

diagnosing Theresa's **career-learning needs**
(name)

factors**what she says****adviser response**

(about what is going on and what might be done about it)

(how I can help)

information

left school at 16 - 5 O-levels / aged 18 / living with mother / 'can I qualify to train as a teacher?'

attachments

2 year-old daughter / wants a nursery place / boyfriend ('Tejhinder) - 'not Sara's dad!' - wants me to live-in, but wants me to get a job / he's a self-employed plumber / he says teaching is good in his family

background

Dad was a maths teacher - retired early, died when he was 61 / Mum was 'a housewife', now a part-time shop assistant / closer to Mum

feelings

frustrated / bored / bad memories of school / 'want to work with children!' / 'don't like thinking about a "career" - but can't help it!'

purpose

daughter going to nursery would be 'a big change' - a sort of opportunity / 'I want my life to have a point!'

learning

'don't really know why I thought of teaching - just a hunch' / 'not sure I'm clever enough'

helpful to Theresa?

- get listening-help
- recognise the usefulness of learning
- know how to move on

more help: CLN (2003). *Game for Career #1 - Diagnosing Career-learning Needs*. The Career-learning Café - the magazine. Free on-line at www.hihohiho.com

finding a basis for help

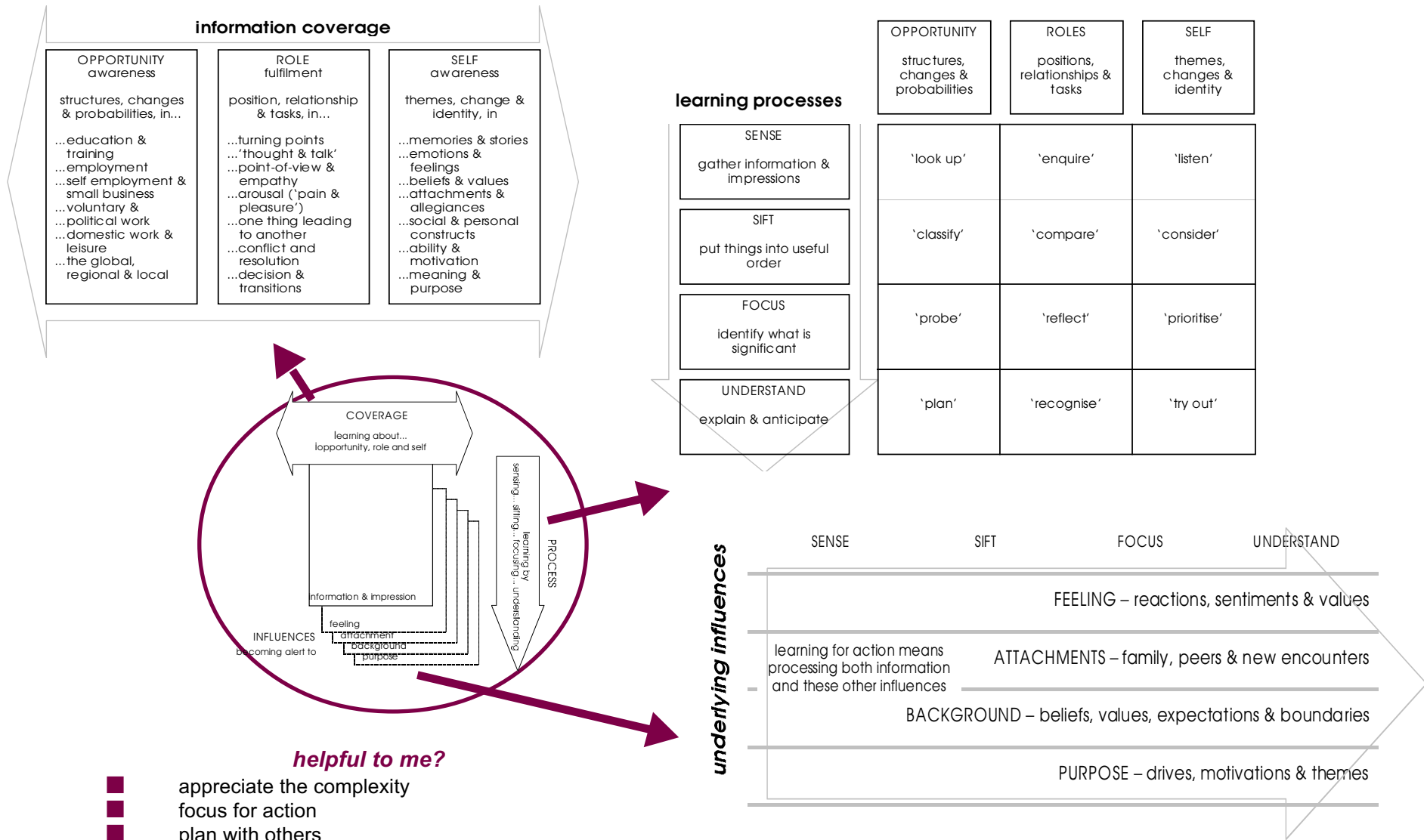
	factors	talking about work and life	key issues	learning needs
coverage	information	<i>'you might have enough to go on, about yourself and what's going on... or you might find that you are still in the dark'</i>	opportunity / role / self	<ul style="list-style-type: none"> > reliable information > reliable disclosure > 'crap detector'
influences	feelings	<i>'the feelings you have about your life can help you... but they can also get out of hand'</i>	act or be still / approach or avoid fight or flee / hide or help	<ul style="list-style-type: none"> > space and time > listening > safety and trust
	attachments	<i>'you might be okay with the way other people have their say about your life... or you might not be so sure about that'</i>	feedback / modelling / expectations impressions / support / contacts	<ul style="list-style-type: none"> > recognising the influences > confidence in encounter > new and different people
	background	<i>'a strong upbringing gives a person deep beliefs and values, perhaps you want to live with them... or maybe it's time to move on'</i>	shared narratives / beliefs and values role-assignment / insider-outsider status	<ul style="list-style-type: none"> > appreciation of my own upbringing > knowledge of alternatives > what will I hold to - how I will move on
	purpose	<i>'there is supposed to be a point in work and citizenship, and you might be convinced about that... but you might have your doubts'</i>	survival / fulfilment / contribution	<ul style="list-style-type: none"> > a sense of direction > a story I can believe in > transfer of learning
processes	learning	<i>'you've been learning about life since you were a toddler, maybe it has all helped you... but it could be holding you back'</i>	sensing / sifting / focusing / understanding	<ul style="list-style-type: none"> > starting from here-and-now > one step at a time > learning to learn

