for others it is more informal and open-ended (Edwards and Muir, 2012; Hytti and O’Gorman, 2004). Young (2014) provides a broad definition, suggesting enterprise education is about children developing “a positive outlook, an ability to see the glass as half full rather than half empty.”

As discussed in Millard’s paper on enterprise education in 2012, enterprise education can develop:

- Knowledge and understanding of key concepts about organisations, risk, and change;
- Skills such as the ability to make informed decisions, manage risk, and make presentations;
- Attitudes, including self-reliance, open-mindedness, and pragmatism, and;
- Qualities, such as adaptability, perseverance, determination, creativeness and flexibility. (Millard, 2017, p.22)

Millard (2017) argues that enterprise education can be approached in three ways including: (i) teaching about enterprise which helps developing pupils’ knowledge and understanding of issues such as how businesses work; (ii) teaching for enterprise which increases engagement with and interest in enterprise; and (iii) teaching through enterprise which is a more active learning process that helps young people develop an enterprise skill set by giving them experience of the wider world.

Despite their popularity, robust quasi-experimental or experimental studies looking at the impact of such provision on children are sparse. One important exception is a 2012 Dutch study (Huber et al., 2012) on the effect of taking part in a programme wherein 11-year-old pupils ran their own enterprise over five non-consecutive full days. Using an

randomised control trial (RCT) evaluation, the study found that when compared to a control group, participants had significantly improved self-assessed non-cognitive skills, and changed attitudes, across a range of areas: self-efficacy (defined by the authors as 'belief in own ability'), need for achievement ('desire to do well'), risk-taking ('predisposition towards risky activities'), analysis ('ability to assess complex situations'), persistence ('ability to continue despite setbacks') and creativity ('ability to create many activities').

3.4.3 A broadening and raising of pupil career aspirations

A future career seems, and indeed is, a long way off for most primary-age children. Making a connection between what they learn in primary school and the jobs they might one day pursue is not easy, particularly for those from challenging backgrounds, where local unemployment is high, and horizons may be set low. Previous research suggests that exposing children to more real-world examples in a way that is both exciting and embedded in everyday school life, as well as being age appropriate, can help transform the way children view certain professions and roles (Mann and Dawkins, 2014). For example, children often struggle to see the meaning of academic learning to the real world.

Through career-related learning and engagement with people who bring an authentic experience of the uses of subjects of study in the working world, schools can challenge the assumptions developed by children, allowing them to draw richer, more informed connections between education and ultimate economic and wider success in adult life (Knight, 2015; 76). As Kelly (2004) has shown even very highly performing primary school pupils often struggle to

see the meaning of academic learning, such as in Mathematics, to the real world. Teachers and students alike can have fun in the classroom linking subjects to possible jobs of the future.

In the Education and Employers' survey (2017), mentioned above, researchers sought to find out why introducing children to the world of work is important. Of the 250 respondents, 90% agreed that introducing children to the world of work can change children's attitude positively towards learning leading to improved academic attainment (Education and Employers, 2018).

"I carried out a practitioner enquiry, comparing maths work from regular weeks to that of a Stock Market week where we turned the classroom into an investment bank. Pupils across all abilities achieved more, quantity of work went up and the pupils said they enjoyed learning in that environment more than usual while class/group teaching sessions."

(SUBJECT TEACHER, SCOTLAND QUOTED IN EDUCATION AND EMPLOYERS, 2018, P.7)

3.4.4 Increased confidence and motivation

Previous research has explored the associations between early perceptions about jobs and future roles and educational outcomes. In their review of contemporary literature on aspirations, Akerman and Gutman (2008) find that young people with higher educational aspirations have greater motivation and higher educational attainment than their peers, as do those whose parents hold higher educational aspirations for them.

This idea of 'aspiration' has garnered considerable interest from policy-makers and researchers over recent years (Archer, 2014; Moote and Archer, 2017). A series of recent quantitative longitudinal studies have drawn compelling relationships between school-age aspirations and both engagement in education and the achievement of adult economic outcomes (Flouri and Pangouria, 2012). Moreover, US and Australian studies have found links between the nature of occupational aspirations of primary school age pupils and later educational outcomes, with higher aspirations being positively related to higher levels of attainment and lower dropout rates (Knight, 2015, p. 76). Looking at interest in science, for example, the ASPIRES project, led by Professor Louise Archer, University College London (UCL) has shown through longitudinal tracking that students who do not express STEM related aspirations at age 10 are unlikely to develop STEM aspirations by the age of 14. Consequently, they are less likely to pursue science subjects, achievement in which is related with higher adult earnings (Archer et al. 2014).

Schools and neighbourhood context influence children's early attitudes and assumptions about the world of work. Archer and her team call for efforts to broaden pupil STEM aspirations to begin in primary schools with STEM careers awareness embedded in science provision.

They highlight the need to draw more readily on role models from local work places to challenge the stereotypical image of science careers as being 'only for the brainy' and for a limited cross section of society (Archer et al., 2013; 2014; 2012; 2010; Archer and DeWitt, 2017). By enriching their real-life experiences, pupils can be encouraged to think again about the meanings and implications of what they are being taught in class.

3.4.5 Better understanding of the links between education, qualifications and careers and decreased gender stereotyping

The character of aspirations is strongly rooted in young people's sense of what is 'reasonable' and 'natural' for 'people like me' to pursue. Children come into schools with assumptions which have emerged out of their own day to day experiences: experiences which are routinely shaped by ideas surrounding gender, ethnicity and social class (Gottfredson 2002; Archer et al. 2012; Watson et al, 2015). By the age of eight, girls and boys routinely develop gendered ideas about jobs and careers and with long term implications. Such 'naïve early understandings have already turned them towards some possible futures and away from others' argue Gutman and Akerman (2008, p.5) from their review of research literature on gender and aspiration.

The assessment of a major Key Stage 2 Career-related Learning (CRL) Pathfinder (Wade et al, 2011) represents a rare robust exploration of CRL activities which aimed to influence aspirations. The Pathfinder initiative was a significant government-sponsored intervention enhancing the engagement of primary schools with employers in England. Undertaken in the 2000s, across seven local authorities, it was focused on developing pupils' growing perception of their own place in the world of work. 'By enabling pupils to learn about themselves and the

occupational choices they could have, through a programme of career-related learning, the intention was to help pupils develop a better view of their self-efficacy (an individual's belief in his/her own ability to succeed in a particular situation, or deal with the challenges of life). This, according to Bandura et al. (2001) and reflected in Blenkinsop et al. (2006, p.7) is a key factor in raising young people's aspirations.'. Pathfinder targeted children in more socially deprived areas on that assumption that: *'career-related learning may have the potential to ameliorate the likely restrictions arising out of limited cultural capital, thus widening horizons and encouraging pupils to think beyond "known" familial or experienced occupations'* (Wade et al., 2011, p. iv).

Comparing survey responses from some 5,000 children aged 9-10 in 38 intervention schools to 120 control schools over three sweeps, the study found:

- A broadening and raising of pupil career aspirations;
- Increasing confidence from disadvantaged pupils that they would achieve a higher status or higher skilled job in the future;
- Increasing understanding of the link between education, qualifications, and careers and a more positive attitude towards school and education;
- Decreasing gender stereotyping about careers; and improved attendance and attainment. (Wade et al., 2011, pp. 6-7)

Most pathfinder schools indicated that they wanted to carry on providing some career activities, but the loss of external funding, the break-up of the supporting infrastructure, and competing school priorities meant that some schools made limited further progress (Barnes & McGowan, 2017, p.179).

3.4.6 Improved social emotional skills and behaviours

There is now widespread agreement about the importance of connectedness and the benefits of actively developing intra- and inter-personal skills for healthy relationships and well-being (Payton et al. 2008; Roffey, 2010; Flouri and Panourgia, 2012; Cefai and Cavioni, 2014). Career-related learning can also be seen as a useful tool in developing emotional skills and positive behaviours, which can go on to impact on the retention of pupils at risk of disengagement, attendance, and a reduction in negative behaviour. It also can enhance cross-cultural understanding from an early age (Watson et al, 2015).

These skills are sometimes captured by terms such as non-cognitive skills (non-academic skills), character, resilience and grit (Arthur et al., 2015; Tough, 2016; Halstead and Taylor, 2000; OECD, 2018). In his review of existing literature Feinstein (2015) identifies key aspects of these social and behavioural capabilities:

- Self-perceptions, self-awareness and self-direction (including self-esteem and the belief that one's own actions can make a difference);
- Motivation;
- Self-control/self-regulation (generally characterised as greater impulse control and fewer behavioural problems);
- Social skills, including relationship skills and communication skills;
- Resilience and coping.

Analysis carried out by Goodman et al in 2015 on data from the British Cohort Study by UCL found that these social and emotional skills and behaviours are each very important for future outcomes. Compared with cognitive ability they find that social and emotional skills matter similarly for socio-economic and labour market outcomes (such as higher income and wealth and being employed). Earlier analysis

of data from the National Child Development Study in England also found that a combination of academic skills and social-emotional skills are associated with higher hourly wages and the likelihood of employment in adulthood (Carneiro et al., 2007). Childhood proficiency in the skills of resilience, conscientiousness, self-awareness and motivation have also been found to be closely associated with educational attainment (Kautz et al. 2014; Goodman et al. 2015). Although these studies demonstrate a correlation between social-emotional skills and long-term outcomes, they cannot demonstrate causation, in part because there are many other factors that could have an effect on these outcomes (Gutman and Schoon. 2013).

Robust research assessing the impact of career-related learning on emotional skills and behaviours is somewhat limited. Given the fluidity of the concepts and the difficulty in their measurement most research in this area is qualitative and anecdotal. In their 2017 review of enterprise skills and learning, Millard and colleagues (2017) interviewed a number of primary school teachers and asked their panel of experts whether these activities can improve what they term 'non-academic development'. They note:

'Teachers were confident that enterprise education helps their pupils develop skills that underpin success both academically and non-academically, such as remaining positive, aiming high, sharing ideas, and learning to work well in teams.'

(MILLARD ET AL. 2017: 31)

Kirkman et al. (2016) working at the UK based Behavioural Insights Team provide compelling evidence that young people who take part in social action initiatives, such as volunteering, develop some of the most critical skills for employment and adulthood in the process.

They evaluated three primary school-based social action initiatives which centred on the participant developing, costing and managing a community campaign or social action idea. Using a number of randomised control trials (RCTs) and one pre/post comparison, the researchers compared the outcomes for young people who took part in these funded initiatives against the outcomes of young people who did not. They found that social action initiatives 'consistently improved young people's levels of empathy, and their sense of community involvement. Some programmes were also impressive in increasing students' co-operation and levels of grit.'

3.4.7 Improvements in attendance and attainment

The evidence-base on improvements in attendance and attainment are largely underdeveloped, with the exception of Wade et al, 2011. Clearly, there are still questions about what success looks like, how career-related learning should be designed and what schools and teachers should be doing to facilitate this.

Findings from our interviews with teachers and other primary school staff in the next chapter help to further define best practice for primary schools embarking on or further improving their career-related learning programme.

3.5 Primary schools' approach to career-related learning

3.5.1 Staff roles and leadership

Many teachers in primary schools, although they may not be familiar with career development frameworks, are aware of the importance of expanding each child's awareness of the work that adults do and of challenging their attitudes about gendered work roles. As a consequence, many primary teachers engage their students in everyday learning that could be described as career-related learning (Education and Employers, 2018). At the local level, the most significant drivers of career-related learning in primary schools have been school executive and teachers.

'School leaders, understanding and harnessing the contexts in which they operate, mobilise and work with others to articulate and achieve shared intentions that enhance learning and the lives of learners.'

(DEMPSTER ET AL., 2017, P.3)

As Dempster et al., 2017 explain this definition above underlines 'the need for school leaders to understand and employ the means available to them in their local contexts, as they work with others—the human agency necessary—on their shared

intentions—intentions which should have a common moral purpose' (op.cit).

In terms of strategies and structures in developing career-related learning, the Qualifications and Curriculum Development Agency (QCDA, 2010) review of what they refer to as 'work-related learning' for young people aged 5-19 offers several insights on the importance of an overall school structure and strategic direction. The review contains the testimonies of 12 primary school teachers who describe the challenges of maximising the opportunities provided by career-related learning. The teachers highlighted that it needs to be coordinated at a 'whole- school level', with senior leadership providing curriculum flexibility and driving the programme from above.

The QCDA review found a resounding proportion of teachers also emphasised the importance of having a designated person who had direct responsibility for career-related learning (CRL) at their school (op.cit). The respondents believed that not having anyone to co-ordinate CRL, and using a more haphazard approach, was a significant barrier to providing more opportunities (ibid.). EdComs discovered similar concerns when they interviewed 400 primary school leaders in 2008, with a considerable proportion highlighting that 'lack of suitable staff to support business involvement' was the biggest barrier in creating further opportunities (EdComs. 2010).

The Education and Employers (2018) survey of primary school teachers and school leaders highlighted curriculum rigidity as one of the biggest challenges when organising career-related learning. Of the 250 respondents, 22% highlighted that space in the curriculum was the biggest barrier in providing children with opportunities to learn about the world of work. Other challenges included finding the time and availability of local volunteers.

