The Primary Careers Tool

Embedding careers related learning
from Early Years to KS2

nustem

Northumbria University
NEWCASTLE

Exploring Aspirations?

What do children aspire to be?

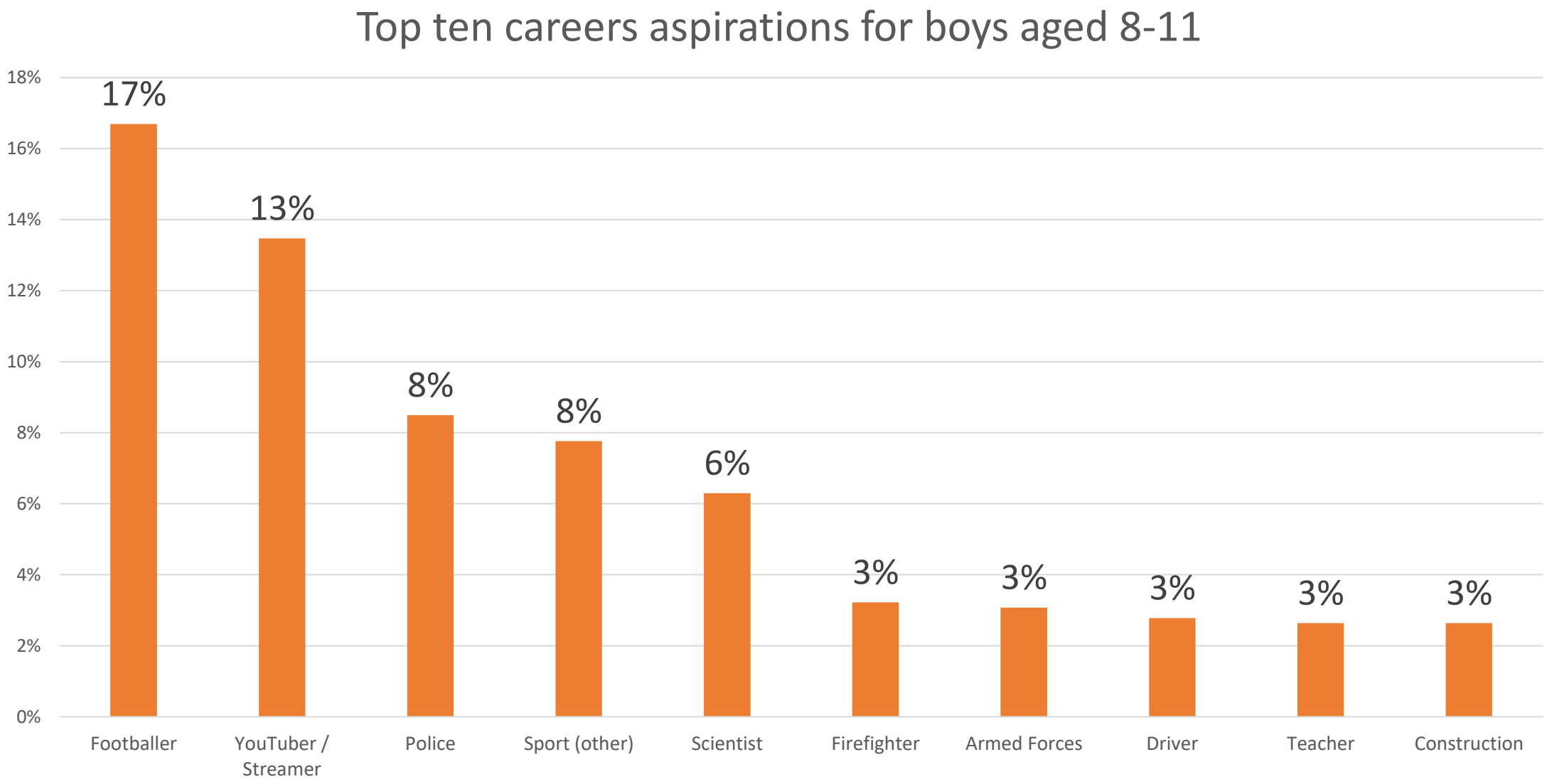
The NUSTEM group collected careers-related aspirations from children in Years 3-6 from 4 primary schools in the North East.

