

CDI Scotland Student Conference

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SCOTLAND

Learning from guidance teachers

Preliminary findings of a
small research project



**Raj Deverajan
made a difference
here...**

Colfe's School

HMC Independent Day School
for boys and girls aged 3-18

(020) 8852 2283



COLFE'S
SCHOOL

**Mary Dempsey
made a
difference here...**





A small step for a man, a giant leap for mankind...

CEIAG in state secondary schools in Scotland

Pete Robertson, Susan Meldrum & Heather Earnshaw

The guidance teacher's perspective

Methods



Literature review



10 interviews with
guidance/pupil support
teachers



5 interviews with 'experts'
from Education Scotland;
SDS; & DYW.

Preliminary
findings

Role of the guidance teacher

Curriculum

Individual pupil support

Employer liaison

Information

Good practice frameworks

The role of the guidance teacher

Challenges

- Time pressure
- Pastoral care/personal support for pupil stakes priority
- COVID, mental health & social changes make demand for personal support greater
- Support structures weakening

What works

- Experienced/promoted teachers
- 'House' system = know the senior phase pupils well
- Pupil tracking can be effective
- Individualised support if at risk of no 'positive destination'

Curriculum

Challenges

- Other topics dominate PSE
- Career content limited
- Arrangements for S5 & S6 variable

What works

- Career education can be located in PSE across all age groups
- SDS presence in the curriculum helps give advisers an identity in the school
- Alternative curriculum may be available via 3rd sector providers

Individual support

Challenges

- Not always seen as a distinct activity
- Often in the classroom
- Cannot answer some questions

What works

- Needs identification
- Getting to know pupils
- Grouping pupils around needs
- Referral to (and from) SDS
- Intensive support for subject choices

Employer links

Challenges

- COVID a major setback
- Loss of relationships
- Mass work experience for whole cohort is now uncommon
- Local variation & multiple agencies
- Future of DYW unclear

What works

- It's getting better
- DYW co-ordinators successful at engaging employers for school talks/visits/events, and communicating opportunities

Information

Challenges

- Heavy reliance on *My World of World*
- Some pupils and parents difficult to engage

What works

- Use of Google Classroom or Microsoft Teams to target information about opportunities for pupil groups
- Reinforcing messages in class
- Parents evenings remain a key information channel

Good practice

Challenges

- Lack of substantive/formal training
- Limited time for reading policy & curriculum guidelines
- Variable access to local authority support networks
- Reliance on external agencies

What works

- Experienced and committed staff
- Supportive teams in school
- Positive relationships with SDS advisers (& DYW)



Career Education Standard 3-18: Suite of learning resources

Published 01/01/2017. Last updated 11/04/2023

 Learning resources  Developing the Young Workforce

A suite of resources have been developed to contribute to professional learning for practitioners at all levels working with children and young people aged from 3 to 18. They are structured to both inform and to support reflection on existing strengths and areas of development around career education. These introductory resources are brief in nature and can be used by individuals as professional learning opportunity as well as in group discussion or staff CPD.

How to use this resource

What is this?

A suite of resources have been developed to contribute to professional learning for practitioners at all levels working with children and young people from 3 – 18.

Who is this for?

All practitioners working with children and young people within early learning and childcare, primary, secondary, additional support needs (ASN) colleges, independent

Career Review recommendations



1. A new career development model

A simple model should be established that defines career services, bringing definition to the variety of career services across Scotland.



2. Developing skills and habits essential for the future world of work

Career education and services should be designed to develop, recognise and accredit the skills and habits essential for the future world of work.



3. Creating person centred career services

Individuals should be involved in identifying what they need from career services based on their own circumstances and context, which leads to a flexible and personalised service offer.



4. Experiential career education

There should be dedicated curriculum time for experiential work-related learning in all settings.



5. Community based services

Young people have a right to have to a wide range of opportunities, to experience the workplace and understand what fair work is.



6. Exposure to fair work

People should have a right to have a wide range of meaningful opportunities to experience work and understand what fair work is.



7. Digital enablement, empowerment & engagement

Enhanced digital services and online tools should be developed that present information about the world of work in an inspiring and accurate way.



8. Clear roles for the delivery of career services

Where appropriate, the roles across career services should be defined, to deliver the career development model in a coherent way.



9. Strengthening evaluation and continuous improvement

The effectiveness and impact of the whole career system should be measured using a suite of outcome-based measures that are integrated in all settings, supporting the delivery of responsive and flexible services.



10. Creating a career services coalition

A coalition should be established that ensures the implementation of the Review's recommendations and the coherence of career services across Scotland, where young people, practitioners, employers and stakeholders are represented.

Two role comparisons

England

The Republic of Ireland



Careers Leaders in England (CEC)



The Gatsby Benchmarks

Learn about the benchmarks and the framework they provide for optimising your careers provision.

[Find out more >](#)



Careers Leader Training

All Careers Leaders require outstanding training. Access everything you need right here.

[Find out more >](#)



Tools and Resources

Discover our resources and planning tools to help you in your role and support every young person to make their next best step.

[Find out more >](#)



Parental engagement in careers education

Explore our resources to help parents have more informed and more confident conversations with their child.

[Find out more >](#)

Guidance counsellors in Ireland

- School employees
- Trained in counselling
- Half-way between American high school 'guidance counsellor' and UK career adviser
- Postgraduate level training



To do their work effectively, guidance teachers in Scotland need

- Substantive training for their complex role
- Clear role boundaries with protected time for careers work
- A single document/point of reference for minimum standards and best practice information
- Consistency in support structures for education-business links



The image features a central graphic on a white background. The graphic consists of four concentric circles of varying shades of gray, creating a tunnel-like effect. In the center of the innermost circle, the words "The End" are written in a white, elegant cursive script. The text is slightly tilted upwards to the right.

The End

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