The survey also asked the respondents whether they have a dedicated person in their schools who is responsible for organising engagement activities; 53% said they have a member of staff who is responsible for organising these activities and 47% didn't have a dedicated person to organise career-related learning events. It is also interesting as the majority of the respondents to the survey were part of the senior management team or classroom teachers; head teachers 29%, deputy head teachers/ member of school's senior leadership team 22% and classroom or subject teachers 26%.

3.5.2 Improving pupils' experiences

There are a limited number of international examples of how best to implement and prepare children for career-related learning activities in the primary school phase. The Australian authorities, for example, recommend that teachers:

- Prepare children before the event or activity, including preparing questions for teachers or volunteers.
- Clearly identify the desired outcomes from activities, and articulate these to the children taking part.
- Establish monitoring, reviewing and evaluation processes to inform continuous improvement (NSW Government, Education & Communities, 2014).

Different countries and even different states within countries resource and organise CRL in various ways. One issue is clearly how easily or otherwise CRL can be accommodated within the education system. In the academic literature there is considerable discussion of how best to teach career development. While there is limited evidence on the effectiveness of different teaching styles, qualitative evidence suggests that schools use a mixture of approaches

to accommodate for all learner types (Jones and Iredale, 2010; QCDA 2010; Millard, 2017;). Millard reviews a number of pieces of contemporary literature which promote more 'progressive' active and experiential approaches, including "project-based learning", when implementing career-related learning. As he notes, they have a perceived tendency to:

- Increase pupil engagement;
- Increase pupils' awareness of their own abilities;
- Increase pupils' confidence;
- Foster work habits such as responsibility and creativity; Embody enterprise 'values' by emphasising the importance of everyone's voice (not only the teacher's);
- Permit greater fluidity, allowing pupils to shape their own learning (as might be required after they leave school);
- Support experiential 'learning through doing', either in school or as part of a project or work placement elsewhere; and
- Simulate the workplace. (Millard. 2017, p. 23)

Millard (2017), in his review of enterprise education, suggests six principals including: (i) clarity of goals, (ii) assessment, (iii) early interventions, (iv) challenging students, (v) practicing skills elsewhere and (vi) authenticity.

'Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams'

QUAGLIA 2016).

The UK Career Development Institute (CDI, 2013) have created, a set of processes and methods that can be effective in achieving careers and work-related learning outcomes in the primary phase:

1. Portfolio learning

A careers portfolio or e-portfolio is a collection of materials put together by the learner to support their career development, e.g. skills profile, action plans, personal statements, CVs, experiences and achievements log, certificates, careers research, record of applications.

2. Tests and questionnaires

Can include self-assessment tools, e.g. card sorts, questionnaires, psychometric tests, occupational interest questionnaires, aptitude tests. Identifying choices and opportunities.

3. Enquiry learning (dialogic, project-based, problem-based)

An approach to learning that stimulates learners' thinking skills. Dialogic teaching relies on the teacher's skilful use of questioning and discussion. Project-based learning provides opportunities for learners to manage complex data and present the finished work to an audience. Problem-based learning is a way of enabling learners to develop transferable skills in the course of solving problems.

4. Active learning

Active learning is 'learning by doing'. It involves the active participation of learners. Typical activities include business games/ careers games, mini-enterprises, role plays, simulations and public presentations (performances of understanding).

5. Experiential learning

Experiential learning is intense learning ('learning in the raw') based on direct, first-hand experience. It is not sufficient to

merely 'have an experience' – to maximise the learning, prepare learners beforehand and structure debriefing and reviewing activities afterwards. (CDI, 2013, pp. 24-29).

In 2016, the Greater London Authority, London Councils and London Enterprise Panel set out a careers offer for all young Londoners, namely, 'London Ambitions' including a key stage 2 (ages 7 -11) – key stage 5 (ages 16-18) curriculum⁹. A key stage 2 curriculum was designed to support primary school teachers to focus on 'awareness about careers now and In the future: widening horizons and not closing down options' (Hughes, 2016).

⁹ <https://www.londoncouncils.gov.uk/londonambitions Careers>

TABLE 4:
London Ambitions Careers Curriculum: Key Stage 2

Learning Outcomes	Activities to stimulate action
1 Enable pupils to learn about themselves and develop a better view of their self-efficacy	Take pupils on external visits e.g. offering opportunities for encouragement about their future Pupils writing letters to individuals/organisations e.g. to thank visitors coming into the school
2 Increase pupils' awareness of career/work opportunities	Role models e.g. introduce inspiring people willing to offer at least one hour of their time to primary schools
3 Increase pupils' understanding of the link between education, qualifications, skills and work opportunities, prepare pupils for adulthood from the earliest years	Curriculum integration e.g. role play to help pupils see the connection between education, work and lifestyle; link with science, technology, engineering, arts and mathematics (STEAM) helping raise pupils' aspirations Cross-curricular work e.g. visits combined with classroom work on science, history, ICT, literacy and numeracy etc. Explain the option choice system to help pupils see the connection between their schooling and opportunities in the future.
4 Recognise gender stereotypes and identify opportunities to overcome barriers	Encourage pupils to think beyond known familial occupations e.g. use videos and lessons plans to highlight differing occupations
5 Develop pupils' evolving perception of their own potential place in a future world of work	Curriculum work on enterprise education and personal finance education e.g. taking pupils on public transport to explore their city centre and to spot the different types of jobs en route; meeting people who have started up their own business
6 Expose pupils (and teachers) to businesses and the world of work to develop a realistic view of differing occupations and sectors skills gaps	Opportunities to learn from differing perspectives about what work is like or what it takes to be successful in the workplace e.g. talks and visits to places learning about past, current and future work in or outside of the local community to carry out interviews on people's experiences. Dedicated events e.g. Apprenticeship Week, Enterprise Week, Industry Day, Community Day, National Careers Week, A Graduates Day and/or an Awards Day to boost confidence and self-esteem
7 Ameliorate restricted views by broadening horizons, raise aspirations for pupils with special educational needs and disabilities	Introduce a mentoring scheme with Year 9 pupils from a local school e.g. find some local contacts One-off events e.g. drama or theatre production based on a specific theme
8 Engage parents/carers' attitudes, perceptions and aspirations relating to their children's education and career choices.	Deliver parents and carer workshops in school and in the local community e.g. using images and/or metaphors to discuss past, present and future education and job trends.

This practical resource, underpinned by academic literature, was aimed at middle managers, teachers, careers and enterprise specialists, businesses, local authorities and other relevant government agencies working to support young Londoners.

It provides a concrete example of stimuli teaching and learning material for collective action in primary schools. It recognises the authentic involvement of parents is a critical success factor to the processes of career awareness and increased aspiration.

3.5.3 Parental involvement

Some selected examples of countries targeting parents in career-related learning activities include: Canada (CCDF, 2016), Denmark (Katznelson and Pless, 2007), Northern Ireland (Minister for Employment and Learning and the Minister for Education, 2016) and the State of Virginia in Australia (2013).

Parental involvement on both the school and home fronts has been argued to enhance pupil achievements in school (Epstein, 1983; Grolnick, Kurowski, & Gurland, 1999; Hoover-Dempsey et al., 2001; Hill & Taylor, 2004; Pomerantz et al., 2005). Parents' involvement in children's studies improves children's achievement because of the skill-related resources it provides. By 'skill-related resources', Pomerantz et. al (2007) describe cognitive skills, such as receptive language capability and phonological awareness, as well as metacognitive skills, such as planning, monitoring, and regulating the learning process.

There are a number of reasons why parental involvement can enhance such skills amongst children. Firstly, when parents are involved in teaching and learning, they may gain useful information about how and what children are learning at school; such information

may aid them in helping children build cognitive and metacognitive skills (Baker & Stevenson, 1986).

Secondly, when parents are involved they may gain more accurate information about the capacity of the child. Holding such information may enable parents to assist children at a level that fosters maximal skill development among children (Epstein & Connors, 1995; Epstein, 1987).

Thirdly, even when parents do not have such knowledge, their home-based involvement may provide children with opportunities to learn from practice and instruction (Senechal & LeFevre, 2002). Parents transmit cultural capital, values, and gender-role attitudes to their children (Dumais, 2002) which, in turn are associated with aspirations.

In a review of best practice in parental engagement by Goodall and Vorhaus (2010) they showed that parental engagement interventions are more likely to be effective if they are informed by a comprehensive 'needs analysis' and 'targeted' at particular groups of parents. In other words, interventions should be matched to the needs and profile of the families and parents they are aimed at, rather than providing a general 'one size fits all' support.

The study also found that parental involvement which aims only to supplement parental knowledge and/or to change attitudes does not reliably translate into improved outcomes for children. Although parents seem to have the most prominent influence on children's career development, other family members – such as siblings and extended family – also have been shown to be an important influence (Schultheiss, Palma, Predragovich, & Glasscock, 2002).

3.5.4 Connection with the world of work

When schools embrace career-related learning and connect their student's educational experiences to the community, children gain 'a sense of what they could do in the future, they experience social engagement, a sense of belonging and they have an increased capacity to network with others, building the belief that they can create a positive future' (NSW Government, Australia, 2014, p.3). Successive government policies and testimonies from schools emphasise that successful career-related learning is not possible without some input from employers, employees and businesses outside of school (QCDA. 2010; CBI. 2014). Across these areas, it makes a very significant difference that the human resource in question is someone bringing real life, authentic experience of the workplace (Stanley et al., 2014).

When they engage with children, volunteers are routinely perceived as speaking from a vantage point of real authority: who better to testify how numeracy is used outside of the classroom, after all than someone who earns a wage to apply it in a workplace. Survey data also show that teachers strongly believe that employers play an important role in bringing realism and clout to career-related learning. In the earlier mentioned Education and Employers survey of 250 primary school teachers, 94% of the schools thought it is important to invite volunteers from the world of work to engage in activities offered to children in primary (Education and Employers, 2018).

To Stanley et al. (2014), employer engagement: *'describes the process through which a young person engages with members of the economic community, under the auspices of their school, with the aim of influencing educational achievement, engagement and/or progression out of education into ultimate employment'* (Stanley et al. 2014, p. 1).

Importantly, it is not a matter of engaging pupils narrowly with business (the private sector) but with all those who are employers, or who are employed, within the economic community across all sectors (private, public, and third sector; large companies, small and medium sized enterprises, micro businesses, and self-employment from all occupational areas) (Mann et al. 2018). Despite their importance in facilitating career-related learning and bringing it to life, teachers have noted that the availability of local employers and or scheduling a suitable time for both groups is one of the biggest challenges they face in introducing children to the world of work (Education and Employers, 2018).

Technology-based learning activities can also support the child as a unique individual and encourage exploration, experimentation, risk taking, critical thinking, decision making, and problem solving (Crause et al, 2017). Moreover, technology-based learning activities may offer quick feedback and new challenges, build on previous learning, encourage reflection and metacognition, and support social interaction (op.cit). Where employer visits are not feasible, worksite simulation may be effective in helping children to expand their list of future career choices and to understand the ramifications of those decisions (Harkins, 2000).

3.5.5 Principles of Good Practice, Quality Assurance and Accreditation

The Australian Blueprint for Career Development (2015) offers key principles for career learning in primary schools which states that career-related learning is not about bringing a traditional careers education into primary classrooms on a formal basis but rather about building informally on children's natural curiosity and their existing perceptions of work roles. It is complementary to the curriculum in that children learn about the working

world through subjects such as history, geography and science, linking learning to life and developing personal management, learning and work exploration and career building skills. The principles of good practice¹⁰ are articulated as follows:

FIGURE 1:
Career-related learning in Primary Schools: Principles of Good Practice

<p>LEADERSHIP Teachers and principals agree that the success of the career-related learning was driven by the vision, energy and passion of school leaders and the manner in which they enabled others.</p>
<p>SITUATIONAL ANALYSIS Information derived from all levels of government, appreciation of local issues and needs, school data and the shared knowledge of teachers, students and their families provided clear understanding of how career-related learning could benefit students.</p>
<p>CURRICULUM INTEGRATION The success of career-related learning in the primary setting has originated from the programs being part of the mainstream curriculum, integrated into class and school programs, and used as a vehicle for learning across the curriculum.</p>
<p>TEACHER PROFESSIONAL LEARNING In each of the career-related learning initiatives professional learning and staff commitment have been integral to program success.</p>
<p>RESOURCE DEVELOPMENT Schools identified that locating and accessing relevant and adaptable resources, relevant to a primary setting was imperative if career-related learning was to be effectively integrated into the curriculum. The provision of time to allow teachers to program and adapt and develop learning resources was also vital.</p>
<p>SCHOOL COLLABORATION The value of communities of schools sharing ideas, data, programs and resources; planning curriculum initiatives and events; creating connections to support students in the transition to high school; or aligning career related learning offers is unmissable.</p>
<p>COMMUNITY CONNECTIONS Integral to career related learning is the ability to liaise with the community so that children can see their community at work, the relevance of what they are learning to the world outside school, and the opportunity to discover and explore that world.</p>
<p>PARENTAL ENGAGEMENT Developing strong partnerships with parents allows schools to break down barriers between families and the school.</p>
<p>IMPROVING STUDENT OUTCOMES Career-related learning assists primary students to explore who they are and what they can do in the future.</p>
<p>SUSTAINABILITY Sustainability of career-related learning in the primary school relies on developing effective policy and practices, a culture of commitment and continuous improvement of its implementation.</p>

In England, the then Department of Children, Schools and Families (DCSF, 2010) published a new framework as part of Statutory Guidance: Impartial Careers Education for students aged 7-19¹¹. The framework was designed for primary schools to embed career-related learning activities at Key Stage 2 and prepare for the introduction of economic well-being into the primary curriculum in 2011. Careers co-ordinators and other curriculum planners were encouraged to use this framework to audit, plan and evaluate their programmes of careers education. They could interpret the framework flexibly in the light of learner needs, particularly with respect to prior attainment and/or special educational needs. The learning objectives through career-related learning at key stage 2 are outlined below. The strategy included a commitment to pilot career-related learning in Key Stage 2.

