

what are we going to do about careers?

A Career-learning Café Project **www.hihohiho.com**

We should pose the question. It would be foolish to assume that conventional solutions always work in new situations. And enabling learners in their planning for today's working life is, in many important respects, a new and changing challenge. This is particularly so for people for whom the very idea of 'a career' might well seem like a bad joke.

And so the question 'what are we going to do about careers?' is the running header for an on-going project in The Career-learning Café'. A project map of material is on page 3. It is launched here in January 2005; and there is more to come.

ideas for action

The project is based on an extensively up-dated model for career-learning, called 'CPI'. It works with three key factors for contemporary career development: coverage, processes, and influences:

- CPI-1: coverage** both 'hard' information and 'fuzzier' impressions figure in what career learning must cover – learning about 'self' and 'opportunity', and also about how people, both individually and socially, occupy working roles;
- CPI-2: processes** taking account of the on-going and multi-layered learning narratives which shape the way learners see themselves in working life - set up in early childhood, and reaching far beyond schooling, life-long;
- CPI-3: influences** coming to sustainable and fulfilling resolutions of what feelings urge and other people want - dynamic social-and-emotional pressures which can crystallise into the stereotypes that most damage people's life-chances.

CPI takes account of what is now known of career development and careers work, and it suggests where that new thinking can take us:

- CPI-a: new thinking** any useful new model will be based on a broadly-based scanning of what is known of both changing career-planning needs and changing patterns of provision;
- CPI-z: thinking ahead** reform comes, not by discarding earlier thinking, but by extending it and applying it to the emerging interests of contemporary stakeholders – learners, their communities, researchers and policy-makers.

There are five lines of new thinking here: 'CPI-a', '-1', '-2', '-3' & '-z'. Together they form one of the two project-map dimensions.

action from ideas

The other project-map dimension shows how new thinking leads to reformed practice. So, in addition to the underpinning thinking, the project map also lists materials for working on practical applications.

CPI: thinking what is the evidence for CPI? - what factors does this evidence identify? and what directions for contemporary and future practice does it signpost?

leading to action in ...

PRO: programmes what this means for how we develop and use materials and methods – for example in IAG, progress-file work and programmes like ‘The Real Game’;

ORG: organisations what it means for the school-and-college, for the services and the centres that provide help – in the careers-work roles they set up, in the patterns of resource allocation they use, and in their community-links;

HUM: helpers and what understanding, attitudes and skills learners most need to find in the people who set out to help them in their career planning – whether those human resources are professional advisers, voluntary mentors or distracted teachers.

There are implications here for what happens in our schools. And work on these issues is commonly reflected in programmes set up by Connexions. They are also clearly represented in the Tomlinson report on the reform of 14-19 curriculum and qualifications.

But none of the learning factors identified in CPI are solely applicable to young men and women. Some belong to childhood. And some become most pressing in adulthood - indeed they become poignant in the later years of life. The breadth, depth and dynamics of CPI is for all sectors of careers work - life long.

Essex, Southend and Thurrock Connexions has substantially supported the project. Bill is particularly grateful to Kath Wright of EST Connexions, for her imaginative and professional use of the ideas and for her generous encouragement in their development.

The material is, however wholly the responsibility of The Career-learning Network, and should not be taken to reflect EST Connexions policy.

The project map appears on the following page.

what are we going to do about careers?

project map

	the thinking	programme development	organisation development	human-resource development
new thinking	CPI-a: getting to know CPI	DVT: finding the best next thing to do	DVT: making it happen	HUM-1: diagnosing career-learning needs - interactive 'game'
on coverage	CPI-1: the coverage - opportunity, role and self	PRO-1: relevance – earning respect for learning PLA: targets, outcomes & frameworks	PLA: enabling access to information	PLA: working with 'academics' and other experts
on processes	CPI-2: the processes – learning verbs	PRO-2: progression – stepping stones to learning DVT: planning for progression DVT: developing profiles PLA: enabling learning-to-learn	PLA: scheduling & timetabling options	PLA: working with mentors & other volunteer helpers
on influences	CPI-3: the influences – inner life and other people	PLA: materials & methods DVT: uses of narrative DVT: learning needs & face-to-face work	DVT: community networks for learning needs PLA: building a team PLA: leading a team	DVT: diagnosing career learning needs - backup material PLA: getting to grips with careers-work priorities - backup material PLA: investigating learner needs and wants
thinking ahead	CPI-z: why we now need a new model	PLA: a design-frame for curriculum	DVT: planning your action PLA: evaluation - finding the value in your work	HUM-2: getting to grips with careers-work priorities - interactive 'game'

material prefixed 'CPI', 'PRO', 'ORG' & 'HUM' is available now
'DVT' is in development with a version available now

all free-of-charge at www.hihohiho.com
in 'moving on'

'PLA' is in development or planned

material prefixed 'CPI', 'PRO', 'HUM' and 'ORG' is supported by
EST Connexions

