

Bitesize Careers – Embedding careers in the curriculum Roles in careers provision

This short section aims to consider the school and teacher's role in physics careers provision.

The section begins with a reminder of school's statutory duty towards careers taken from DfE guidance¹.

Schools must provide external advice and guidance as part of their legal requirements – it can't all be in-house, and it can't all be online.

The independent advice must be:

- presented in an impartial manner.
- include information on the range of education or training options, including apprenticeships and other vocational pathways.
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

The next slide then looks at the role of subject teachers following a short reflective activity which asks teachers to think about their career progression. They are asked how they made their career decisions and who were their influencers? This is a prelude to looking at some of the key messages from educational research around subject teachers and careers guidance.

Slide 5 highlights research from Mujitaba et al, 2012² that has been carried out into why students choose subjects. This research identifies the role of key adults, earnings and not surprisingly, the effect of teachers. In fact, the quality of the teacher is mentioned most frequently by pupils in the 2013 Wellcome Trust Monitor³ when they were asked about what encouraged/discouraged them when learning science. Slide 6 from the 2013 Wellcome Trust Monitor goes on to show that even with independent advice, young people find the information and guidance provided by teachers useful.

Slide 7 rounds off this session with a summary of research from Waltermeyer et al (2016)⁴. This makes the case for teachers to be part of the careers guidance provision for young people and that they should not shy away from this important aspect of their role; despite the fact that they may have concerns about the currency of their careers knowledge.

Research:

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

²<https://www.tandfonline.com/doi/full/10.1080/09585176.2016.1261718>

³<https://wellcome.org/sites/default/files/monitor-wave2-full-wellcome-may13.pdf>

⁴<https://pendidikankimia.walisongo.ac.id/wp-content/uploads/2018/10/waltermeyer2016.pdf>

We are grateful to [NUSTEM](#) who have provided much of the content for this section.