¹⁰ https://www.det.nsw.edu.au/vetinschools/documents/schooltowork/CareerRelated_Learning_in_Primary_Schools_2014%20.pdf

¹¹ http://webarchive.nationalarchives.gov.uk/2011122050641/https://www.education.gov.uk/publications/eOrderingDownload/Careers-ed-framework_7-19.pdf

TABLE 5:
Statutory Guidance:
Impartial Careers
Education - Career-related
Learning at Key Stage 2

Learning Outcomes	By the age of 11 pupils:
Empowers pupils to plan and manage their own futures	describe who can help them to find careers information and how to find it by themselves find the main points in careers information and recognise which facts they can trust begin to recognise their own worth and set personal goals with short term targets and action steps begin to recognise what may stop them from achieving their goals, how they can respond, who they can ask for help and how to take responsibility for getting things done begin to recognise where their ideas and expectations about themselves, careers, learning and work come from feed back that they have the skills to plan and manage their move to secondary school
Responds to the needs of each learner	identify positive things about themselves and their achievements, see their mistakes and what they have learned from them, say how they learn best, what they are good at and what they enjoy most at school know how to make contact with people who can help and support them identify the skills they need to prepare for transition to KS3 review their progress and update learning and transition goals, targets and action points tell the school what help they would like to think about their futures feed back that they received the help they needed to prepare for the move to secondary school
Provides comprehensive information and advice	find and use information about careers identify and collect the information they need to progress smoothly to KS3 recognise what moving to a new school involves and the range of learning options and support available are aware of different forms of work such as work in the house and employment and the rewards they offer are aware of what people like about working for themselves are aware of different forms of voluntary and community activities and how they help individuals and society make straightforward decisions about spending, saving and giving are aware of how employers and people looking for work find out about each other describe the work that people do in their family, in school and in the area where they live recognise that the law protects children and young people from injury and exploitation at work feed back that they have had the information and advice that they have needed to cope with the move to secondary school

Learning Outcomes	By the age of 11 pupils:
Raises aspirations	<p>are aware from contact with people who work that individuals have different feelings about their careers and their work</p> <p>are positive about who they are and what they can achieve, taking into account what other people say about them</p> <p>describe how having a job and earning money can help people</p> <p>are aware that finding the work that you really want to do is rewarding</p> <p>describe why learning is important</p> <p>begin to make judgements about who to listen to when making choices</p> <p>feed back that they are excited by secondary school and the opportunities it will give them</p>
Actively promotes equality of opportunity and challenges stereotypes	<p>are aware that girls and boys have the same choices and opportunities in learning, careers and work</p> <p>are aware of the impact of stereotypical decision-making on the continuing pay gap between men and women</p> <p>find out about and compare all the secondary schools that they could attend</p> <p>find out about a range of individuals who have chosen non-traditional options in learning and work</p> <p>discuss action that people moving away from their friends can take to smooth the transition to KS3</p> <p>feed back that they can recognise and challenge learning and work stereotypes</p>
Helps young people to progress	<p>are aware of the relevance of what they are learning now to their life in and outside school</p> <p>are aware of how the subjects they are studying will help them to make progress in learning and work</p> <p>are aware that the learning choices people make affect their future options</p> <p>are able to present themselves well in front of an audience</p> <p>are aware of how to take responsibility and follow the rules when taking part in a group activity such as an out-of-school club</p> <p>are aware of how developing 'essentials for learning and life' skills will help to prepare them for adult and working life</p> <p>understand and use the processes for applying for secondary education</p> <p>are able to compare the pros and cons of different choices so that they can make progress</p> <p>feed back, after leaving school, that they are satisfied with the decisions that they have made about secondary education</p>

More recently, all secondary pupils in England will, at some point, participate in career-related learning activities. The Gatsby Charitable Foundation has laid out a blueprint for what constitutes 'Good Career Guidance' (Gatsby, 2014) and best practice models in secondary schools and colleges. Eight Gatsby Benchmarks have been set out as guiding principles to support best practice in schools (and colleges). This has galvanised efforts by secondary educators and employers alike. Yet, career-related learning in primary schools has received little attention. The current literature lacks a predominant theoretical framework, which includes a recognition of key career constructs formed during the childhood period. The extent to which the Gatsby principles can be adapted to meet the needs of primary school teachers is considered in the following sections of this report.

Andrews et al. (1995) set out seven forms of in-service training that can support teachers to develop their skills in the provision of careers and employability learning¹². These categories are also highly relevant in a CRL context. For example:

- 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 within a community of practice;

- consultancy offered to the school to enhance its provision;
- school-based learning initiatives to develop CEL practice internally.

In this context, a range of areas that such in-service training on CRL should cover:

- how to have career conversations with children, parents and employers;
- the pedagogy of career development and career-related learning;
- cross-curricular work;
- liaising with employers, volunteers, career guidance professionals and other community stakeholders;
- identifying, managing and monitoring effective CRL provision in a school.

When it comes to quality assurance and accreditation, the Complete Careers' Primary programme (UK-wide) accredits Primary Schools delivering outstanding career-related learning activities within a 'Career Mark Primary Award'.

Primary schools are assessed on the impact and management of their career-related learning activities, staff involvement, and how effectively the school curriculum supports the development of career-related learning in pupils. Holding the award helps distinguish schools providing excellent career-related learning and provides an incentive for schools to improve their own standards. Career Mark Primary has 4 standards:

- **Impact**
Measures how the school sets school and pupil targets for careers education and how it measures the achievement of them.
- **Management**
Measures the effectiveness of your systems for planning, managing and integrating CEIAG

¹² The term 'careers and employability learning' in primary schools was not widely recognised by primary school senior leaders and teachers and the expert panel acknowledged terminology in this area is highly contested.

■ **Curriculum**

Measures how effectively your curriculum supports the development of learners' knowledge, skills, understanding and attitudes

■ **Staff**

Measures how the school allocates, trains and measures the competence of staff delivering the programme (Career Mark, 2018).

The research evidence highlights that the biggest obstacles to designing and delivering impactful career-related learning in primary

schools is insufficient time, lack of resource and lack of 'buy in' from the leadership team.

Whilst all schools experience competing pressures on their curriculum and available resources, evidence shows those primary schools who choose to apply their creative knowledge and skills to embedding career-related learning into a whole school approach reap significant rewards for pupils and staff. It is possible to propose four levels of CPD that might provide a structure for a Teach First initial teacher education training module and other forms of CPD.

TABLE 6:
Examples of in-service training and CPD

Level of CPD	Target audience	Key areas it might cover
1. Basic introduction to CRL	New entrants to the primary school profession and qualified teachers in need of basic introductory training	<ul style="list-style-type: none"> ■ Career-related learning theory, research and practice ■ Accessing tools and resources to enhance CRL within and outside of the classroom
2. Planning and delivering CRL within a whole-school and cross-curricular approach	All teachers, particularly those in years 1-3 following ITE	<ul style="list-style-type: none"> ■ Planning and delivering inclusive CRL activities ■ Cross-curricular programmes linked to specific subject areas ■ CRL learning outcomes and their application in practice
3. Managing and monitoring CRL within a whole school and cross-curricular approach	All teachers, particularly those in years 1-3 following ITE, including appointed career-related learning co-ordinators, career informants and senior leaders	<ul style="list-style-type: none"> ■ Evidence-based CRL findings e.g. what works, in what circumstance and how to monitor effectively ■ Managing change ■ Evaluation and measurement approaches
4. Career co-ordinators and leaders influencing a theory of change approach	Career-related learning co-ordinators, career informants and senior leaders	<ul style="list-style-type: none"> ■ Updating theories and knowledge of careers. ■ Developing and influencing strategy. ■ Leading and managing staff. ■ Understanding national and international policies and practices. ■ Budgeting and financial management



4 Unwrapping Career-Related Learning in Primary Schools

Case studies of 17 schools across England

4.1 What is the taxonomy of teacher roles within a primary school in the context of career-related learning?

The existing literature on career-related learning emphasises the importance of a whole-school, collaborative approach. Effective approaches should be embedded in the curriculum driven by senior leadership teams combined with support from curriculum leaders, classroom teachers and/or partner organisations. This section outlines the findings of 17 case studies where the roles and responsibilities of teachers carrying out career-related learning were examined in more detail.

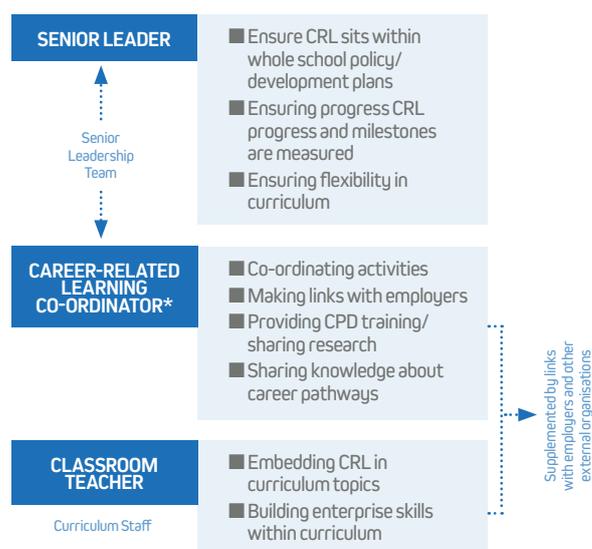
4.1.2 What do schools think their role is with regards to career-related learning in a primary school setting?

While it is useful to divide career-related learning roles within primary schools, it is worth noting that the distribution of these roles is largely dependent on the size of the school and the capacity of senior leadership team. For example, in smaller schools within the sample group where the Deputy Headteacher or Headteacher conducted full or part-time teaching, respondents outlined these roles were taken up by one person. Insights from teachers, as well as the existing literature, suggests that career-related learning in primary schools is most effective when it is offered as part of a whole-school programme, delivered in line with the curriculum and supported by all staff, at all levels. For example:

"I do the progression maps and the initial 'this is where they need to start from', but I don't write them all. I set up an exemplar, then my senior leaders collectively between us divided up the curriculum between us so that we have the same model but each of us taking different areas. And then the middle leaders have shared that with the subject leaders because every single member of staff within my school is a leader. So, the subject

leaders have looked at what we have done and added more information because they are at ground level. That way everyone is involved in the structure of the curriculum."
Headteacher, Wohl Ilford, London)

FIGURE 2:
A proposed taxonomy of Career-Related Learning roles in primary based on the findings of case studies*



*This taxonomy depends on the size of the school and resources available, in smaller schools where staff capacity is reduced roles often merge.

*This particular role can be taken by either a member of SLT or curriculum staff member

4.1.2.1 Senior leader

A key role of the senior leader involves making career-related learning a priority at their school and ensuring this sits within the ethos of the school and whole school development plans. In primary schools where the concept of career-related learning can be fluid and open to interpretation, the ability of a local senior leader(s) to prioritise and effectively communicate this activity to others is crucial. Teachers responding to the online qualitative survey appear to agree, with the majority (65% of respondents) outlining that a headteacher or a member of the school's senior leadership

team was responsible for promoting career-related learning in their school.

Interviews with teachers highlight that when career-related learning is effectively delivered, it tends to be dependent on strong direction from the school's senior leadership:

"They are strategically planned within SLT, so for instance our maths lead took a lead on that this year. The focus links back to our school development plan. So the lead would look at the development plan and drive the focus of whatever the development plan would be. They would look at what they wanted to achieve and plan outcomes for each year. They would share that in a staff meeting and discuss it in a whole school assembly. Children would go back to their classes or year groups and engage in some activities that are linked to the outcomes and hopefully they would have a fun time trying different experiences, in this case with the focus on financial understanding."

(Assistant Headteacher, Leagrave Primary School, East of England)

Interview evidence showed that positive impacts from career-related learning are greater when a consistent and whole school strategy is in place. One particular teacher noted that without the support of the headteacher or senior leadership team career-related learning could be biased in favour of another subject or interest area within the curriculum. The teacher, a member of science teaching staff, highlighted that they were organising activities without the support of a leadership and expressed his concern that children were only hearing about STEM careers.

Another key responsibility of the senior leader in the primary context relates to ensuring flexibility in the curriculum. It is vitally important that curriculum staff feel there is a useful structure in which they can supplement

areas of their teaching with chosen career-related learning activities. While this is often the responsibility of the Headteacher, the Senior Leadership Team subject leaders also have a role to play in ensuring that teachers are allowed the freedom to imbue subjects with elements of career-related learning:

"So we have what's known as the 'Big Question', which links into all the subjects. So for instance in geography they will go and learn about trees, in maths they will learn about money and in English they will write about say for instance a millionaire. It's embedded everywhere. Staff will then look at what the naturally occurring themes are for opportunities in careers events. I have a strategic overview in careers advice and guidance and making sure that careers week happens and that students are going on visits. As part of the careers education, I go into classes as well and check to make sure that careers learning is actively being taught in lessons."

