The Primary Careers Tool

Embedding careers related learning from Early Years to KS2





Exploring Aspirations?

What did you want to be when you were older?

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.

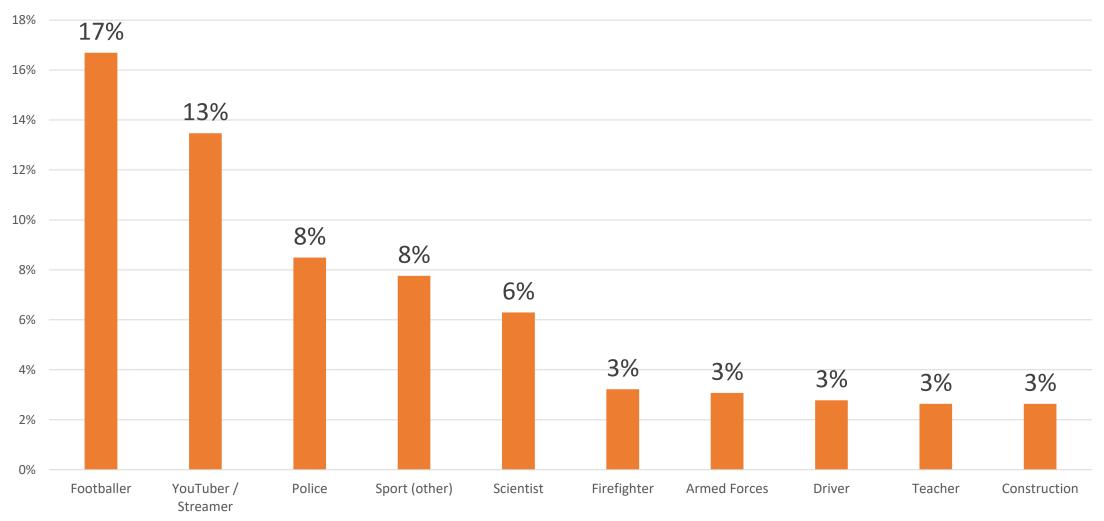
300 children answered the question:

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

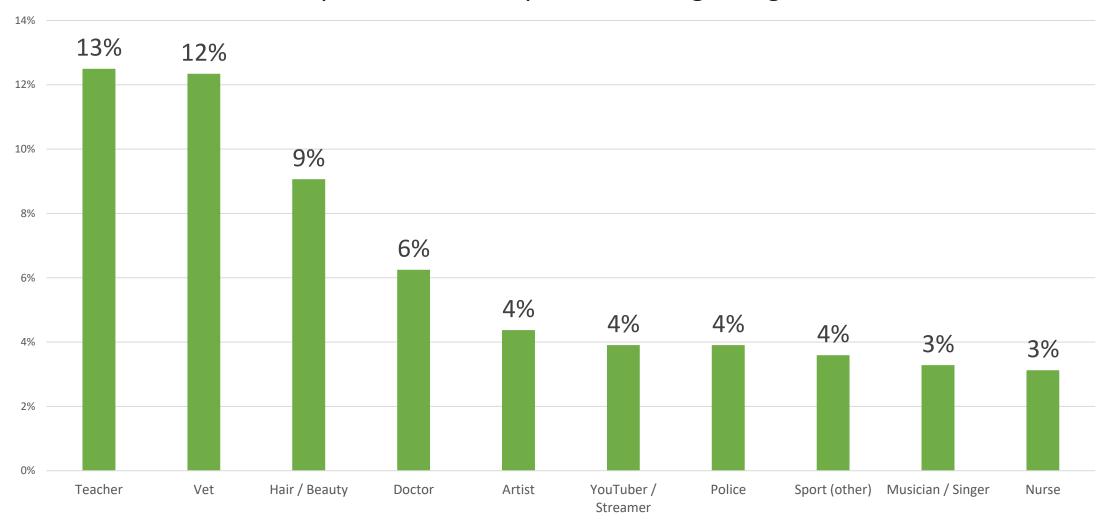
Girl's Aspirations	Shared Aspirations	Boy's Aspirations
Vet	Teacher	Footballer
Doctor	Youtuber / Streamer	Armed Forces
Nurse	Police	Scientist
Artist	Sport (other)	Firefighter
Hair / Beauty		Driver
Musician / Singer		Construction

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

Top ten careers aspirations for boys aged 8-11



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 – <u>Careers Aspirations are Narrow</u>
 - 81 different 'types' of role
 - Top 20 jobs accounted for 75% of those roles.
- <u>Careers aspirations are gendered</u> 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.

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.

