

# “CHANGE IT UP, CHANGE THE SYSTEM!”



[Student march for free tuition 2, Trafalgar Square, London, UK](#) by [Cory Doctorow](#), licensed under [CC BY 2.0](#)

Exploring career development learning and social justice through action research

# RATIONALE

Social justice and careers: Plenty of theory but a dearth of practical examples.

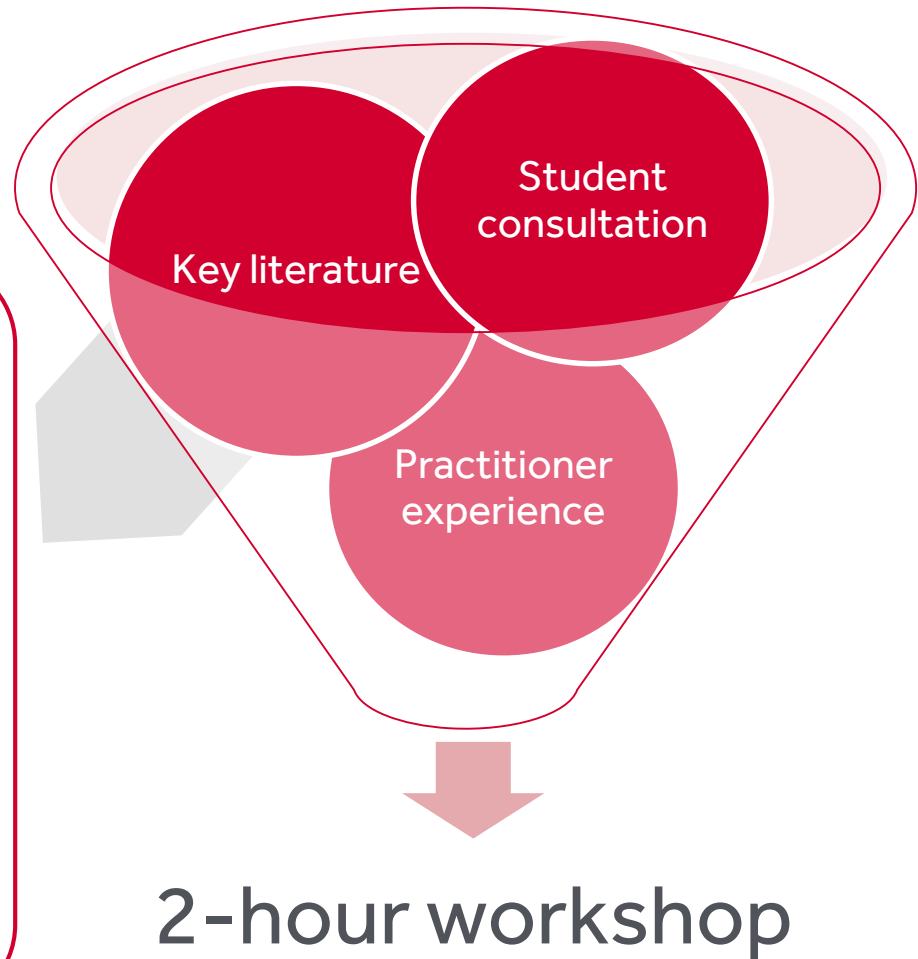
- A key component of practice (Arthur et al. 2013, IAVEG 2013, Christie 2016), but barriers to implementation (Arthur et al. 2009).
- Prominent examples in HE suggest a progressive approach (Watts, Law, Killeen, Kidd and Hawthorn 1996) is the dominant strategy.
- Student engagement – what about the non-careerists? (Tomlinson 2007, also Law 2009) Gen Z?

# RESEARCH QUESTIONS

1. How can I design a career development learning intervention informed by perspectives on social justice?
2. What can I learn about my practice from delivering a career development learning intervention informed by perspectives on social justice?
3. Reflecting on my responses to these two questions, what are the implications for practice?

# STRATEGY

- *A critical pedagogy of work education* (Simon et al., 1991)
- *Socio-Political Ideologies in Guidance* (Watts et al., 1996/2016)
- *Career Guidance in Communities: A Model for Reflexive Practice* (Thomsen, 2017)
- Hooley's framework for emancipatory career education (2015)
- Mignot's conceptual framework for anti-oppressive practice (2001)



# STUDENT CONSULTATION

Key themes identified included:

- Diversity – the importance of relatable role models;
- Lack of information and tools as a barrier to action;
- Negative perceptions of employer attitudes;
- Focus on individual responsibility to take action;
- Interest in acting for the 'greater good'.

"Oh, ok... where's all the females? Aren't I supposed to be inspired to be like you, but... there's no-one like me there"

"We're just given the resources to go into the world how it is, we're not given the resources to change it...change it up, change the system!! – I think that's really important!"

# WORKSHOP DESIGN



**Title:** I want to make a difference! Social justice and your career

**Aim:** To increase understanding of social justice as it relates to career, and inspire action to promote it.

**Learning outcomes:**

1. Interpret two contrasting narratives about the labour market;
2. Discuss the potential impact of these narratives on themselves and others;
3. Apply strategies of individual or social change to a labour market problem;
4. Compare the strengths and weaknesses of these strategies;
5. Propose actions they can take to promote social justice through their career.

**The Gig economy is**

**women**

**Talk to Deliveroo couriers.**

# EVALUATION: STRENGTHS

- Collaborative design: Engaging and relevant

It's very interactive, enable[d] me to hear other people's views

I loved the session

I enjoyed the debate on individual vs. societal changes.

The session was engaging and the debate was a great strategy to promote participation from the students. It encouraged creative and critical thinking.

It was really good to have the time to talk things over in groups.



# EVALUATION: STRENGTHS

- Achievement of aims and outcomes through collaborative learning

*Look into HeForShe and Lean In. Have a discussion with my friends, (especially male friends) about social justice and gender equality.*

*Find out the gender pay gap in the property industry. Watch TED talk*

*What local pressure groups are available in promoting socio-economic justice (e.g. pro investment, anti-austerity?)*

# EVALUATION: CHALLENGES

- Harnessing the affective dimension of learning
- Classroom as ‘a site for the interrogating of competing claims to truth’ (Simon et al. 1991)

# FURTHER APPLICATIONS

Working within  
pre-existing  
communities

Curriculum  
input (KS3/4?)

Beyond formal  
education

For a copy of the workshop materials, email:  
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# REFERENCE LIST

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