

is paid to social and political conditions of the development of American society that influenced directly the humane relationship formation towards children with special needs. The article emphasizes that revolutionary changes concerning the attitude towards children with special needs have taken place in the American society.

Key word: family upbringing, children with special needs, partner family.

Сяба М.О. – аспірантка кафедри педагогіки Східноукраїнського національного університету імені Володимира Даля (м. Сєверодонецьк, Україна). E-mail: mariela22@mail.ru

Syaba M.O. – a postgraduate student of East-Ukrainian National University named after Volodymyr Dahl (Severodonetsk, Ukraine). E-mail: mariela22@mail.ru

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MANAGEMENT AND MODELS OF CAREERS EDUCATION AND GUIDANCE IN SECONDARY SCHOOLS OF ENGLAND

M.M. Tymenko

The article deals with the issues of management and models of careers education and guidance in secondary schools of England. The author gives a detailed analysis of the careers education and guidance models and programmes which make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. They help young people make decisions and manage transitions as learners and workers. The author also describes the management of careers education and guidance in secondary schools of England and the main role of careers coordinators in helping pupils solve essential questions of their future life in the world of work.

Key words: careers education and guidance, careers coordinator, careers adviser, model, labour market, career development, curriculum.

Problem statement. The purpose of this article is to learn the experience of careers education and guidance in secondary schools of England in order to help the development of the career guidance in Ukraine. Careers education and guidance plays a key role in helping labour markets work and education systems meet their goals. It also promotes equity, as recent evidence suggests, that social mobility relies on wider acquisition not

just of knowledge and skills, but of an understanding about how to use them. In this context, the mission of career guidance is widening, to become part of lifelong learning. Already, services are starting to adapt, departing from a traditional model of a psychology-led occupation interviewing students about to leave school. An important key challenge for this changing service is to move from helping students decide on a job or a course, to the broader development of career management skills. For schools, this means building career education into the curriculum and linking it to students' overall development. A number of schools of England have integrated it into school subjects.

Recent research analysis. The problem of the development of career guidance in schools of Ukraine on the examples of foreign countries experience is considered in scientific researches of such scientific researches of such Ukrainian scientists as: N.Balatzka ("Career guidance in the secondary schools of England"), N.Lavrichenko ("career guidance of pupils in the system of secondary education in France"), M.Kuziv ("Career guidance of students in Germany and Ukraine") and others. All these scientists have studied the foreign countries experience in the field of career guidance in order to improve the development of the career guidance in Ukraine.

Problem definition: It should be noted that there are not enough researches in the field of practical ways of creer guidance delivery in schools. Therefore the work will be focused on the meaningful characteristics of practical models and programs of careers education and guidance in schools of England as well as the management.

Research development. Good careers education and guidance can give young people a flying start by helping them to get the basic knowledge and skills they need to begin navigating their way successfully through career choices and changes.

Careers education, for individual and groups, focuses on career learning, teaching and assessment. It enables learners to understand themselves, get information, explore opportunities and develop the skills they need to manage their careers.

Career(s) guidance, for individuals and small groups, focuses on careers information, advice and support. It may include counselling and coaching. It enables individuals to accomplish the unique tasks and issues they face in making progress and achieving their aspirations [9].

Careers education and guidance rely heavily on collaborative and partnership activities and interventions between a range of 'careers

influencers' including learners themselves, parents and carers, other learning providers, and business and community organisations.

In today's society, people need to be able to cope with turbulent labour market where career opportunities and individual lives can change in an ongoing and sometimes rapid way. If people are to manage such change, they need a model focused on learning and adapting to what the future may bring [7].

