

FUTURE CHOICES NEWSLETTER

APRIL 2022



Year 8



WHAT STUDENTS WILL BE DOING IN YEAR 9...

In the next academic year students will have the opportunity to take part in a number of Careers and Employability events inside and outside of school.

Students will have a 30 minute careers appointment with our Careers Advisor, Mr Rigby to discuss their initial careers plans and briefly discuss how subjects can link to careers. We also run the Young Enterprise Employability Programme where students have the opportunity to develop employability skills whilst working with local employers during the project. Prior to Covid, Year 9 students have also been involved in local STEM competitions in the area linked with the Poole Maritime Festival where students are given a problem to solve and are required to present their final idea to the rest of the schools. In previous years, St Edward's students have had some wonderful successes within these challenges.

We are also looking forward to the return of the festival events linked with local Universities. These events are designed to build student confidence and realise aspirations through interactions with employers in a workshop setting. With Ofsted's recommendations for enterprise, employability and employer engagement, we hope the events will also show successful student/employer engagement as well as developing students' soft skills such as teamwork and presenting.



Importance of oracy - how to help your child develop this

In terms of careers, how your child speaks could be instrumental in their future success. Oracy is our ability to communicate effectively using spoken language. To speak eloquently, articulate ideas, influence through talking, listen to others and have the confidence to express your views are all fundamental skills that support success in both learning and life beyond school. These skills are strongly desired by employers and there is a demand for them in the workplace, in a recent City of London Corporation and Nesta survey of 100 employers, oral communication skills were rated as the top transferable skills by employers.

So, how can you support your child at home in improving their oracy skills? The first step would be making time for oracy, this could simply be conversations in the car or around the dinner table. Get your child talking about themselves! The more they express their interests, ideas and opinions, the more they become comfortable talking about themselves as it becomes a natural part of their day. This is fundamental as increasing confidence in speaking can be built daily and confidence related to speaking is transferable to many situations. Try and encourage your child to talk in full sentences and ask questions to develop your child's responses fully.

Secondly, model and explain what good listening looks like, in a world of increasing distractions it is easy to forget what this looks like! Nurture interactions that develop skills like maintaining eye contact, nodding or other receptive non-verbal cues and not talking when others are speaking. It may be that you make deliberate mistakes, explain how you could listen better and then adjust your behaviour accordingly. It is so important to remember that oracy (especially in the workplace) is not only just about speaking, listening is as important.

The teenage brain and careers...

During adolescence, the brain goes through a period of intense restructuring. It is a time of great opportunity and vulnerability as the brain cells makes new connections and the strength of these connections intensifies significantly. It is during this time that influences from those closest to young people and those involved in their education can impact positively or negatively. Whilst acknowledging and being excited about the impact we can have, it is worth remembering that the opportunities for development are accompanied by certain vulnerabilities that a young person needs to navigate. The table below highlights these vulnerabilities and relates them specifically to careers education.

Vulnerability	Impact	Context of their careers/ futures
Motivated by social interaction	Tend to rely on peer opinion and approval yet need parental influence, more than ever, to give them consistency whilst respecting the importance of their emerging identity	Help young people discover and be confident in who they are becoming, what they like, where they are happiest. Be willing to support exploration with them, expose them to good opportunities so that they don't necessarily follow others expectations.
Orientated towards short term gain	Find it difficult to project forwards or see the impact of what they are doing now on the future. Need instant gratification to feed the emotional brain.	Avoid overdoing the reminders of how the future depends on now. Whilst important, it is best to encourage real engagement with what they are currently doing at school, in clubs, to find accomplishment and enjoyment in these activities. This build the future by helping them make progress at each stage.
Prone to risk taking behaviour	Behave in a way that challenges adult rational thinking. Increases around peers. This risk taking is a necessary evolutionary development as the brain is being developed and skills gained to exist in a world that will function differently to that of parents.	Encourage risk taking within safe boundaries to protect young people whilst giving them the opportunity to explore challenging opportunities. Young people will develop a 'can do' mindset and learn that creativity and thinking out the box brings benefits. They will develop the confidence to consider careers that the adults in their lives possibly did not.
Negatively impacted by stress	Stress can impact the wiring of the brain (started in childhood), young people very quickly get caught in a negative spiral which can lead to mental health issues later	Provide a safe and warm environment where futures are explored only as part of their complete development and don't become a source of angst. Avoid the 'all or nothing' approach. The emerging self has to be the 'real self' and not the 'ideal self' which tends to satisfy others' expectations.
Likely to display emotional rather than rational responses as the cortex is still developing	Young people will often give an emotional response to a situation automatically as the rational brain is not fully developed till	Try not to over react to the emotional response. Give a young person time to reflect, consider and refine or change their thinking. Present suggestions about futures to ponder rather than absolutes.

Careers Website

Our Careers web page has recently been developed to ensure that there is information for students, Parents and Carers, Staff and local employers. You will also see our Careers Programme for 2021-2022 which shows our current Gatsby Benchmark achievements, as well as the careers activities that students take part in during each academic year.

We would like to direct Parents and Carers the list of useful links where you and your child can find out more information regarding Apprenticeships, T Levels, Higher and Further Education, Local Labour Market and personal development.

Visit our Careers Education webpage here;
<https://st-edwards.poole.sch.uk/information/careers/>

Careers Club

Last year, we created a dedicated Careers space based within the Eden Centre. The useful space allows students to access resources on different career areas enabling them to investigate, access, and research future interests and opportunities. This is also where our Careers Advisor Mr Rigby carries out Careers Guidance appointments during the two days per week he is in school.

Mr Rigby also runs a drop in Careers Club on Friday Week A at Lunchtime for all year groups, which is called "Careers and Chocolate Club". Students can come along to ask any questions they may have whilst enjoying some biscuits and browsing the resources.

Careers in the Curriculum

We will be sharing information regarding Careers within the Curriculum with a different subject being featured in each edition of our *Future Choices Newsletter*.

In this edition, the chosen subject is English.

As English is wide in terms of skills and knowledge, studying the subject prepares students for a multitude of careers. The ability to communicate effectively, both orally and in writing, is at the heart of English and this is a vital skill in all aspects of life and work. Studying English also develops skills in: independent working; time management and organisation; planning and researching; articulating knowledge and understanding of texts, concepts and theories; leading and participating in discussions; negotiation and teamworking to present ideas and information; effectively conveying arguments and opinions and thinking creatively and the use of IT.

English can lead to a great many career pathways and roles in the workplace. Examples of careers that are directly linked to English include Law, Police, Publishing, Journalism and Digital Copywriting.

Many famous people have taken English up to University level, including the actor Emma Watson, the director, Christopher Nolan, the athlete, Christine Ohuruogu, the singer, Kanye West and former CEO of Disney, Michael Eisner.