(Middle Leader, West Oaks Primary, Yorkshire and the Humber)

4.1.2.2 Career-related learning co-ordinator

Given the importance of external organisations in supplementing career-related learning in primary schools, a key role relates to the organisation and co-ordination of activities, programmes and events. Primary schools reported that given the time constraints imposed on teachers it was important that time and/or capacity was afforded to a member or members of teaching staff to organise activities with external partners and visitors. Some good and interesting practices include:

"We as senior leaders help to organise these activities and bring the volunteers in to school and use the paid programmes

but we then ask everyone all of our teachers to try and embed this in their lesson planning and lessons. Teachers have the ability to shape their own lessons like that, we'll then double check over them to make sure they are meeting the curriculum standard."

(Headteacher, Handale Primary School, Yorkshire and the Humber).

"One of our key drivers is lifelong learning. In relation to that we are very heavily involved in the local community. One of our teachers has the role of community engagement officer."

(Headteacher, Handale Primary School, Yorkshire and the Humber)

A number of respondents in senior leadership roles noted that as they did not have full teaching commitments it was often, though not exclusively, the responsibility of the deputy head teacher:

"I do it [careers programmes] myself and organise the activities but I have the full support of the curriculum teachers. It's useful to have a member of the SLT looking for opportunities, someone who does not have the full teaching commitments to organise and liaise with outside programmes and volunteers."

Assistant Headteacher, SCHOOL, West Midlands

Interviewees also highlighted that a key role within primary schools, again often carried out by a member of the senior leadership team, was providing in-school CPD sessions and sharing research. Though the latter is often in an ad-hoc manner. Three senior leaders noted that they provided a specific training session or meeting on why career-related learning was important and how to include this in the school curriculum:

"We had a couple of staff meetings where we shared resources, got the teachers to buy in to the project to make it a success."

(Acting Headteacher, South Parade Primary School, Yorkshire and the Humber)

Another role of the co-ordinators is to act as a 'careers informant' which is broadly related to sharing information and knowledge about jobs, careers and education routes. It appears that this is the role undertaken least frequently by teachers, with employers often brought into supplement it. Two teachers reported that staff will take an assembly during the year to explain career paths:

"We ask teachers to think about a job they could do that they could demonstrate in Key Stage 2 and separately in Key Stage 1. I did like an assembly this year that demonstrates different STEM-related careers they could do."

(Upper Key Stage 2 Leader, Yorkshire and the Humber)

The roles and tasks undertaken by a careers informant may include:

- Career dialogue i.e. talking about their work and how they navigated their way into their present role; career resilience, decisions and consequences; inspiring children to use their imagination when it comes to the world of work; and showcasing possibilities beyond the limits of the school and immediate locality
- Site visits i.e. offering community experiences (e.g., job-site visits, accessing public transportation), mentoring support
- Building confidence i.e. supporting children to take responsibility and to problem solve in order to construct their identity consistent with the cultural imperatives of work, love, play and friendship.

4.1.2.3 Classroom Teacher

In related subjects – English, Maths, Science, history, Art and other subject lessons can be used to encourage children to think about the applicability of what they are learning to real life. In subjects where the applicability to real working life is less apparent, teachers in the survey report that they often use career-related learning activities to supplement what was being taught in specific topics and to contextualise learning.

This is often done by bringing learning to life and drawing links between particular jobs and careers and the content of a subject. The primary school teacher's role is often supplemented with external organisations, and the majority of teachers interviewed stated their school regularly worked with external organisations and employers to supplement topics in the curriculum. Respondents also reported that part of the role of curriculum leaders and subject leaders was building non-academic skills within lessons, again with the support of external organisations and frameworks.

4.2 What does good/interesting provision look like?

The following section asks what career-related learning activities are provided in primary schools, how frequently they are provided and to which age groups? Using the findings from case studies gives more detailed information about the different types of career-related learning reported as taking place in schools.

4.2.1 Career-related learning with employers

In all schools interviewed, employers and businesses have some sort of involvement in career-related learning. Respondents stated that parents are often asked to give a talk in school about their jobs (most of these being delivered in early years and through supported topic work). The

majority of participating schools were using local or national programmes that aim to broker or ease the links between schools and volunteers from the world of work. Programmes such as 'Primary Futures' and 'STEM Ambassadors' are frequently used by primary schools where teachers can find local volunteers and invite them to attend a wide range of career-related learning activities.

Aspiration talks were most frequently cited by the interviewees, followed by workplace visits. The survey revealed that most primary schools carry out aspiration talks or events activities at least twice a year, with a quarter noting they carry out activities monthly.

Primary schools interviewed also explained how they felt these type of employer activities were best delivered. A number of respondents noted that the most effective activities gave the children a chance to listen to people talk but also to ask questions. One teacher from a school in Manchester also noted that children become most engaged when they have agency in deciding who is invited to come and speak, though given their proximity to a large urban hub they may have the luxury of inviting in a range of employers that other more rural schools may not have. Typical activities that involve employers included:

- Talking about work (These activities allow children to explore particular careers by having an employee volunteer talk them through their own career and education pathway, as well as the job they do. They could be in an assembly, in a classroom. A common example is the 'What's my job' activity, where students guess the job of a visitor based on a prop and a finite number of questions)
- Delivering specific lessons or projects (Employee visitors and members of

the local community are invited in to school to take a practical part of a lesson. Examples include: asking a local scientist to come and give a demonstration of experiments and chemical reactions). For example:

"Another one was organised by Inspire2Learn and another by University of York and that was called 'challenging children in industry'. They came in for a good 6 weeks with one lesson a week. They came in and spoke about industry and doing a mini experiment with them."

(Key Stage 2 Leader, Thornaby C of E VC Primary School, Yorkshire and the Humber)

- Workplace visits (Workplace visits often involve a group of children visiting an organisation from a couple of hours to a full day. The aim is to provide children with a general overview of the company and wider industry, to familiarise them with its working environment and to provide them with guidance on how they would one day get in to the industry. Workplace visits can comprise of a variety of activities such as: group exercises, workshops, networking events, presentations, Q&A sessions, and site tours).

4.2.2 Career-related learning in the curriculum

The interviews were also used to explore how career-related learning was embedded in the school curriculum. Interviewees mentioned 'topic-based learning' as a key way of embedding careers information in the curriculum. Interviewees spoke of career-related learning as just one of multiple dimensions related to a specific topic. A travel agent coming in to speak to the class, for example, was used by one teacher to contextualise a topic focussed on introducing children

to other countries and cultures as well as doing market-research into what is involved in travel and tourism:

"When we did the topic 'Around the world in 80 days', one of the parents was a travel agent. So, she came in and discussed how in her job she had to use IT skills, writing and maths and this is my job. She set the children a challenge of designing posters for the travel agency about a country, including converting the currency and finding out about the country or town they were advertising. She then brought in prizes and chose the winning prizes."

(Assistant Headteacher, Leagrave Primary School, East of England)

Other interviewees mentioned that they organised themed weeks or days where the whole school would take part in a number of career-related activities related to that particular theme:

"So this year we had our 'Business Week' where we had RS components brought their discovery truck for children to go in, we had lots of different people to talk to different year groups. Nursery children had firefighters and dinner ladies come in to talk to them. Y1 – Y6 Anglia water, some engineers come in. Then all the teachers who had any previous experience spoke to the children about our own career paths. Every child in every single class heard from about 5 different people."

(Deputy Principal, East Midlands)

Involving careers in discrete lessons such as PSHE or taking time from the timetable and allocating them to careers and employability learning was less frequently mentioned. Two respondents mentioned that they intentionally tried to move away from allocating a specific time or lesson to career-related learning, preferring instead to embed this in the

curriculum as a whole, throughout the school. Primary schools responding to our online qualitative survey marked curriculum-linked activities as the second most frequently organised in their school, behind parental engagement activities.

Types of curriculum linked career-related learning include:

- Topic teaching (Using career-related activities to drive a topic or contextualise what is already being taught in a lesson. A talk by a local travel agent, for example, may be used to as the basis for discussions about currency, other cultures and countries).
- Themed days/weeks (Whole school activities where pupils in all year groups take part in a number of career-related activities related to that particular theme over the course of a day or week. Examples include NHS Week, Business Week)
- Discrete lessons (Embedding careers in a single timetabled lesson, schools mentioned that they had previously set aside one PSHE lesson a term to look at careers and employability).

4.2.3 Career-related learning to develop non-academic skills

Teachers frequently noted that career-related learning designed to develop non-academic skills is done with the support of external organisations, those frequently mentioned included Enabling Enterprise and Young Enterprise:

“What I’ve started doing recently, following on from our work with Enabling Enterprise I’m now taking their new ‘Skills Builder’ toolkit and learner descriptors and linked it to the national curriculum and to tie it into our progression maps. So that way the teachers can see how they can implement the soft skills into normal learning. For example, in English they have a focus on listening and a focus on presenting and I’ve

integrated steps 0-15 to the curriculum that the children are learning anyway so that the teachers can cover those areas without having the skills as an add on. I’m always trying to look for something that is going to help engage the children and make them feel that they are not learning because they have to but because this is life skills.”

(Headteacher, Wohl Ilford, London)

When discussing activities to develop non-academic skills, many primary school staff focused on aspects such as children developing their communication skills such as active listening and being able to communicate with adults. Financial capabilities was another popular response, with a number of interviewees outlining they carry out activities such as ‘money week’ or real-life budgeting activities. Interviewees frequently mentioned that career-related activities and programmes should aim to improve:

- Enterprise skills (Often within curriculum and over a longer period, enterprise skills development programmes help children develop an enterprise skill set by giving them experience of the wider world and bringing real-life problems and challenges into lessons. Examples include: Skills builder¹³ programmes and activities that are embedded throughout the curriculum and usually measured at the beginning and end of the year)
- Financial capabilities (These activities aim to develop the child’s financial understanding and basic capabilities with money and budgeting. Examples of activities include ‘money week’ activities which involve managing real or simulated budgets and ‘financial awareness activities’)
- Skills for life (Skills for life programmes are designed to develop the social-emotional skills and behaviours children need for their wider lives, as well as

¹³ ‘Skills Builder’ is a tool developed by Enabling Enterprise to help schools measure their students’ progress in developing enterprise skills, for more information: <http://enablingenterprise.org/skillsbuilder>

their careers. Skills and behaviours that may not be directly related to economic success, such as empathy, resilience and conscientiousness, but necessary for overall well-being while in work. Examples include: Year-long pledge and achievement passports, where achievements such as 'speaking to someone who is left out' are marked down and rewarded).

4.2.4 At what age do primary schools provide differing types of career-related learning?

Clearly career-related learning activities provided to each year group differ significantly between schools. Across the survey, in both Key Stage 1 and Key Stage 2 children are being introduced to broad concepts about work and what a job entails, including challenging stereotypes about the suitability of different jobs. They are also developing personal skills needed for life and work. Respondents also noted that while activities were provided to the whole school, they were often altered and pitched differently depending on the particular age of the audience, for example:

"When she [a visitor] is talking to the littlest ones, it is very touchy feely so they can feel the shapes of different organs and will put them into the model, they will look at the digestive system and see how liquids pass through. When they are doing it with the older children, it will be much more scientific, so they will be saying if there was an operation this is where we would work and where the organs are. The same doctor will deliver the presentation to meet the individual needs of the children. So we have encouraged them to do so by telling them in advance which age groups they are delivering to and have the teachers present to help guide them."

(Headteacher, Wohl Ilford, London)

Seven interviewees reported that they carry out specific career-related learning activities to Key Stage 2 only. These include more complex information about career and education routes, with two schools noting they endeavour to introduce vocational routes to year five students (aged 9) in an attempt to create a parity of esteem before they reach secondary school.

4.2.5 What are the desired outcomes of career-related learning?

4.2.5.1 Developing non-academic skills

From the case studies, 11 out of the 17 teachers frequently stated that one of the key aims when organising career-related learning activities was developing non-academic skills such as:

- resilience
- confidence
- conversation skills.

Five teachers felt developing these skills was part of their role as primary schools anyway, stating they were already working to develop the 'whole child' or something similar. One school in particular commented that they measure the development of these skills by awarding pupils with a stamp every time they exhibited a particular non-academic, or as they term them 'character' traits:

"We developed for this year 5 characters. We did a whole lot of work and we came up with 5 Rs we wanted for our school [Respect, Resilience, Responsibility...]. The characters are non-gender specific and non-culture specific and each has a symbol relating to the 5 Rs. Each child has a planner and each time they show one of these 5 Rs around the school they get a stamp. 6 times a year I open up the shop. They can swap their stamps for rubbers, pencils, a space duck. There are instant rewards in the school."

(Headteacher, Branston Junior School, East Midlands)

Interviews with senior leaders have shown that teachers often embed non-academic skills, enterprise skills without possibly realising these are connected to career-related learning:

"But if I said do you do problem solving or aspirations, communications and all those things they do all of them its really second nature. It comes through the music, the adventure passport, sports we do in school. They are all covered but if you asked a teacher if they do careers skills they would probably say no but they do."

