

## Educare March 2019

There are two articles in this edition of Educare, both written by Gill Bryant. The first is about careers guidance for TCKs, with some useful accompanying resources and ideas. The second is based on information, received with thanks from Rebecca Wright who is an educational psychologist. She has highlighted an excellent range of websites giving access to free resources for testing and assessing the progress of children, together with learning resources for the key curriculum areas of English language and mathematics.

### Careers for TCKs

What do you want to do when you grow up? This was a question that I was asked at primary school when I was 6. I can't remember my answer, but we all had to write something about it and typical suggestions were train drivers, firemen, nurses and teachers. Looking back on this, the age of 6 seems very early to be asking a question like this, but even at 18, not to mention the earlier teen years, the idea of being asked to choose a career path can be a challenge for young people whose experience of life is limited to study, sports, music and social activities with their family and friends.

It is challenging for teenagers in their home culture to consider this question, even when they have access to careers teachers and all kinds of resources. They may complete questionnaires to assess their aptitude for different career pathways, watch videos about various jobs, and even have work experience arranged for them. Some will have their future mapped out – for example, at the rural school where Steve taught in Cumbria in the 1980's many of the students were from farming families and they fully expected to go into the family business.

It can be even more difficult for our TCKs to consider future careers realistically, especially if no lessons or resources on this subject are available to them. Depending on their location, some may have unique exposure to a whole range of career options – an example would be a family stationed at a medical clinic where the children have the opportunity to observe the typical work undertaken by a range of health professionals. Others by contrast may be located in a mega city where the parents work in business and the local international schools or home school co-operatives attended by the children are not in a position to provide careers education.

The initial goal of this article was to seek to highlight some resources and ideas which could be used to help young people to find out about themselves, their gifts and aptitudes, and possible career options for the future. However there is another, deeper goal which emerged. Many websites and articles promote money making and prestige as key elements to consider when making important choices about career pathways. It is clear that, while there is a huge range of possible alternatives as to how to spend one's life and make a living, some options are far more ethical than others. Within each of the professions there are many subdivisions, each potentially involving moral challenges. For example, a lawyer might

choose to work in the area of corporate law where much of the work involves enabling already wealthy corporations to become even richer. On the other hand, a lawyer could choose to help the disadvantaged who need justice but cannot afford legal fees. This is not to say that the only valid career path is one which is within a Christian company or institution, but that each individual needs to reflect on the choices that they make. Does this job help and support human beings, either directly or indirectly? Does it treat people, or the planet, with dignity and respect? Will it be possible to follow this career without being required constantly to sacrifice Christian principles, or put the job before the needs of the family?

Our biggest desire for our children is that they grow up to know, follow and serve the Lord. This is more important than the career that they choose, but their future working life needs to be one in which they are able to demonstrate Christian living and service. Many of our children will expect to go to college or university and follow a professional career, but this in itself is not the most crucial factor.

With all of this in mind, the goal of this article can be restated: teach our children about careers and the world of work by providing information and resources for them, and engaging in discussion and reflection as to how different career pathways help or hinder the purposes of Christ in the world. Each young person is unique and special and has gifts that can be used, as well as possible limitations. Part of the responsibility of educators and parents is to enable and empower them to make godly, informed decisions for the future, and it is possible to do this anywhere in the world thanks to technology and the support networks that we have.

### **Online resources**

One excellent online resource is *Career Onestop*, which can be accessed at

<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>

This American website offers free videos on hundreds of different careers, organised into 16 clusters of related areas. The videos are short, around one and a half minutes long, and give a brief overview describing each job including the qualifications and qualities needed and the challenges and rewards. The wide scope of options covered provides an eye-opener as it exposes the students to careers and jobs that they may not have thought about. There is plenty of material here for creating interactive, student-centred lessons where groups of learners might present different career options to their classmates, and discuss how they would feel about doing the different jobs.

The website also offers several free aptitude tests which are easy to use. They can be found here:

<https://www.careeronestop.org/ExploreCareers/Assessments/self-assessments.aspx>

The British *Which? University* website is another excellent resource. At the following link, there are various tools and resources to help careers teachers and students.

