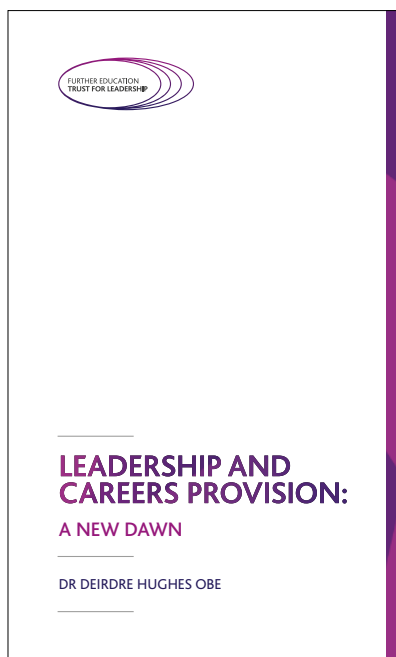


A new dawn for careers provision

Leaders have a key role to play in creating career pathways for young people and adults trying to negotiate the complexity and unpredictability of the new world of work, according to a new report from FETL

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We need a new dawn in careers provision if we are to support people in understanding the careers options available to them, says Deirdre Hughes, in a new publication from the Further Education Trust for Leadership (FETL).

Leadership and careers provision: A new dawn focuses in particular on the leadership challenge of creating pathways through which learners can develop the skills and capacities they need to thrive in a world of work characterised by change and uncertainty. The discussion is informed by a literature review of leadership and careers provision and in-depth interviews with senior managers from further education and careers in England.

Dame Ruth Silver, President of FETL, said: 'This is an excellent report, written by a leading expert in the field, and the topic is a critical and under-researched one. The report usefully scans ahead to the emerging complexity of the new workplace, highlighting its fast-changing nature and the enormous pressure this will inevitably place on learners, staff and leaders alike. It provides a sense of the challenges we face, while reviewing some past disappointments in policy in this area, highlighting the need for a 'new dawn' in careers support, at national, regional and local levels. It offers numerous interesting, in some cases eye-opening, comparisons and contrasts, demonstrating where we might do better, learn more or work in a more thoughtful, connected and inclusive way.

'There is a significant leadership challenge in all of this. Leaders need to understand the nature of the changes taking place in their communities and reflect intelligently and farsightedly on how these changes will impact on the career needs and aspirations of learners. They also need to ensure careers provision is flexible and dynamic enough to react to changing circumstances and priorities, while supporting students in developing the skills and capabilities they need to exploit new opportunities. As the author makes clear, the need to improve careers provision for young people and adults in England is urgent. She calls for collective action to realise the potential personal and economic benefits of inclusive, locally based careers support. This effort will be critical in ensuring careers provision plays a full role in the social and economic recovery of our communities.'

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