300 children answered the question:

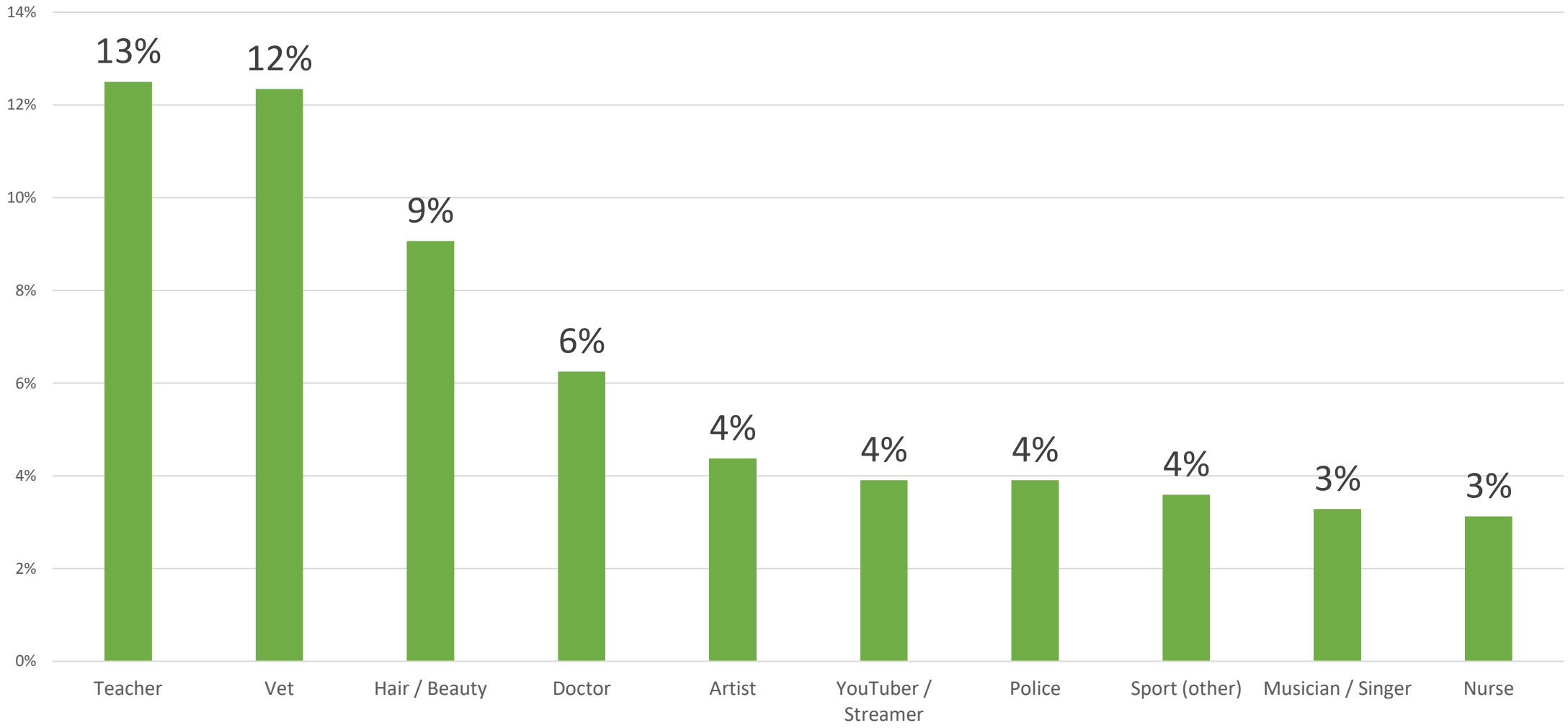
“What would you like to be when you grow up?"

Girl's Aspirations	Shared Aspirations	Boy's Aspirations
Vet	Teacher	Footballer
Doctor	Youtuber / Streamer	Armed Forces
Nurse	Police	Scientist
Artist	Sport (other)	Firefighter
Hair / Beauty		Driver
Musician / Singer		Construction

The Top 10 Aspirations for Boys and Girls in the NUSTEM Survey


Top ten careers aspirations for boys aged 8-11
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%
17%
13%
8%
8%
6%
3%
3%
3%
3%
3%
Footballer
YouTuber / Streamer
Police
Sport (other)
Scientist
Firefighter
Armed Forces
Driver
Teacher
Construction