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. They help young people make decisions and manage transitions as learners and workers. For students to make informed choices, they must receive accurate and impartial information, advice and guidance (IAG) about the structure of the learning routes – including the forms of learning and assessment involved. To ensure they gain maximum benefit from the choices available, they also need to understand how to plan a personalised progression route. And this is where careers co-ordinator plays the main role. The position of careers co-ordinator combines two jobs: managing the provision of careers information and careers guidance, including the partnership with the external guidance service; and, being a curriculum leader for careers education. From the early days of careers education and guidance in schools, and right through the 20th century, these tasks were combined into a single role of careers teacher, head of careers or careers co-ordinator. Careers co-ordinators come from a variety of professional backgrounds and have varying levels of training and experience in careers education. Many of them are teachers but an increasing number come from other professions, including some who are qualified careers advisers. Almost all careers coordinators have at least one other area of responsibility. On average there are four roles in addition to that of careers coordinator. Most commonly the other roles are: “work experience coordinator”, “subject teacher”, “work related learning (WRL) coordinator” and “enterprise coordinator [10]. Throughout the 20th century and till 2005 the work of careers coordinator or other careers specialist combined the tasks of managing careers information and the partnership with the external provider of careers guidance with being the subject leader for careers education. Some careers professionals like careers coordinators saw their role as cocoordinating programmes and networking with others to contribute to these programmes, while others took more proactive view and saw themselves as leaders and managers, keeping their programmes under review, seeking to develop them and securing support from the school's

senior management. Environment provided fertile ground for developing good quality careers programmes in schools where the headteacher saw the careers coordinator as having a strategic management role, and the careers coordinator viewed him or herself as a proactive leader. From about 2005 onward a growing number of schools started to appoint individuals from backgrounds other than teaching to the role of careers coordinator. In some instances the post was re-designated as IAG manager (Information Advice Guidance) and the curriculum leadership function was assigned to the PSHE (Personal Social Health Economic education) coordinator or work related learning coordinator, but in many schools subject leadership for careers education was kept with the non-teacher careers coordinator. These non-teachers come from a range of previous job roles – teaching assistant, learning support assistant, school librarians, human resources managers, careers advisers, police officers, armed services, retail managers, banking and financial services, etc. The NFER/NICEC study found that one in four schools had a careers co-ordinator from a background other than teaching. Careers co-ordinators who are not teachers require professional development and management support in order to fulfill effectively those parts of their role that are concerned with planning schemes of work for careers education, briefing and supporting teachers of careers lessons and monitoring teaching and learning in careers education. Many non-teacher careers coordinators soon become confident IAG managers; it takes a little more time to become comfortable with the subject leadership of careers education in the curriculum. A lot of schools identify a range of benefits of employing a non teacher as careers coordinator, including:

- more flexibility to work on careers related projects and attend courses because they do not have teaching commitments;
- more time for careers if employed full time;
- a focus on careers;
- more knowledge of different pathways and careers available to young people [9].

However, qualifications for careers coordinators is only part of the professional development require for careers work in schools. Most careers co-ordinators lead and manage programmes of careers education and guidance in schools but they are far from being the only members of staff involved in delivering those programmes. Tutors and other staff provide information, advice and guidance and other teachers teach the programme of careers education [1]. For example, teachers may be involved in careers programmes in three main roles: as teachers of careers education lessons

planned by the careers coordinator in the schemes of work; as subject teachers, teaching students about careers relating to their own subjects as well as helping them to understand how the skills and attributes developed through study of the subject prepare them more generally for adult life and work; as tutors, with a detailed understanding CEIAG (careers education, information, advice and guidance) needs for the individual students in their tutor-group. Therefore, in addition to having access themselves to appropriate professional development, careers coordinators need also to provide appropriate training for their colleagues in order that they can fulfill their responsibilities effectively [6].

The education Bill published in January 2011 proposed a new duty on schools to secure access to independent careers guidance for all pupils in years 9-11. From September 2013 this is extended to years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance for those under compulsory school age must also include information on all options available in respect of 16-18 education or training, including Apprenticeship. In year 8, information should include options available at age 14 such as University Technical Colleges, Further Education Colleges, Sixth Form Colleges and Studio Schools. For those over compulsory school age, information should include higher education and employment options post-18, including Apprenticeships. Independent is defined as external to the schools. Schools can retain any in-house arrangements but should supplement them with external sources of careers guidance – which could include an external careers provider, employer visits, mentoring, website and telephone helpline access. Taken together, these external sources should include information on the full range of education and training options, including Apprenticeships. Careers guidance refers to services and activities that may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services) [5]. They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition service. Impartial is defined as showing no bias or favouritism towards a particular education or work option. It also means that it must be provided by persons other than those employed at school. Responsibility for providing careers guidance to schools is devolved. They are to use an external service but they are free to decide whether to use the National Careers Service or another provider. Schools that employ their own careers advisers may continue to do so but they must also ensure that pupils have

access to a source of guidance which is independent and external to the school. The use of external provider preserves the partnership model of supporting young people in making choices and managing transitions. The partnership approach has been a feature of careers education and guidance practice in schools throughout all the history period. The school provides careers information, a programme of careers education in the curriculum and initial advice on career and subject options; the external service provides careers guidance to young people and support to schools for careers information and careers education.