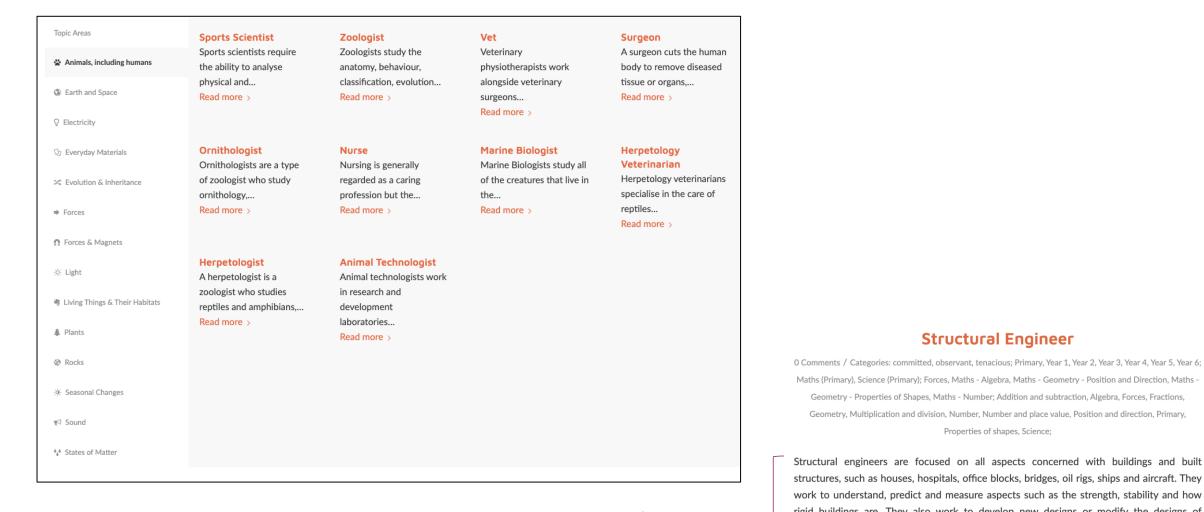
Embedding Careers in Teaching

The Primary Careers Tool

Topic Areas	Sports Scientist	Zoologist	Vet	Surgeon	Topic Areas	Colour Technologist	Mechatronic Engineer	Robotic Technician	Automotive Engi
Animals, including humans	Sports scientists require the ability to analyse	Zoologists study the anatomy, behaviour,	Veterinary physiotherapists work	A surgeon cuts the human body to remove diseased	> Algebra	A colour technologist uses the science and	Mechatronic engineers combine aspects of both	Robotic technicians work with a team of robotics	Automotive engine involved with the b
Earth and Space	physical and Read more >	classification, evolution Read more >	alongside veterinary surgeons	tissue or organs, Read more >	Geometry - Position and Direction	technology of colour Read more >	mechanical engineering	professionals, Read more >	designing Read more >
Q Electricity			Read more >		 Geometry – Properties of Shapes 	Kead more 7	Read more 7	Read more 7	Read more 7
🛿 Everyday Materials	Ornithologist Ornithologists are a type	Nurse Nursing is generally	Marine Biologist Marine Biologists study all	Herpetology Veterinarian	"* Measurement	Civil Engineer Civil engineers are	Structural Engineer Structural engineers are	Astronomer Astronomers are a type of	Satellite Communication
≍ Evolution & Inheritance	of zoologist who study ornithology,	regarded as a caring profession but the	of the creatures that live in the	Herpetology veterinarians specialise in the care of	Number	responsible for the designing and building	focused on all aspects concerned with	scientist that study objects	Engineer Satellite communic
➡ Forces	Read more >	Read more >	Read more >	reptiles Read more >	I Ratio and Proportion	Read more >	Read more >	Read more >	engineers work wit satellite systems
Forces & Magnets					, ≫ Statistics				Read more >
ö: Light	Herpetologist A herpetologist is a	Animal Technologist Animal technologists work				Astronaut	Crystallographer	Robotics Engineer	Taxidermist
🧃 Living Things & Their Habitats	zoologist who studies reptiles and amphibians,	in research and development				Astronauts are trained by	Crystallographers study	A robotics engineer is	A taxidermist stuffs
Plants	Read more >	laboratories Read more >				different space agencies such as NASA	atomic and molecular structures. They	responsible for creating robots and robotic	mounts deceased ar to be displayed
Rocks						Read more >	Read more >	Read more >	Read more >
🤅 Seasonal Changes						Geologist	Surgeon		
3 Sound						Geologists work to understand the history of	A surgeon cuts the human body to remove diseased		
States of Matter						our planet so they Read more >	tissue or organs, Read more >		

https://nustem.uk/primarycareers

https://nustem.uk/primarycareersmaths



 Upper Key Stage 2
 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: <u>https://nustem.uk/primarycareersmaths</u>

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