The top ten careers aspirations for girls aged 8-11



Rank	Aspiration (all)	%	Aspiration (male)	%	Aspiration (female)	%
1	Footballer	9%	Footballer	17%	Teacher	13%
2	YouTuber / Streamer	9%	YouTuber / Streamer	13%	Vet	12%
3	Teacher	7%	Police	8%	Hair / Beauty	9%
4	Vet	7%	Sport (other)	8%	Doctor	6%
5	Police	6%	Scientist	6%	Artist	4%
6	Sport (other)	6%	Firefighter	3%	YouTuber / Streamer	4%
7	Hair / Beauty	5%	Armed Forces	3%	Police	4%
8	Scientist	4%	Driver	3%	Sport (other)	4%
9	Doctor	4%	Teacher	3%	Musician / Singer	3%
10	Artist	3%	Construction	3%	Nurse	3%

Findings

- Careers aspirations were generally limited to a small range of options – **Careers Aspirations are Narrow**
  - 81 different ‘types’ of role
  - Top 20 jobs accounted for 75% of those roles.
- **Careers aspirations are gendered** – aspirations fall into gender stereotypical roles.
- Boys gave a broader range of STEM aspirations than girls (28 vs 17)

How are careers aspirations formed?

Cognitive Growth Phase	Orientation to Gender Roles Phase	Progressive Elimination Phase	Compromise Phase
3 – 5 years	6 – 8 years	9 – 13 years	14+
Children begin to classify people according to simple distinctions e.g. big and powerful vs little and weak. They recognise occupations as adult roles and have ceased reporting that they would like to be animals, fantasy characters or inanimate objects when they grow up.	Children have begun to view their occupational aspirations through concrete, visible attributes, **including masculine and feminine roles**. Naïve early understandings have already turned them towards some possible futures and away from others.	Children are able to think abstractly and become more aware of status hierarchies. They become aware of the constraints concerning occupational choice. Young people often **dismiss a large number of occupations** for being the wrong gender type, unacceptably low or high level, or beyond their capabilities.	Compromise is the process through which young people relinquish their most preferred choices and settle for more acceptable, available choices. Young people **have recognition of the external constraints** on vocational choices and their expectations are tempered by the reality of social circumstances.

From Gutman and Akerman (2008) Determinants of Aspirations

Careers education in primary schools

“**This is not about providing “careers advice”** in primary schools but breaking down barriers, broadening horizons and raising aspirations, giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible."

“We need to stop children ruling out options because they believe, implicitly or explicitly, that their future career choices are limited by their gender, ethnicity or socio-economic background.”

Education and Employers, 2020

A note on ‘Raising’ aspirations

The Education and Employers quote speaks of ‘Raising Aspirations’.

Is Raising Aspirations appropriate for our children?

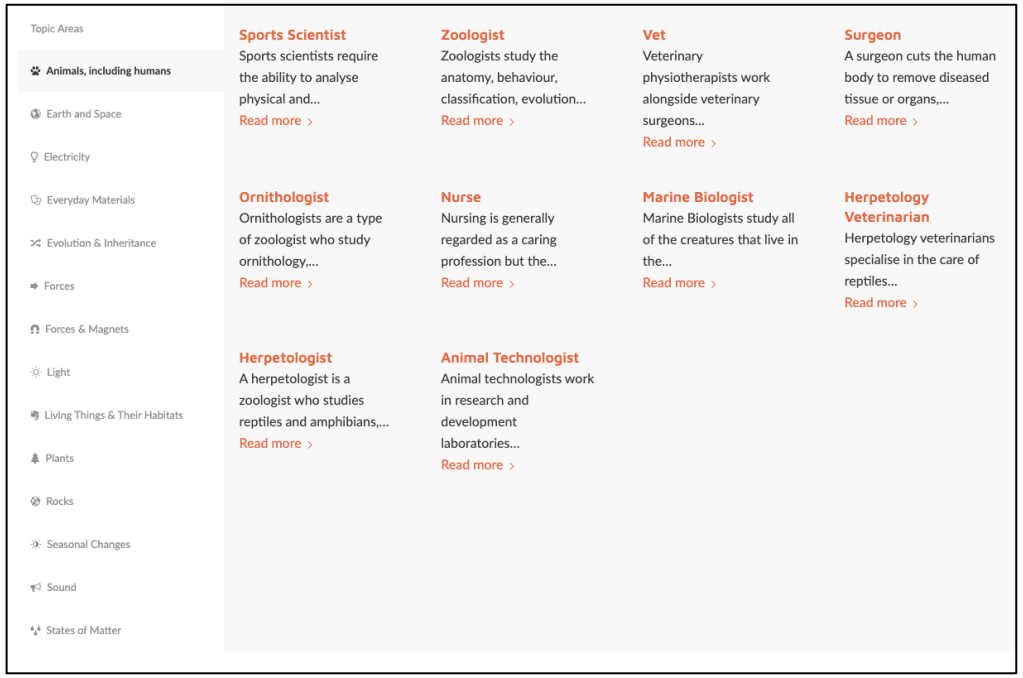
Who are we to decide which career path is a high or low aspiration?