There is no statutory programme of study for careers education and so schools are free to decide on what to include but a good careers programme has the following elements: a planned programme of careers education, tailored to the needs of individual pupils; experiences of the world of work; impartial, independent careers guidance; the provision of information about opportunities and progression routes in learning and work. A well-planned careers education programme, which is careers coordinator partly responsible for, will ensure that young people have the knowledge and skills to use and apply impartial careers guidance effectively. It will also ensure that careers guidance is seen as an integral part of an ongoing process of career development rather a one off event in order to make career learning meaningful to young people, most schools contextualise it by providing work-related activities, work experience (about 90 per cent of pupils undertake this during compulsory schooling), enterprise activities, curriculum-linked workplace visits and talks, sector-specific information or business stimulation challenges from employers, mentoring, mock interviews, job-specific tasks, work tasters, stimulations and work shadowing [4].

In many schools the model of delivery of careers education is through a combination of: discrete time for careers education which may be part of tutorials or a wider personal development programme; through subject (enabling students to understand progression routes and career opportunities from subjects as well as opportunities to understand and develop subject-related employability skills); through “enrichment” activities such as work experience, enterprise activities, careers fairs, workplace visits and talks.

Careers coordinators have the role of helper rather than a teacher. They help pupils being engaged in:

- understanding how working opportunities came to be the way they are now and how they continue to change;

- being able to see themselves in relation to those opportunities – a better fit for some than others;
- knowing what they want to change in their sense of their possibilities in the working world;
- equipping themselves to making those changes;
- knowing what they will do at the coming career transition, and why;
- appreciating what other things they might have done;
- appreciating the reactions of other people to their action;
- anticipating the possible consequences of that action for themselves and their life-style;
- being able to deal with frustration, disappointment and rejection;
- recognising how what they learn at school can help them with all of this;
- being committed to continuing to learn for new choices and transitions throughout life.

Careers coordinator's work is closely connected with a range of learning settings, capable of responding to a range of needs, offering differentiated knowledge, at different stages of learning and complexity. There are such learning setting as:

1. Resource-center work – providing pupils with up-to-date, accessible and multi-media information on work and opportunity.
2. Face-to-face work – offering individuals or small groups of pupils help on their own decisions and transitions.
3. Recording, action planning and 'portfolio' work – helping pupils to identify, record and review key information on their experiences, abilities, potential and intentions concerning work-life.
4. Personal and Social education – offering a planned series of learning experiences setting work-life concerns in a more general personal, social and moral context.
5. Careers education classroom work – offering a planned series of schemes-of-work examining key aspects of work-life.
6. Integrated work – where the career relevance of a subject is specifically developed, as it commonly can be in English, geography, technology and science; a useful but necessarily piecemeal strategy which can develop into a wider programme linking subject learning to work-life situations; most effectively organised as 'long-block' events, and – in developed forms – staffed from across the timetable.
7. Community-linked work – linking careers work to its clients, resources and partners in the community; in particular, offering pupils an

expanding range of useful human and physical learning resources – such as are found in work experience.

Some parts of this range appear in one school, some in another; few schools do them all, some do very few. But the potential directions for development are now much richer than they were [Watts, Law, Killen, Kidd, Hawthorn, 2002].

Careers coordinator is also responsible for such important tasks as: the environment in which the learning takes place needs to be carefully managed; careers coordinators need to demonstrate supporting characteristics; teaching approaches need to be fit for the purpose. The interplay of these factors affects the quality of the careers teaching experienced by students.