(Assistant Headteacher, Nottingham Primary Academy, East of England)

4.2.5.2 Broadening or raising aspirations

From the survey, 16 out of 17 interviewees highlighted that any career-related learning activity should encourage those who are taking part to consider a broad range of options rather than decide on a particular career. Four interviewees made reference to the social deprivation in their local area when talking about the need to broaden and/or raise aspirations. They mentioned a lack of role models in their immediate community and social network. One senior leader from a school with a high percentage of students eligible for Free School Meals (FSM) said:

"We're in a fairly deprived area. Obviously, there are a lot of children that do need their aspirations raising and don't have an appreciation of what is out there. A lot of children don't necessarily have people in their lives that they can speak to find out that information, especially not at the primary school level."

(Assistant Headteacher, Leagrave Primary School, East of England)

Seven teachers also highlighted that they carried out career-related learning to challenge and break down gender stereotypes at a young age:

"I think the matter behind it all is the aspiration weeks and the careers focus day, we want to give the children as many opportunities as possible and to break down gender stereotypes. When we had our aspirations launch event, we tried to get a wide range of a good cross section of jobs, so for instance we had the senior train driving instructor for Northern Rail, which was great because she was a woman. We had women who you wouldn't expect to see in those jobs. [...] Its really just to give children as many options as possible and to open up their options. I don't think children necessarily understand how many jobs there are out there. If you think of the medical profession you think doctor/nurse, but there are so many jobs within the NHS. [...] So, these aspects of their lives, it's really giving them options."

(South Parade School, Wakefield)

4.2.5.3 Connecting learning to life

Teachers consistently mentioned career-related learning and interactions with employers can bring authentic experience of explaining how subjects can be applied in the world of work. Nearly all interviewees felt that schools can challenge the assumptions developed by children, allowing them to draw richer, more informed connections between education and ultimate economic and wider success in adult life. There was strong evidence of cross-curricular activities:

"As a maths teacher, I'm anti maths being taught in isolation. It has to be a practical application, you have to know that you're learning x, y and z because it has some purpose for you [...] I want to see examples of maths in other subjects. Children are so put off by maths from an early age."

(Maths Subject Lead, Gunton Primary School, East of England)

By enriching their learning with real-life experiences, it seems pupils can be encouraged to think again about the meanings and implications of what they are being taught in lessons.

4.2.5.4 Encouraging parental engagement

Among the teachers responding to the online qualitative survey, the majority replied that the most frequently organised career-related activity in their school was an aspirational parental engagement activity. Teachers reported that they focused on broadening and raising the aspirations of parents themselves by organising events and activities related to careers, particularly pertinent in areas of high social deprivation:

"Helping the parents have high aspirations for their children and realising how gifted their children are is one of the key battles, we encourage parents to want more for their kids."

High FSM school in North East.

and:

"So for our children we have high levels of social deprivation and mobility so we're trying to engage children and their families in having higher aspirations for themselves and within their own education and for their future careers. [...] We also want to try to make sure that their parents realise how gifted their children are in order to help support their learning and achieving as well. Sometimes, with the social climate of our families, sometimes our parents don't realise that. So, we spend a lot of time at parents evenings, open evening and parent engagement sessions to try and get parents on board to want more for their children as well to support and drive their opportunities."

(Assistant Headteacher, Leagrave Primary School, East of England).

4.2.6 How do primary schools currently evaluate the impact of career-related learning?

4.2.6.1 Evaluating activities to improve knowledge about work

The majority of the schools interviewed outlined that they did not carry out any systematic evaluation of their career-related learning activities which aimed to improve knowledge about the world of work. However, five schools did note that they ask their students and volunteers for anecdotal feedback to aid their decision making about future activities. A further five schools expressed an interest in using an evaluation tool:

"I would be interested to see if anything we are doing is having an impact further down the line. Someone needs to develop some kind of tool or programme to help us do that. I would love to have something that would be quantifiable."

(Headteacher, Kingswood Primary Academy, East of England)

An interviewee stated that they carried out pre-activity and post-activity surveys, with questions centred around how much children had learnt about a particular industry. A number of schools mentioned that the reason they failed to carry out any evaluation was mainly because the knowledge, skills and behaviours they were seeking to broaden and/or raise, namely aspirations, were difficult to measure in any kind of survey, for example:

"How would you monitor the impact of going to the port of Liverpool? It's in their attitudes towards learning. It's not just to pass a test. It's for their bright future."

(Assistant Head, North West)

4.2.6.2 Evaluating career-related learning that improves non-academic skills

The survey results showed 5 out of 17 schools highlighted that they focused on the development of non-academic skills. Others mentioned they mark progress in non-academic skills alongside academic improvement:

"So, we looked at the national curriculum as it stands, and we wrote progression maps for every single subject separately. And then we focused on skill sets, and then within the skill sets we focused on the soft skills and built those back into the progression maps to show the staff how we were going to link that to the work that we were doing with Enabling Enterprise."

(Headteacher, Wohl Ilford, London)

Two of these schools noted that they applied external frameworks, namely the CDI's ACEG Framework and Enabling Enterprise's 'Skills Builder' to measure progress:

"Skills builder, we did at the start of the year and we're going to do at the end of the year, so we can use that as a tool."

(Assistant Head, North West)

4.3 What are the barriers and challenges in implementing career-related learning in primary schools?

In order to explore the issues that need to be addressed, primary schools were asked in both the online survey and case studies about the barriers or challenges they have experienced preventing them from offering more career-related learning activities in their school. The biggest barrier cited was the lack of support and time available to develop formal links with businesses and employers. 14 of 17 interviewees mentioned the lack of time available to organise and invite volunteers from outside of school:

"For us also, it's links with businesses. Links with local businesses is something we don't have a great deal of. Getting local businesses to want to come in and support, they're all busy anyway."

(Headteacher, Kingswood Primary Academy, East of England)

More rural or isolated schools also noted that finding employers and volunteers from the local community was a major issue for them:

"There's also an issue with finding volunteers in the local area, you know we aren't going to have parents coming in saying 'I'm a film director' or 'I work for the BBC'. So we are reliant on volunteers from outside our local community, which can be difficult to organise."

(Assistant Head, Shireland Hall Primary Academy, West Midlands)

Career guidance professionals have an important role to play and effective inter-professional working is essential. Related to a perceived lack of capacity, seven schools believed that not having a coordinator or someone to drive career-related learning was a major barrier. The next most cited issue related to the cost of organising events and enrolling students on programmes:

"Because of cost, I am also wholly reliant on adults coming in and volunteering their time. A lot of the big companies try to get their staff to come in and do things with schools. As a whole, it is generally challenging because there is no budget for it and I can't pay people to come in."

(Middle Leader, Forster Park Primary, London)

As mentioned above, schools in the sample aimed to embed career-related learning in various areas of the primary curriculum. Yet, a number of schools mentioned that a key challenge was finding flexibility in an already crowded curriculum:

"It's just the barriers we face that way are trying to fit activities into the curriculum and trying to engage those harder to reach families. The curriculum is already packed, but it is something that we really think is important."

(Assistant Headteacher, Legrave Primary School, East of England)

and:

"As usual I am sure that every teacher would probably say trying to fit these activities into the school curriculum will be really challenging."

(Middle Leader, Forster Park Primary, London)

It is notable, as was found in the QCDA (2010) report, that the challenges primary schools cite are more often related to keeping up to date with latest and future developments in the wider world of work, particularly activities such as children visiting workplaces or employers coming into school.

4.4 What is the teacher and school leader training need and demand for career-related learning support?

Interviews with school staff also explored what would help them overcome some of the challenges they faced, or continue to face, when attempting to establish and/or deliver career-related activities in their school.

4.4.1 Trends in labour market

A number of senior leaders highlighted either themselves or their curriculum teachers needed some form of CPD which related to current and future trends in the labour market:

"Most of the time teachers have been from school to uni and then from uni straight back to school, so often they don't have up to date information about careers and the routes available. So I guess an important piece of CPD could be

around knowing about routes like higher apprenticeships and start letting children know about these from a younger age."

(Assistant Head, Shireland Hall Primary Academy, West Midlands)

Interviewees noted that they often do not have the information or confidence to speak about vocational pathways, such as apprenticeships, so they often avoided speaking about it:

"I think it's routes of education into the world of work. As a primary, we don't know enough about apprenticeships or the types of ways into the world of work that there are. Because, we don't know how to facilitate that or it's not something that we really have to do deal with. I'm sure there are masses of ways into work that we don't know about. I think that would be a really good way of CPD with our staff."

(Headteacher, Kingswood Primary Academy, East of England)

One Deputy Headteacher in particular felt the curriculum staff had no time to research labour market information due to their day-to-day commitments:

"I think there was one [area of career-related learning] I was looking at which was knowledge and use of up-to-date labour market intelligence. We're teachers in a primary school and on the day to day running of things that is not something we have."

(Assistant Head, North West)

4.4.2 Resources, topic ideas and lesson plans

Given that the majority of interviewees highlighted that any form of career-related learning had to be embedded in the curriculum, it is unsurprising that a number of teachers also expected some form of support with teaching

and learning resources, topic ideas and lesson plans. These concerns were often centred on finding ways of embedding career-related learning into an already crowded curriculum:

"I think with our staff, especially amongst the primary staff, don't necessarily understand their role in preparing students for moving up through the school and transferable skills and what that actually looks like in the classroom. Sometimes it's about highlighting it to the staff and saying this is actually careers and that you need to make sure to exploit those opportunities when you are teaching."

(Middle Leader, West Oaks Primary, Yorkshire and the Humber)

57% of teachers responding to the online qualitative survey identified 'how to integrate career-related learning in to the curriculum (including teaching materials)' as a priority training need. This was followed by 'understanding and monitoring the impact of career-related learning' (50%), and assistance with 'planning and/or organising careers events' (50%).

4.4.3 Signposting to external organisations

Interviewees also noted that schools could be supported by being provided with better signposting to key organisations that can broker connections to employers. This could help teachers to better deliver a wide range of activities and to set up and maintain more regular formal links with such organisations:

"I think that even at secondary level, schools don't know how to approach employers. They have this kind of thing where it's like 'well, what's the employer getting out of this. They don't understand that the employers are getting something out of visiting schools."

(Careers Lead, Greenwood Academies Trust, East Midlands)

"One of the biggest areas that teachers need help is simply information of how and where to access the programmes and resources that are available to them."

(Assistant Head, Shireland Hall Primary Academy, West Midlands)

When discussing external organisations, a number of interviewees highlighted the importance of sharing best practice between schools locally or within clusters:

"Letting other schools in the area know that there are organisations that can help and make the whole process so much easier! It's about telling other senior leaders that they don't need to be isolated when starting something like this, because a lot of the time there are free programmes, materials and volunteer services out there."

(Deputy Principal, East Midlands)

Any potential CPD or training should focus on networking and learning events to foster long-term inter-school collaboration with the aim of sharing best practice and forming enduring networks of support. This is especially relevant for smaller, more rural primary schools.





5 What do expert witnesses tell us?

It has been demonstrated in the survey responses that there is a strong evidence base that points to the rationale for investing in career-related learning in primary schools.

To ascertain further what 'success' looks like for primary schools, some representatives from academia, local authorities, teaching unions, employers and professional bodies, as well as classroom teachers, came together in London to debate the nature of career-related learning in primary schools. This chapter brings together and summarises some of the invaluable contributions:

5.1 Teachers roles and responsibilities

As shown by teacher responses in chapter two, teaching roles and career-related learning in primary schools are both evolving and fluid. It is therefore important to try and better understand the nature of these roles in more detail. Yolande Burgess (London Councils) outlined the need for schools to have someone acting as a liaison between the school and the world of work (this role has been described in the previous chapter as a 'Career-related learning Co-ordinator'), either internally if the school is large enough and has capacity, or externally if the staff and resource capacity is more limited:

"I think that more recently something over the last year certainly, what we're hearing back from the majority of schools and a couple of people who have referenced it this afternoon, is having somebody that really has the time to build those connections with employers, with industry, at a very practical level. And certainly, where we have been talking to schools have been seeing a really good programme of work, somebody has had the time that has really been carved out for them to make the connections."

[Yolande Burgess, London Councils]

Most contributors agreed that in order for primary schools to formalise links to the world of work, they need a key contact point to organise career-related learning activities that broaden children's knowledge about different jobs and sectors. Samantha Bulkeley's (BP) contribution reinforced this idea from a business perspective;

"In terms of taxonomy, it does reflect the previous point. It does improve things if there is a specific person to talk to and that specific person has a role to do this. The difference between the school framework and the expectations and priorities is so different from business it really does just take people who can work together and understand that to bring the two different organisations together. So, one of the things that we really value in the careers strategy is the fact that there will be a person in the secondary school who will be responsible for that and we can have a proper relationship. We spend a lot of time reaching out to schools rather than schools coming to us. We find it is very difficult to get traction with schools because they are so busy in the curriculum. To have that link is really important and also to have some sort of structure in primary whether it's the same as the careers strategy or a different model and flexible, in terms of being able to say to people in my business that 'we need to do this at a younger age', if there is not just research but actually processes and procedures and policies to surround it then actually it would give more proof to that."

[Samantha Bulkeley, BP]

Tian Barratt (Ark Schools) reiterated concerns outlined by teachers interviewed in the previous chapter, namely that despite there being a potential need for a specific careers co-ordinator or careers leader in primary schools, capacity issues in smaller schools means that this may not always be feasible.