What metrics would we use? Money, Influence, Worth, Happiness?

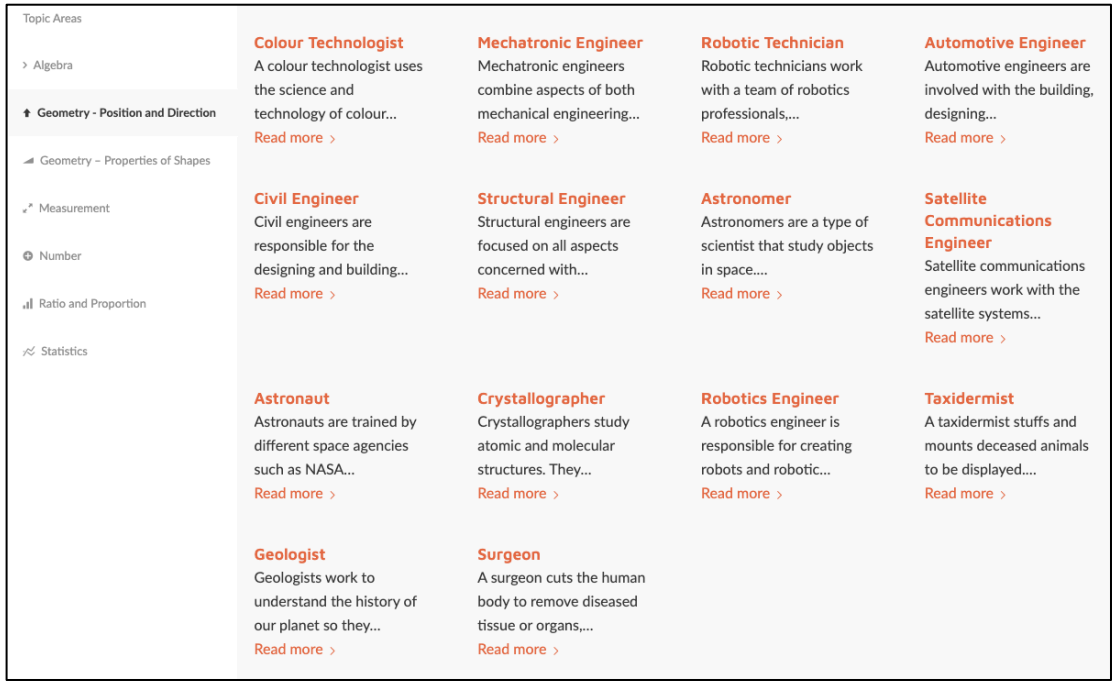
The Primary Careers Tool isn’t designed to raise anything, but to broaden knowledge.