<https://university.which.co.uk/teachers/develop-your-skills-as-an-adviser/careers-tools-recommended-resources-for-students>

Derived from the same website, there is the Buzz Quiz, a simple personality test which indicates possible career paths to suit the personality, found on this page:

<https://icould.com/>

Another useful resource is the A-level explorer tool, useful for all students taking A-level or equivalent courses. It can be found at this link:

<https://university.which.co.uk/a-level-explorer>

Information can be entered on the subjects being studied, and a link is made to possible careers, thus providing guidance not only for current students but those considering which subjects to take at A level or equivalent.

### **Real people**

The network of people known to the students can provide a rich and unique source of information. With some organisation and forward planning, this network can be harnessed to educate the students about all kinds of jobs and careers. Family members, friends and people from supporting churches can all be asked to complete a simple profile giving information about their jobs. A teacher or parent can create a short survey using a few simple questions, such as the following:

*What is your current job title?*

*Describe the role. How long have you been doing this job?*

*Which qualifications do you need to do this kind of work?*

*Which personal qualities are important?*

*What advice would you give to you a young person considering this career path?*

The results of the survey could be collated and used by a home schooling family or shared in a class of students.

Where possible, members of the local community (expatriates and/or nationals) could be asked to come and meet students and talk about their work. There may be an opportunity to arrange work experience or at least observation of a particular kind of work. The situation for families living overseas often has potential which can be used and developed for the teacher or parent who is prepared to do things a little bit differently.

## Educational resources and assessments for children aged 0-18

The materials provided by educational psychologist Rebecca Wright are presented below in Table 2. Table 1 (immediately below) explains the British educational terms. It should be underlined that although the resources come from the UK and are linked to the requirements of the English and Welsh National Curriculum, they can be used to support the learning of any students being taught or cared for in an English-medium environment.

**Table 1**

Early Years	Age 0-5; school year Reception
Key Stage One	Age 5-7; school years 1 and 2
Key Stage Two	Age 7-11; school years 3 to 6
Key Stage Three	Age 11-14; school years 7 to 9
Key Stage Four	Age 14 to 16; school years 10 to 11, GCSEs
Key Stage Five	Age 16 to 18; school years 12 to 13, A levels

### Summary of resources

At Early Years level the materials cover overall development, language and communication. For Key Stages 1 and 2, the focus is on language and communication, reading, phonics, spelling, maths and computing. In the Key Stage Two section there is a link to some bright and colourful spelling journals for every year group.

In the Early Years section, there are 'Ages and Stages' questionnaires from 2 months to 6 ½ years, with indicators suggesting whether it might be wise to seek professional help. There is also a series of intervention activities for parents to do, to help with their children's development.

In Key Stage One, the SATs papers will be useful for any family with children of this age who are planning to move back to the UK.

For Key Stages Two and Three, the resources from the Communications Trust contain excellent material on language and communication development.

The Dr. Frost mathematics website 'provides an online learning platform, teaching resources, videos and a bank of exam questions, all for free.' (See table below for web reference). It is necessary to register on the site in order to access the huge range of materials that support maths teaching for GCSE and A level. The one minute video clip on the website outlines the scope and nature of the resources available.

**Table 2****Early Years**

Overall development	Early Year and Foundation Stage (EYFS) Framework: <a href="https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf">https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf</a>	Used in all nursery settings and schools at the end of Reception Class to measure progress.
Language and communication	Universally Speaking: <a href="http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/FINAL_Universally_Speaking_-_Early_Years_Web_Version.pdf">http://www.talkingpoint.org.uk/sites/talkingpoint.org.uk/files/FINAL_Universally_Speaking_-_Early_Years_Web_Version.pdf</a>	Typical stages of language development for children 0-5 years.
Overall development	Ages and Stages Questionnaire (ASQ3): <a href="http://www.eckan.org/wp-content/uploads/2017/10/ASQ3.pdf">http://www.eckan.org/wp-content/uploads/2017/10/ASQ3.pdf</a>	Ages 3months- 5 years. Frequently used by Health Visitors for the 2 year check.