"Over the last couple of years, we have been doing a huge amount of work with our secondary schools particularly around the role of the careers leader. One thing that we have found given the size of secondary schools and the staffing structures there that actually it's not been impossible to find senior or middle leaders that can take on that role, which actually might fit a bit more neatly. The question we're asking ourselves now is given that staffing structures are a bit smaller is there the room in existing senior leadership roles for this work."

[Tian Barratt, Ark Schools]

Another theme that was discussed by a number of contributors was the importance of successful leadership of career-related learning within the school. Joy Parvin's (University of York) discussion underlines that without senior leaders embedding careers in the ethos and long-term development plans of the school, the responsibility can often fall on a single member of staff which carries risks if said member of staff retires or moves on from their role. Similar concerns were outlined in the existing literature and by school staff interviewed for case studies.

"In terms of the senior management team, you don't have to have that person in the role, but you definitely have to have the senior management buy in. Whatever happens, they have to be on board. We work with schools where there isn't necessarily that strong buy in and there is a teacher who is really driving it, but when they move on from that school it's gone. But what's interesting is that it's the same in industry. We have a lot of industry partners. If you have someone that is driving it and gets the idea of working with primary schools, we get to work loads of companies and do great things, but when that person retires or moves on it's gone from the company too. It's that buy in from the senior level whichever it's the employer or the school."

We do a lot of work brokering relationships with the two, but it can break down either side quite easily without that policy level buy in."

[Joy Parvin, University of York]

5.2 Characteristics of a good/interesting provision

In keeping with the findings gathered from case study of primary schools for this study, contributors in the panel also highlighted that career-related learning at this phase must fit in to the existing curriculum.

Due to staff capacity issues and the ever-growing pressure on metrics and SATs results careers in primary must be seen to contribute to or sit alongside the ongoing learning objectives and outcomes in subjects across the curriculum. It was outlined that career-related learning, at a basic level, must be attractive to the classroom teachers expected to embed it:

"I'm not sure if it fits this question or later, but in terms of talking about the national curriculum its helpful for the teacher if it's not an add on but it's very strongly embedded into the curriculum. So, one of the things we do is embed it in the science curriculum, so we're supporting the teachers to teach the science curriculum including the sort of working scientifically aspects as well as the biology, chemistry and physics aspects. We're also very aware that although science is a core subject, it might not be taught that much in a primary school. We also put as much as we can in the English and maths curriculum as well because that is attractive to teachers if you're going to be supporting things they already teach, they need to find the time to do these careers activities. So, if they're embedded we need to show how these projects links to people in the workplace and with the skills that are wanted in the workplace."

[Joy Parvin, University of York]

Drawing on her experience of working with over 3,000 primary schools, Charlotte Thurston (Primary Futures) noted that careers learning in this phase of education is best provided throughout the year with a whole menu of activities and programmes reinforcing and building on each other, rather than one off activities:

"I think what we think works really well in schools is when there is a programme of activities and not a one-off thing. I think that often a lot of it is down to capacity and resources within the school. We find that the really kind of effective stuff is where it is built in and there are regular activities going on throughout the year and they're bring volunteers into the classrooms or holding assemblies."

[Charlotte Thurston, Primary Futures]

Joy Parvin also noted the importance of inviting not only employee volunteers to speak to children, but also visitors from universities and further education colleges. Her contribution echoed the findings from both the literature and case studies:

"We have an aging workforce and we've not got enough STEM professionals coming through via apprenticeships or graduate level. If we have as many women interested as men we'd plug that gap because we need to get more women interested in those jobs. I mean I'm based in a chemistry department in a university and I don't get that involved in students but I was recently part of a discussion where we had 10 PhD students and we were just chatting to them in this meeting and they all aspired to academic jobs and not jobs in industry and quite a number of them didn't have much knowledge about what jobs were out there in industry at PhD level. You start at primary, but you don't only do it there, it is important to have a continuum and a strategy all through that starts at primary."

[Joy Parvin, University of York]

Looking at the issue of what constitutes a 'good' school in this sphere, Julie Moote (ASPIRES, UCL Institute of Education) went on to highlight the deficiencies in the evidence when thinking about what 'good' schools provide. She notes that most evaluations exploring career-related learning in primary do not explore what the students feel they need and what is effective:

"I think just to start that answer, one piece that is missing is what students think what good looks like. Almost all of the policy findings and surveys reflect what the headteachers say and there really is a pocket there about what students feel they need and want and what is effective and what is not. I think as researchers we're trying to plug that gap a bit and we have with students in Year 11 up to Year 13."

[Julie Moote, ASPIRES, UCL Institute of Education]

5.3 Possible outcomes of career-related learning in primary schools

Echoing findings gathered from the literature review, experts in the discussion highlighted that career-related learning at this stage should emphasise exploration over making concrete decisions. It should not be designed for children to make premature choices over future careers; rather it is a process that encourages children to broadly consider a multitude of options that are available and not to restrict or limit their possibilities for their future aspirations. John Killeen (Primary Futures) emphasised that gender stereotyping, and the perceptions about the suitability of jobs for children, needs to be addressed in the primary phase of education:

"I think the thing that really shocked and surprised me sadly as an experienced head teacher and really emphasises the need for us to do something important with this is the age that stereotyping is impacting our young

people, I was shocked as an experienced head in quite an affluent school during a primary futures event we got visitors in to do a 'what's my line' type of assembly, where the children didn't know what occupation came with until the second part of the assembly. And when there was the discussion with the visitors when they out of the room, the stereotyped answers were that the girls felt that the attractive young lady was going to be a beautician or popstar or singer."

[John Killeen, Primary Futures]

Similarly, Janet Hanson (University of Winchester) argues that early stereotyping has certainly set in by the younger stages of primary, and echoing teachers in our sample, she argues that parental engagement is key in tackling this:

"I think the other thing I wanted to respond to was the idea about very early stereotyping setting in. I've been working with schools trying to encourage primary schools to think about trying to introduce engineering into the curriculum. And we're finding that the key influence there are parents and again that's backed up by research. I know parents are difficult to get to but it is essential in trying to change their minds. There is research that suggests that once they know more about, in this case engineering, they're much happier for their girls for example to think of becoming engineers because they have a wider perspective of what an engineer is."

[Janet Hanson, University of Winchester]

Louise Stubberfield (Wellcome Trust) highlighted how gender stereotyping is especially prevalent when children are thinking about STEM-related professions, with boys erring towards jobs and careers that involve working with things and objects such as engineering, whereas girls tended to aspire to careers that involve working with people and animals such as healthcare or veterinary professions:

"About a year ago we published a report called 'state of the nation: a baseline report on UK primary science education, and we asked pupils as part of that data about their aspirations. We were looking at all sort so different subjects, we weren't trying to make it biased towards STEM, but at the kind of aspirations they had. They seemed to all agreed that they liked to find out how thing worked, about 50% of the pupils indicated towards a STEM related career and then when you looked at the boys and girls answers, the boys wanted to be scientists, engineers and more hard aged type things. And the girls went to the more soft healthcare professionals, medicine, vet type aspirations."

[Louise Stubberfield, Wellcome Trust]

5.4 Expected positive impacts on children

Participants were also asked about what the aims of career-related learning in primary should be, or the impacts that can be expected. These discussions brought about some familiar themes. Echoing findings gathered from the literature and interviews with primary teachers, participants felt careers learning should broaden and raise aspirations, challenge gender stereotyping and improve the skills needed for life and work:

"What we see from our work, we work with children as young as 3 years old, is that you see the exact same gaps in these skills as you would see in literacy and numeracy in kids' first days at school. What we've seen is when schools start sooner they are able to get students to a much more equal place at the end of a couple of years."

[Tom Ravenscroft, Enabling Enterprise]

It was, however, highlighted that career-related learning, if done correctly and applied throughout the school as suggested by the Gatsby Benchmarks for

secondary, can provide children with the skills and behaviours that improve the often-daunting transition to secondary:

"We're an area that was trialling the Gatsby benchmarks and we were testing it with quite a wide cohort of schools. Interestingly, a couple of the pilot schools were all through schools and they asked us right at the beginning whether it would be appropriate whether we should do it at primary using the same framework we were using in secondary. So, it was a pilot and we thought why not. We actually found it incredibly successful. One school in particular in the west part of Newcastle, which was in a particularly deprived area of the country, it has something like 70% FSM. What they found, we're now in year 3 of this programme, students who worked through primary school and are now into secondary school, what they anecdotally told us is that the transition period has been easier, the transition into sort of secondary type education as in, why are you learning this, has been easier, the attendance rate has been much better because those students understand why they are coming to school, they understand what the learning is about."

[Michelle Rainbow, North East LEP]

5.5 Evaluation to evidence impact

The difficult decision on exactly what to measure, and whether to measure at all, when evaluating careers learning in this phase is one that divided the practitioners who were interviewed (as reported in chapter two). While most believed that measuring improvements in skills needed for life and work (enterprise skills and social emotional skills) were relatively straightforward, measuring how much a child's aspirations have broadened.

Gary Longden (Complete Careers: Career Mark) outlined his concerns about what should be measured when evaluating

the evidence of impact. He argues that consensus is needed, or at least some direction, on what exactly schools would like to measure. Once these areas of interest have been given thought and deliberation, organisations such as Teach First can begin to decide how to deliver it within the curriculum and how to train staff to set up learning environments to allow for measurement. While offering no direct solutions to this problem, his contribution serves as a reminder that the measurement of the outcomes of careers learning is no simple task, even for those considered 'good' schools:

"Just following on from what we were saying about impact. Tough question to answer because there are different levels at the school impact but there is also the individual pupil impact. Also, to have a good understanding, you need to know where your starting point is in order to measure your impact could or should be. That requires effort and intuition. In many cases, I have nothing against intuition, a lot of schools have a very good intuition about where they currently are or what difference they want to make. From the career mark quality award for primary schools it's the first of our standards, because unless you know what impact you want to make, you can't set up structures to achieve it or know how to use the curriculum to deliver it or even know where to have staff training. Impact is critically important and everybody is interested in doing something but not everyone knows what they're trying to achieve or have the intellectual time to think about and build that up in the first place."

[Gary Longden, Complete Careers: Career Mark]

Other contributors made a number of broad suggestions about what the impacts from career-related learning may be, and how these could be measured. Maria Wright (Ealing Council)

drew on her experiences of working in Local Authorities¹⁴ and suggested that schools could carry out simple post-event or end of year or term evaluations to show attitudinal changes about the suitability of different jobs, for example understanding that women or men can do different jobs.

She goes on to argue that self-efficacy and confidence evaluations need not be arduous either, noting that well-designed survey evaluations can help indicate confidence in one's own abilities, by asking whether a child felt they were suitable for a particular job, for example:

"I think schools in Ealing are measuring impact and the kind of things they are measuring is an increased awareness of children in primary schools and their knowledge about the number of careers there are out there. For example, we did a specific piece of work around careers within the NHS. You know, simple things like, children writing on their evaluation forms 'I didn't know there were 350 jobs within the NHS' and that's 8 year olds and 9 year olds which it would appear often that they know more from that event than your average adult knows about the NHS without sounding too patronising. Also, really simple things like girl writing on evaluation sheet 'I didn't know that women could work in the army', you know simple stuff but quite meaningful stuff. Also, we had a 'women in work' event at primary school recently, and girls, particularly the boys also were outraged at the fact that sometimes men earn more than women for doing the same job. So, I wouldn't say it's difficult to evaluate but it's about what's important to different schools and actually what we're doing by schools running these kinds of events and introducing to career-related learning at the primary level is really broadening children's minds at a

level that is quite difficult to measure but we're really getting them thinking. Not only are they thinking about the wider world, but they are thinking about themselves and what they're capable of and that it's worth pushing themselves to try and reach one of these jobs or sectors that they didn't know about before they had one of these careers fairs."

[Maria Wright, Ealing Council]

Tom Ravenscroft (Enabling Enterprise) added further detail about the methods and processes used by Enabling Enterprise to measure enterprise skills using their frameworks. He notes that schools should break down these skills when they are assessed at the beginning and the end of the year, to not only measure quantifiable progress but to see where children need targeted support:

So just on the point of measurability, so the work we do with a lot of the schools is based around our skills builder framework. The idea behind it is to try and help schools to better understand the existing skills of their students and so breaking it down into sort of chunks allows us to understand the steps students are working on at different points...but what that allows teachers to do is assess students at the beginning and end of the year against a framework of those skills and therefore to teach in a much more targeted way because they know actually what the pieces they are trying to teach and to relate it to previous point about why start young [Tom Ravenscroft, Enabling Enterprise]

5.6 Frameworks, standards and accreditation

Research and policy has until very recently focussed overwhelmingly on career-related learning in the form of career education, information, advice and guidance in post-primary schooling.

¹⁴ In England, a local authority is a form of local government that is officially responsible for all the public services and facilities in a particular area.

The Department for Education (DfE) Careers Strategy (2017) sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks (2014) to develop and improve their careers provision. Contributors were asked whether a similar framework or standard was needed to provide an incentive for primary schools to improve and develop career-related learning from an early age. Gary Longden (Complete Careers: Career Mark), mentioned that a common framework of some description is necessary to ensure standards and optimum outcomes.