Embedding Careers in Teaching

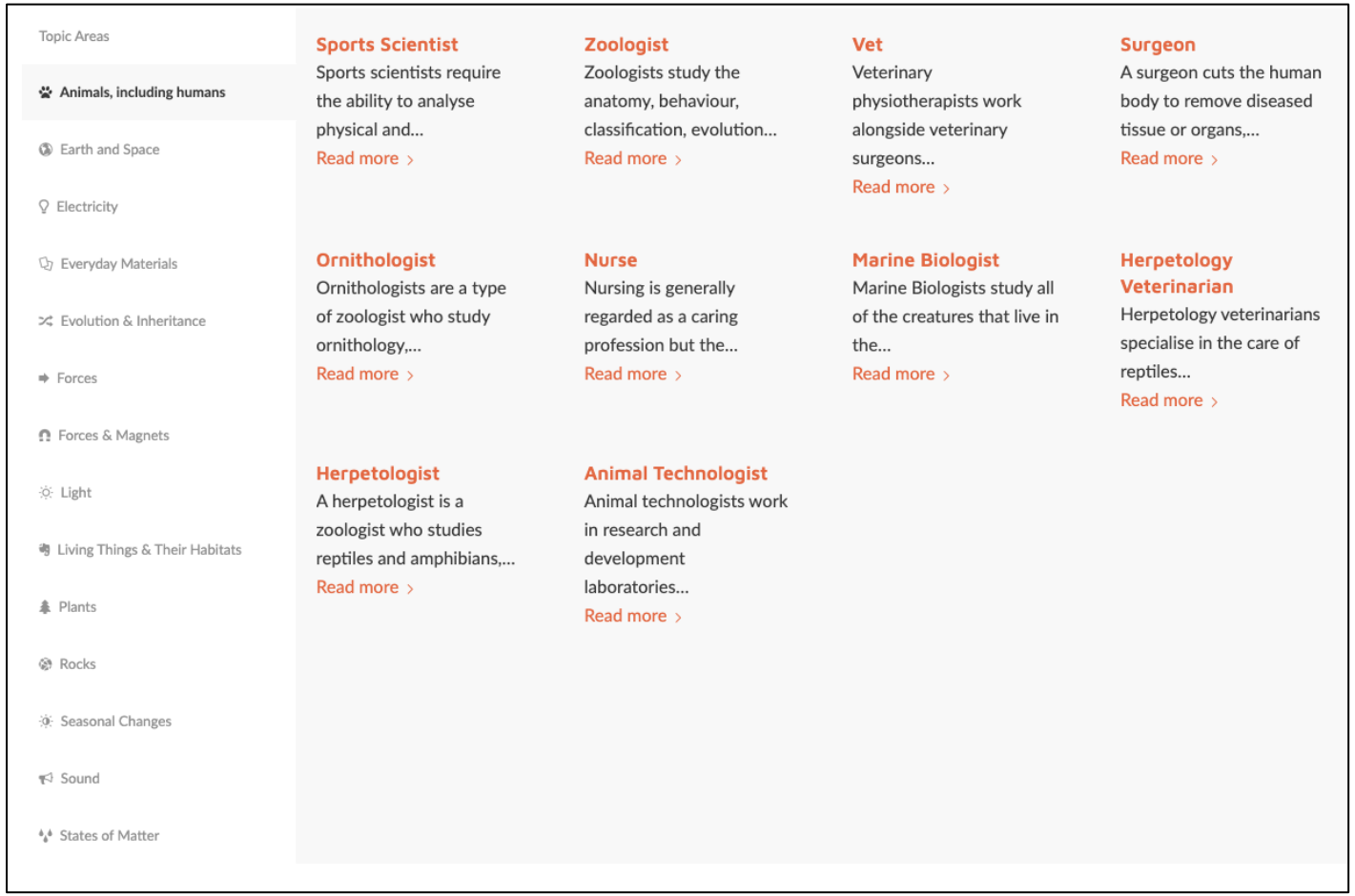
The Primary Careers Tool



https://nustem.uk/primarycareers



https://nustem.uk/primarycareersmaths



Structural Engineer

0 Comments / Categories: committed, observant, tenacious; Primary, Year 1, Year 2, Year 3, Year 4, Year 5, Year 6; Maths (Primary), Science (Primary); Forces, Maths - Algebra, Maths - Geometry - Position and Direction, Maths - Geometry - Properties of Shapes, Maths - Number; Addition and subtraction, Algebra, Forces, Fractions, Geometry, Multiplication and division, Number, Number and place value, Position and direction, Primary, Properties of shapes, Science;

Upper Key Stage 2 level careers description

Structural engineers are focused on all aspects concerned with buildings and built structures, such as houses, hospitals, office blocks, bridges, oil rigs, ships and aircraft. They work to understand, predict and measure aspects such as the strength, stability and how rigid buildings are. They also work to develop new designs or modify the designs of buildings or structures which are to be constructed and are responsible for choosing the appropriate materials, such as concrete, steel, timber and masonry, to meet design specification.

Three attributes

Attributes: observant, committed, tenacious

Image search link

- Google Image Search link

Exploring the Primary Careers Tool

Science: https://nustem.uk/primarycareers

Maths: https://nustem.uk/primarycareersmaths

Choose a topic in science or maths that you have taught recently.
Look at the jobs on the PCT for that topic.

How could you have included one of the jobs into your lesson?
Eys aimed Question.

Image use and e-safety

- Each career contains a link to an image search
- The link is for a counter-stereotypical image search

  e.g “structural engineer AND female”, “nurse AND male”.

- Always follow good e-safety practices: you should never do a live image search in front of a class as you have no control over the results that could be displayed

Creating a presentation slide