is this helpful to me?

- facing up to the complexity
- identifying learning needs and useful learning outcomes
- making the links between work roles and other life roles

more help: The Career-learning Network (2005). *Diagnosing learning needs*. The Career-learning Café - 'magazine - games'. Free on-line at www.hihohiho.com

the underpinning thinking - 'CPI'



more help: CLN (2004). CPI - 'DOTS' for the Twenty-first Century. The Career-learning Café - the underpinning. Free on-line at www.hihohiho.com

diagnosing Theresa's **career-learning needs**
(name)

factors

what she says

my response
(how I can help)

(about what is going on and what might be done about it)

information

left school at 16 - 5 GCSEs a-c / aged 18 / living with mother / 'can I qualify to train as a teacher?'

1 Theresa - customise an information-pack on entry requirements
information centre - graphic and attractive development of local information

attachments

2 year-old daughter / wants a nursery place / boyfriend ('Tejhinder' - 'not Sara's dad' - wants me to live-in, but wants me to get a job / he's a self-employed plumber / he says teaching is good in his family

2 Theresa - discuss possibilities of taster course or school visit
school-community links - extending range

background

Dad was a maths teacher - retired early, died when he was 61 / Mum was 'a housewife', now a part-time shop assistant / closer to Mum

feelings

frustrated / bored / bad memories of school / 'want to work with children!' / 'don't like thinking about a "career" - but can't help it!

3 Theresa - open questions around 'boredom', 'hunches', and life having 'a point'
youth workers - linking social engagement to career possibilities

purpose

daughter going to nursery would be 'a big change' - a sort of opportunity / 'I want my life to have a point!'

4 Theresa - work through a possible story - moving from the 'change', to Tejhinder moving in, to getting qualified.

learning

'don't really know why I thought of teaching - just a hunch' / 'not sure I'm clever enough'

cross-curriculum development - using narrative techniques to appreciate how one thing leads to another

help your client?

- get listening-help - about anything
- recognise the usefulness of the learning - in all kinds of ways
- know how to move on - now and later

more help: CLN (2003). *Game for Career #2 - Getting to Grips with Careers-work Priorities*. The Career-learning Café - the magazine. Free on-line at www.hihohiho.com

diagnosing _____ career-learning needs
(name)

factors	what he or she says <i>(about what is going on and what might be done about it)</i>	my response <i>(how I can help)</i>
information		>
feelings		>
attachments		>
background		>
purpose		>
learning		>

will this help my learners?

- appreciate their own learning needs
- recognise the relevance of my programme
- be able to use what they learn in their lives

more help: The Career-learning Network (2005). *Learning outcomes and their frameworks*. The Career-learning Café - 'the magazine - making it work'. Free on-line at www.hihohiho.com