However, he warns that any framework or benchmarks should not be constrictive, rather it should provide broad outlines that allow schools to design their own delivery methods within the curriculum:

"I think it is an impossible question to answer what is good and why. But I think there are a couple of parameters that are worth bearing in mind. One is there has got to be some common framework somewhere otherwise you just have anarchy. The second thing is that common framework hasn't got to be constrained like the national curriculum is. [...] This then allows the individual schools to create their own curriculum delivery mechanism that is suitable to their own school's needs."

[Gary Longden, Complete Careers: Career Mark]

John Killeen (Primary Futures) similarly noted that any framework for career-related learning in primary must stipulate that activities and programmes in this phase are built in to the curriculum to ensure school and teacher buy-in:

"I totally agree with that. There has got to be buy in from the schools and buy in

from the teachers and I'm afraid we've had many years of initiative overload and initiative short experience where schools embed a lot of time and effort to make something work and then it's dropped. I think if it's just another framework that just comes along, and its thing the moment that there is sadly a dispute about 'how much effort should I there be put into it' and I think if it's deeply embedded into the curriculum and if they're seeing an impact then they're more likely to do that. [...] If they can see that and see a model where it's built into the curriculum, teachers are very creative, they can do that."

[John Killeen, Primary Futures]

Thinking about what a career-related learning programme would look like, Julie Mooto (ASPIRES, UCL Institute of Education) highlighted the need to define the terminology when designing a framework or benchmark.

Schools must be aware of what 'career-related learning' actually refers to, in order to understand what 'good' means in practice. Moreover, her contribution reinforced the need to be cautious with the terms and definitions used in the primary phase. Specifically, that career-related learning in primary should not refer to careers guidance or careers advice in the same way that it may do in secondary:

"We are wondering if there was some value in looking at the terminology such as what is career learning exactly. In our work we really struggle with having our definitions spot on and is it career advice at primary or is it work related learning, or is it pathways learning, or is career learning the most correct term to use in primary compared to secondary, is it careers awareness?"

[Julie Mooto, ASPIRES, UCL Institute of Education]

5.6.1 Frameworks, training or benchmarks needed for Special Educational Needs schools

A key discussion point, which did not arise in the literature or in the discussions with teachers, was whether career-related learning should be adapted or altered in Special Educational Needs (SEN) schools. Drawing on her extensive experience of working with, and creating frameworks for, SEN schools, Yolande Burgess (London Councils) argued that any framework or training programme should be designed in such a way that it should not need to be adapted for SEN schools. Put another way, she notes that if a career-related learning framework is sufficiently well designed, it should work for any child. She outlined that as the outcomes are sufficiently similar for children attending SEN and mainstream schools, namely that programmes should broaden aspirations and improve the skills needed for life and work, the framework should encompass all children, at all schools:

"When developing 'London Ambitions' one of the mini tussles came to head when we were talking about designing a framework, when we needed a section on special educational needs, and a number of us including me fought against that. That was primarily to do with the fact that if it doesn't work for a child with special educational needs why would you think it will work for any other child. Which then really made us think about, are we designing something that is sufficiently fluid that can truly offer a framework that meets all children's needs. We had a really sensible debate around, if you design something that will work for your most vulnerable children, you've sort of cracked it. I know that's a very easy thing to say but that was the driver behind it. I'm also a trustee of a specialist academy trust and governor of a highly

specialist further education college that works with children with very complex autism and the trust and the college have taken aspects of London Ambitions and their view is that if you took the right approach and didn't try to come up with something different. We started with the same aspirations and approach and that was the critical thing, but recognised and acknowledged that if you design a framework sufficiently well you're saying to people, 'you told us what good looks like in terms of careers work but you're the experts as the teachers and careers experts, you tell us how to deliver it.'

[Yolande Burgess, London Councils]

5.7 Teacher training and support need

There was also a remarkable degree of consensus on the perceived training needs for primary teachers, such as a lack of labour market knowledge and the need to give teachers' experiences of working in other sectors. Contributors repeated that these 'externships', be they in initial training or once started at a school, allow teachers to research sectors related to their chosen subject. A number of contributors noted that the benefits of these schemes were both for the children and the teachers themselves:

"One of the things that came out of the North West pilot, was a series of externships that were created on the back of an ask from the schools themselves for how you build careers into the curriculum. What we planned to do with the primary pilot was to work with Durham university and Northumbria university to build teacher training so the students get to go experience whatever they want to experience in the world of work whether its engineering or STEM, that is the thing that most teachers want to learn about."

[Michelle Rainbow, North East LEP]

"I thought early this year when the possibility of teachers practical was announced, and immediately got translated into a year off for teachers. I thought that sort of initiative [refers Louise Stubberfield] funded through a sort of practical programme at that level would enable thousands of teachers to come out of class for a day to do some research or working with colleagues would be a real good use of that sort of fund. I did a number of interviews but I never saw it as teachers getting a year out of the class. You would be able to reach so many more people if you had schemes like that. As a headteacher where the vast majority of my staff have done what was the graduate teacher programme and schools direct, there is an aspect of their training that isn't there that they really need."

[Anne Lyons, NAHT]

Julie Moote (ASPIRES, UCL Institute of Education) also noted that teachers need training or guidance when briefing employers and businesses about what is expected of them when they come in and speak to children.

Given that the audience and message are quite different to secondary, teachers need to be able to give clear instructions about the messages for children to ensure the maximum impact:

"I think an important point if we're talking about teacher training and getting employers involved is giving the employers support and guidance on what's appropriate for students and to tackle the inequalities. I think it is often forgotten because we assume they have the business know how to come in and digest those issues for students."

[Julie Moote, ASPIRES, UCL Institute of Education]

Echoing findings gathered from the case studies in the earlier chapter,

Charlotte Thurston argued that any training or CPD should focus on local schools sharing best practice and signposting other schools in their cluster to organisations and programmes that can support the delivery of a consistent career-related programme:

"One of the things I think we found really useful was when you tied into CPD sharing best practices. Schools learning with other schools and seeing what they have done. We've done some really great stuff where we've seen clusters of schools in particularly areas, such as Wakefield, where the schools have really driven it themselves. It's that local understanding of the issues and the things that we want to do, and they can see other schools doing it well and it grows and grows across the area. I think when you're looking at CPD for schools I think that local thing is brought into it."

[Charlotte Thurston, Primary Futures]

The evidence gathered from the panel of key experts and thought leaders provides a number of important insights in to developing a successful career-related programme.

Thinking about teacher roles, contributors outlined that an invested senior leader or leadership team and a key liaison point for external organisations are needed to ensure the longevity of greatest impact for any careers learning programme. In terms of measuring impact, well-designed evaluation surveys for both assessing non-academic skills and aspirations can be useful in demonstrating quantifiable impact, if they are delivered at the beginning and end of the year. It is also clear that any career-related programme in primary should be delivered across the whole-school, consistently through the year with a number of activities and exercises.



6 Conclusion

This paper provides evidence on the benefits of career development activities for children in the primary phase, and the range of teacher roles when delivering it. In doing so the research attempts to map what primary schools are doing to tackle the influence of socio-economic issues that affect children's future transition to secondary school and beyond, how they approach career-related learning and how we can get a step closer to ensure best practice in primary career provision.

The paper began by collating and analysing evidence from contemporary literature, we presented an overview of why primary school experiences are so important in a child's career development journey. The research evidence showed the biggest obstacle to designing and delivering impactful career-related learning in primary schools is insufficient buy in from the school leadership team.

The evidence collected from primary schools reiterated findings from the literature, namely the importance of a whole-school, collaborative approach. Effective careers work should be embedded in the curriculum driven down from senior leadership teams combined with support from curriculum leaders, classroom teachers and partner organisations. The paper also outlined the roles and responsibilities of the senior leader, career-related learning co-ordinator and classroom teacher. All of which are important and often overlapping roles needed when carrying out career-related learning, from the perspective of primary teachers and senior leaders.

The findings from extended telephone interviews outline detailed information about the types of different types of career-related learning reported as taking place in schools. Teachers reported that they carried out activities that involved employers (such as aspiration talks and

'what's my job' events), career-related learning in the curriculum (such as topic-based activities, themed weeks and discrete lessons) and careers learning to improve non-academic skills (activities often based in the curriculum but geared towards improving enterprise skills, financial capabilities and socio-emotional skills). In carrying out the in-depth interviews with teachers another key outcome or aim came to light that did not arise when reviewing the literature; engaging parents. Among the teachers responding to our online qualitative survey, the majority noted that the most frequently organised career-related activity in their school was an aspirational parental engagement activity.

Teachers were then asked to outline whether they felt there was any training needs and demand for careers and employability support. A number of senior leaders highlighted either themselves or their curriculum teachers needed some form CPD which related to the current labour market. Given that the majority of interviewees highlighted that any form of career-related learning had to be embedded in the curriculum it is unsurprising that a number of teachers also voiced demands for support with teaching resources, topic ideas and lesson plans. These concerns were often centred on finding ways of embedding careers and the development of non-academic skills in to the already crowded curriculum.

Interviewees also noted that schools could be supported by being provided with better signposting to organisations that can broker connections to employers and deliver activities that develop academic skills and guidance on how to set up and maintain formal links with such organisations.

The evidence gathered from the panel of key experts and thought leaders provides a number of important insights in to developing a successful career-related programme. Thinking about teacher roles, contributors outlined that an invested senior leader or leadership team and a key liaison point for external organisations are needed to ensure the longevity of greatest impact for any careers learning programme.

In terms of measuring impact, well designed evaluation surveys for both assessing non-academic skills and aspirations can be useful in demonstrating quantifiable impact, if they are delivered at the beginning and end of the year. It is also clear that any career-related programme in primary should be delivered across the whole-school, consistently through the year with a number of activities and exercises.

6.1 Recommendations

Five key recommendations are set out below for consideration of Teach First and other allied interested organisations and professionals.

Recommendation No 1 The taxonomy of career-related learning roles should be tried and tested in practice by Teach First, as part of an evolving CELP for primary schools in England and Wales. This can also be used by primary schools as a major catalyst for change linked to the 'Theory of Change' model outlined in Annex 1 alongside more detailed evidence-based findings.

Recommendation No 2 Strong leadership is necessary to support teachers integrating CRL within and outside of the classroom. Primary school senior leadership teams should make the relationship between CRL

and the aims and ethos of the school explicit, thereby ensuring buy-in from staff and other key stakeholders.

Recommendation No 3 In order to achieve a stronger role for teachers in this regard, there is a need to professionalise the area. This should include stronger acknowledgement of CRL in initial teacher education (ITE), the development of a range of levels of CPD, and a rise in the status of CRL and associated leadership within primary schools. Teach First has the opportunity to lead by example. The organisation's focus offers it a number of opportunities to lead new CRL activity (complementary to the existing post-primary careers and employability leadership programme) through its CPD offer and with its alumni who have left the education system but who are keen to remain connected with it.

Recommendation No 4 Primary schools should aim to develop an approach to CRL that articulates how all year groups progressively engage in a wide range of experiences of and exposure to education, transitions and the world of work. Teach First is potentially well placed to further develop current practice and diagnosis of need linked to shared and improved understanding of CRL inputs, processes, outcomes and impact measures.

Recommendation No 5 New and differing forms of in-service training and CPD are necessary that can support senior leaders and teachers to develop their knowledge and skills in the provision of CRL and the fast-changing world of work. Table 6 in the main report provides some concrete examples.

Findings from this research can be used in the first instance to support Teach First's initial teacher education and continuous professional development programme. Much of the report advocates greater support for teachers in the leadership, planning, delivery and monitoring of CRL. The content in this report also

has relevance to other providers of initial teacher education and continuing professional development, as well as to schools and educational policy-makers. It may also be of interest to researchers, academics and students in the fields of education, career development, career guidance, and child development.

'Education is not the filling of a pail, but the lighting of a fire'

(W.B YEATS)



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8 Appendix

8.1 Keyword search terms used in literature search strategy.

Keywords search for literature review

Location	Time Period	Sample	Input	Outcome
OECD countries	2000 onwards	Primary	AND Employer Employability	AND Aspirations
		Primary School	Career(s)	Attainment
		Kindergarten	Career(s) learning	Achievement
		Children	Enterprise	Broadened Horizons Choices Cultural Capital Progression
		School	Employer engagement	Social mobility
			Multiculturalism Parents Stereotypes Teachers Workplace visits	Teamwork Transitions
			Employer visits	Knowledge
			World of work	Skills
			Workplace	Attitudes
			Work related learning	

8.2 Case Study Interview Questions

DEMOGRAPHICS QUESTIONS

- 1 Which geographical region is your school in?
- 2 Approximately, what percentage of pupils at your school receive Free School Meals (FSM)?
- 3 How many children attend your primary school?
- 4 School type
- 5 Are you part of, or linked to, a secondary school?
- 6 What was your school's most recent Ofsted rating?

ROLE WITHIN THE SCHOOL

- 7 What is your role within the school?

ACTIVITIES AND IMPACT – CAREER-RELATED LEARNING

- 8 Which type of career-related learning activities for children has your school been organising over the last 12 months? (tick all that apply)
- 9 Have you worked with any programmes or delivery partners when delivering career-related learning in your school? (e.g. Primary Futures, Enabling Enterprise, Primary Engineers)
- 10 How often do you try and carry out career-related learning activities?
- 11 Thinking about the activities your school provides, do any of them target a specific outcome or number outcomes?
- 12 At what age does your school start offering specific career-related learning activities to learners?