**Key Stage One**

Reading	Year 1 phonics test : <a href="http://www.satspapers.org.uk/Page.aspx?TId=21">http://www.satspapers.org.uk/Page.aspx?TId=21</a>	Compulsory at the end of Year 1. Children read 'real words' and 'non words'.
Reading sight words	100 common words: <a href="https://www.highfrequencywords.org/hfw100fp.pdf">https://www.highfrequencywords.org/hfw100fp.pdf</a>	
SATs Tests	End of Year 2 SATs papers: Spelling, grammar, punctuation, Maths, Reading comprehension <a href="http://www.satspapers.org.uk/Page.aspx?TId=4">http://www.satspapers.org.uk/Page.aspx?TId=4</a>	Sat at end of Year 2.
Phonics	<a href="https://www.phonicsplay.co.uk/Assessment.htm">https://www.phonicsplay.co.uk/Assessment.htm</a>	Assessments corresponding to each stage of 'Letters and Sounds' phonics programme. Includes assessments of blending, segmenting, non-words.

**Key Stage Two**

SATs tests	End of Year 6 spelling, grammar, reading comprehension, maths, mental maths, and science tests. <a href="http://www.satspapers.org.uk/Page.aspx?TId=5">http://www.satspapers.org.uk/Page.aspx?TId=5</a>	All compulsory in UK. Science paper no longer sat.
------------	--	--

## Key Stages One and Two

Mathematics	<a href="https://whiterosemaths.com/resources/assessment/primary-assessment/">https://whiterosemaths.com/resources/assessment/primary-assessment/</a>	Free downloadable assessments taken after a topic or school term Year 1-6
	<a href="https://www.ncetm.org.uk/resources/46689">https://www.ncetm.org.uk/resources/46689</a>	Assessments and ideas for teaching to mastery level (i.e. above average) in maths Year 1-6
	<a href="https://www.drfrostmaths.com/">https://www.drfrostmaths.com/</a>	Topic assessments by year group, resources. Register for free access.
Spelling	<a href="http://www.schoolslinks.co.uk/resources_spelling.htm">http://www.schoolslinks.co.uk/resources_spelling.htm</a>	Free spelling journals, with differentiated lists for each week Year 1-6
	<a href="http://www.primaryspellingonline.co.uk/">http://www.primaryspellingonline.co.uk/</a>	Online spelling tests Year R-6. Register for free access.
	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</a>	Government advice on spelling patterns and words that children should be able to spell in Years 1-6
Reading, writing and maths	<a href="https://www.risingstars-uk.com/subjects/assessment/assessment-(i-can-statements)/free-stuff/rising-stars-assessment-i-can-statements-year-4-re">https://www.risingstars-uk.com/subjects/assessment/assessment-(i-can-statements)/free-stuff/rising-stars-assessment-i-can-statements-year-4-re</a>	'I can' statements for reading, writing and maths for Years 1-6. Sets out end of year expectations. Register for free access.
Computing	<a href="https://www.stem.org.uk/elibrary/resource/35102">https://www.stem.org.uk/elibrary/resource/35102</a>	Computing end of year expectations year R-6. Register for free access.
Language and communication	<a href="https://www.thecommunicationtrust.org.uk/media/363850/tct_univspeak_5-11.pdf">https://www.thecommunicationtrust.org.uk/media/363850/tct_univspeak_5-11.pdf</a>	Typical stages of development for children age 5-11.

### Key Stages 3, 4 and 5

Maths	<a href="https://www.ncetm.org.uk/resources/51246">https://www.ncetm.org.uk/resources/51246</a>	Assessments and ideas for teaching to 'mastery level' (ie above average) in maths Year 7-9, based on topics not year groups.
	<a href="https://whiterosemaths.com/resources/assessment/secondary-assessment/">https://whiterosemaths.com/resources/assessment/secondary-assessment/</a>	Year 7 Maths only end of term or end of topic.
	<a href="https://www.drfrostmaths.com/">https://www.drfrostmaths.com/</a>	Topic assessments by year group, resources. Includes GCSE and A level maths. Register for free access.
Language and communication	<a href="https://www.thecommunicationtrust.org.uk/media/363856/tct_univspeak_11-18.pdf">https://www.thecommunicationtrust.org.uk/media/363856/tct_univspeak_11-18.pdf</a>	Typical stages of development for young people age 11-18.