13 Do you target any learner groups when carrying out specific career-related learning activities?

14 Please describe the career-related learning activities you provide to specific learner groups.

PLANNING DELIVERY AND TEACHER ROLES

15 Is careers guidance and career-related learning part of your school wide strategy??

16 Please give brief examples below of your schools' strategic approach (For example, use of technology, linking with the local community, paid services, teacher training)

17 Who is responsible for the design and implementation of career-related learning in your school?

18 Are teachers at your school embedding career-related learning in the school curriculum?

19 Do you or your school carry out any specific evaluation and/or monitoring of the school's career-related learning programme?

20 (If yes) Do the findings from the evaluation and/or monitoring feed into future career-related learning curriculum developments?

CHALLENGES IN IMPLEMENTATION

21 Which challenges, if any, you have faced in implementing career-related learning at your school?

22 Can you think of any specific solutions (and/or strategies) you or your school used to overcome these challenges?

SUPPORT AND TRAINING

23 Which areas, if any, do you feel teachers and other school staff need additional career-related learning training or continuous professional development (CPD)?

24 Does your school or local authority provide any training or continuous professional development (CPD) to support those involved in career-related learning in your school?

FRAMEWORKS AND RESPONSIBILITY

25 Does your school use any career-related frameworks or benchmarks? (e.g. Gatsby, CDI, etc.)

26 Who do you think should be responsible for designing and implementing career-related learning in primary? (e.g. Teachers, Senior Leadership, Councils, Academy Trusts)

8.3 Expert Panel Discussion Attendee List

Full Name	Organisation
Amy Cuffley	Future First
Anne Lyons	National Association of Head Teachers (NAHT)
Charlotte Thurston	Primary Futures
Chris Fairbank	Teach First
David Woodburn	AKO Foundation
Deirdre Hughes	University of Warwick
Gary Longden	Complete Careers
Hannah Purkiss	Into University
Jane Dowden	British Science Association
Janet Hanson	University of Winchester
John Cope	CBI
John Killeen	Primary Futures
Joy Parvin	York University
Julia Clement	First News
Julie Moote	ASPIRES UCL Institute of Education
Laura Blake	Teach First
Laura Haigh	L'Oreal
Louise Stubberfield	Wellcome Trust
Maria Ancupova	AKO
Maria Wright	Ealing Council
Michelle Rainbow	North East LEP
Nicolette Smallshaw	First News
Rachel Mackenzie	Greenwood Academies
Samantha Bulkeley	BP
Tian Barratt	Ark
Tom Ravenscroft	Enabling Enterprise
Yolande Burgess	London Councils

8.4 Expert Panel Discussion Questions

- 1 Why is career-related learning in primary important?
- 2 Are there particular factors that limit the aspirations of children? When should these issues be tackled?
- 3 What impact would you expect primary programmes to have? For who?
- 4 Are schools responsible for career learning in primary? If not, who is? What is the role of government? If yes, how should schools approach career learning primary?
- 5 What are the challenges in designing and implementing a good career provision? What should they prioritise given the resources and time limitation?
- 6 What role should employers or businesses take in providing careers provision in primary? Should they have a role?
- 7 Do you think there should be framework for primary schools similar to Gatsby benchmark? If so, how would that look like?
- 8 From your perspective which career-related learning activities can have a positive impact on:
 - Learning outcomes
 - Skills for 21st century labour market
 - Broadened aspiration
- 9 How does a good career provision in primary looks to you? What characteristics it should have?





9 Annex

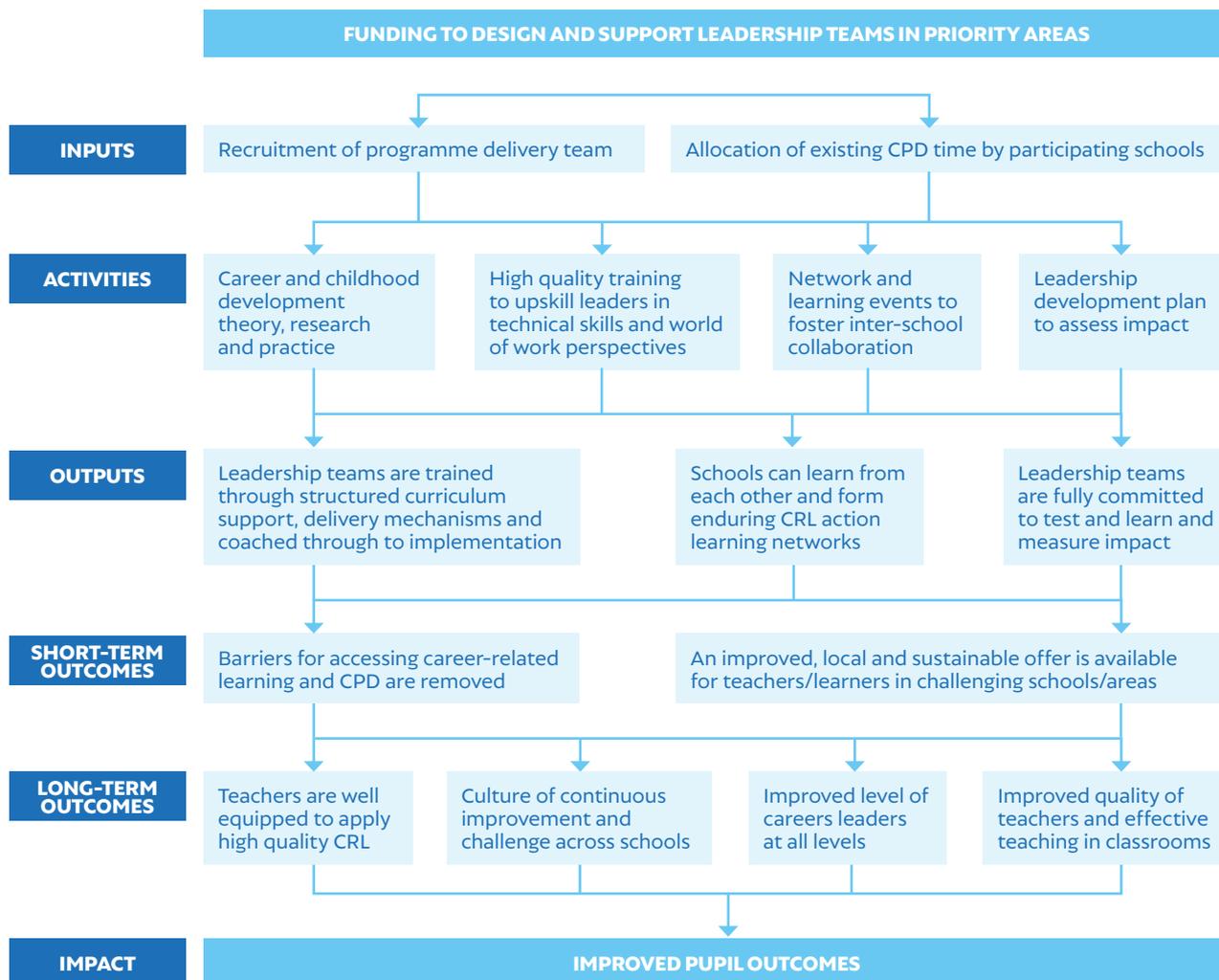
Annex 1 Theory of change model

THEORY OF CHANGE FOR THE TEACH FIRST APPROACH TO CAREER-RELATED LEARNING IN PRIMARY SCHOOLS

Without effective leadership, teaching quality and pupil outcomes cannot be achieved in priority areas. We have set out how the programme will address this below:

The issue: There is a need to understand more holistically the influences on and processes of teaching career-related learning to improve children’s education, social and economic outcomes.

The rationale: Much work still needs to be done to provide information, training and support for those designing and delivering intentional career-related learning for children. Teach First could extend existing activity into a high-quality career-related learning development programme delivered in primary schools in priority areas, bringing together career and childhood development skills from across the education business world to support schools where great teaching can occur.



EVIDENCE

Why it is necessary to focus on career-related learning?

Childhood experiences are foundational in the construction of identity; observations of attitudes towards work within families, cultural stereotypes, and influence of the media may influence children's meaning of work and in turn their occupational identities (Skorikov & Vondracek, 2011).

Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children exert in certain lessons (Flouri and Pangouria, 2012; Bandura, 2001; Gutman and Akerman. 2008), the subjects they choose to study (Kelly, 1989; Archer, Dewitt), and the jobs they end up pursuing (Akerlof and Kranton, 2000; Breen and Garcia-Penalosa, 2002).

By the age of eight, girls and boys routinely develop gendered ideas about jobs and careers and with long term implications. Such 'naive early understandings have already turned them towards some possible futures and away from others' argue Gutman and Akerman (2008, p.5) US and Australian studies have found links between the nature of occupational aspirations of primary school age pupils and later educational outcomes, with higher aspirations being positively related to higher levels of attainment and lower dropout rates (Knight, 2015, p. 76)

The desired outcomes of career-related learning are linked to at least seven outcomes, including (i) improved educational outcomes; (ii) greater awareness of enterprise and entrepreneurship; (iii) a broadening and raising of pupil career aspirations; (iv) increased confidence and self-efficacy; (v) improved understanding of the link between education, qualifications and careers and decreased gender stereotyping; (vi) improved social emotional skills and behaviours; and (vii) improved attendance and attainment. However, the evidence-base for the latter is largely underdeveloped.

Why these activities will work

By enriching their real-life experiences, pupils can be encouraged to think again about the meanings and implications of what they are being taught in class. Career-related learning is a useful tool in developing emotional skills and positive behaviours, which can go on to impact on the retention of pupils at risk of disengagement, attendance, and a reduction in negative behaviour. It also can enhance cross-cultural understanding from an early age (Watson et al, 2015). Childhood proficiency in the skills of resilience, conscientiousness, self-awareness and motivation have also been found to be closely associated with educational attainment (Kautz et al. 2014; Goodman et al. 2015). When schools embrace career-related learning and connect their student's educational experiences to the community, children gain 'a sense of what they could do in the future, they experience social engagement, a sense of belonging and they have an increased capacity to network with others, building the belief that they can create a positive future' (NSW Government, Australia, 2014, p.3) Technology-based learning activities can also support the child as a unique individual and encourage exploration, experimentation, risk taking, critical thinking, decision making, and problem solving (Crause et al, 2017).

ASSUMPTIONS AND POTENTIAL BARRIERS

Assumptions around programme launch in priority areas

Relationship managers create enough demand and leadership teams have sufficient 'buy in' Career experts of high quality can be found to work intensively in the priority areas without undermining existing strength present in some schools

Assumptions around resource needs in some priority areas

We have assumed schools on the programme will need some teaching and learning resource input and materials that can be applied in the classroom. This should complement existing best practice and add-value to local practice. We have also assumed staff cover may be needed to allow staff to attend CPD training and events.

Why Teach First is Well Placed to Deliver these Activities and Outcomes

Teach First is particularly well placed to impact upon the development of career-related learning as it is a national programme that has teachers in schools across the country, and because it covers the whole of schooling from primary to secondary. There are a number of pieces of literature which emphasise the importance of an all-through approach to careers learning, which suggests that it can be most effective when built upon in secondary education (Magnuson and Starr, 2000).

The report also argues that career-related learning is best delivered when it is driven by strong leadership and embedded as a whole-school approach. Teach First is in a unique position, as a provider of CPD and initial teacher training, to be able to drive a system and perspective change among school leaders to appreciate the value of providing both the skills for work, and knowledge about work from the youngest ages.

Why these activities will lead to impact

Research has shown that early interventions can bring a lasting impact on children's development and perceptions of different occupations and of the subjects thus enabling access to them (Howard et al. 2015). CRL activities that deeply engage children in meaningful, personally relevant explorations of self and possible educational and world-of-work futures positively impact academic achievement. In an early Pathfinder programme, results showed all children generally became more confident, but there were significant differences regarding gender, special educational needs, and age group in terms of children's confidence to do different types/levels of jobs. There was particular evidence of value-added impact within pathfinder schools relating to children receiving FSM and ten-year-olds, who showed a significant increase in confidence in their ability to do a professional job in the future (Wade et al., 2011).

The likely impact relating to improved pupil outcomes includes: more pupils and teaching staff learn about themselves and develop a better view of their self-efficacy; increased pupils and teacher' awareness of career/work opportunities; Increased pupil and teacher understanding of the link between education, qualifications, skills and work opportunities, preparing pupils for adulthood from the earliest years;; gender stereotypes identified and addressed linked to opportunities to overcome barriers; pupils' evolving perception of their own potential place in a future world of work is explored and nurtured; pupils and teachers exposed to businesses and the world of work to develop a realistic view of differing occupations and sectors skills gaps; amelioration of restricted views by broadening horizons and raised aspirations, particularly for pupils with special educational needs and disabilities; parents/carers' attitudes, perceptions and aspirations broadened relating to their children's education and career preferences.

Potential barriers to implementation

To ensure the programme can deliver without increasing teacher workload, school leaders will need to put in place staff cover and/or allocate INSET days and pre-existing CPD time to this programme.

Barrier to potential sustainability

Once the initial dedicated funding is spent we will need to secure funds to ensure costs are not passed onto schools. Teach First will create a CRL resource bank to support of ongoing CPD for leaders

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