According to Rowe, Wilkin and Wilson's a useful model for effective teaching focuses on the following three key areas:

1. A good teaching environment – is calm, well disciplined, safe and secure; has a positive atmosphere; is purposeful, stimulating and well organised and is delivered in good accommodation with bright displays.
2. Effective teaching approaches – are interactive (social constructivist), with lots of teacher/student dialogue and monitoring of student progress; are concerned with the assessment of students for learning, committed to student agency and voice and well planned and organised; scaffold learning and build on prior knowledge and experience; are personalised, linked with learning at home, in touch with new technology and collaborative (including working closely with teaching assistants) and use external resources (e.g. speakers and visits) creatively.
3. Effective teachers – have good subject knowledge, high levels of self-efficacy belief and high expectations; are motivational; provide challenge; are calm, caring, sensitive and ready to give praise; use humour as a learning and engagement tool; foster trust and mutual respect and are flexible (where appropriate) and reflective [2].

The job of a career coordinator generally requires an extensive academic background. It is not uncommon for a teacher wishing to become a career coordinator to apply for this type of position. In most cases, coordinators must have a master's degree in education or a similar field. In addition, any person who wishes to become a career coordinator should have an in-depth understanding of current technology.

Technology plays a large role within today's classrooms. From computers to technical slide shows, it's hard not to find some type of advanced technology inside of a classroom setting. Thus, career coordinator

candidates must know how to operate a computer, use advanced technical programs, and give presentations using modern technology. Enrolling in a basic technology course will give certain applicants an edge over competition.

There are different kinds of professional training and professional development for careers teachers or careers coordinators. Courses leading to certificates and diplomas have been developed in several higher education institutions across the country, many of which are available today. Yet it remains the case that not in all areas of the country do careers coordinators have access to professional qualification in careers education and guidance. Access to an appropriate professional qualification for careers coordinators depends on what courses are available locally and the extent to which schools will support staff to take the qualification. In England several accredited courses of national professional qualification of careers coordinators have been developed at London South Bank University, Coventry University and Wolverhampton University [1].

Careers coordinators play the main role in helping pupils to adjust to the adult life and the world of work, having a knowledge and understanding of theoretical approaches, in particular of recent approaches that fit a twenty-first-century life.

Good quality careers education helps children and young people to raise their aspirations and unlock their potential. Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. They help young people make decisions and manage transitions as learners and workers. Careers coordinators play the main role in helping pupils solve essential questions of their future life in the world of work. The careers coordinator's task of leading and managing careers work in secondary schools include both those managing information, advice and guidance and those of being a curriculum leader for careers education. Careers co-ordinators come from a variety of professional backgrounds and have varying levels of training and experience in careers education. Access to an appropriate professional qualification for careers coordinators depends on what courses are available locally and the extent to which schools will support staff to take the qualification.

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УПРАВЛІННЯ ТА МОДЕЛІ ПРОФОРІЄНТАЦІЙНОГО ТА КАР'ЄРНОГО НАВЧАННЯ У СЕРЕДНІХ НАВЧАЛЬНИХ ЗАКЛАДАХ АНГЛІЇ

М.М. Тименко

В статті розглядаються питання системи керівництва та моделей профорієнтаційного та кар'єрного навчання в середніх навчальних закладах Англії. Автор надає детальний аналіз моделей та програм з профорієнтаційного та кар'єрного навчання, які роблять значний внесок у підготовку молоді до можливостей, відповідальностей та життєвого досвіду. Вони допомагають молоді приймати рішення та долати перехідні етапи в процесі навчання та роботи. Автор також описує керівництво профорієнтаційного та кар'єрного навчання в середніх навчальних закладах Англії, головну роль в якому відіграє координатор з профорієнтаційного та кар'єрного навчання, допомагаючи учням вирішити основні питання їхнього майбутнього життя у світі професії.

УПРАВЛЕНИЕ И МОДЕЛИ ПРОФИОРИЕНТАЦИОННОГО И КАРЬЕРНОГО ОБУЧЕНИЯ В СРЕДНИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ АНГЛИИ

М.Н. Тименко

В статье рассматриваются вопросы системы управления и моделей профориентационного и карьерного обучения в средних образовательных

учреждениях Англии. Автор дает детальный анализ моделей и программ профориентационного и карьерного обучения, которые делают весомый вклад в подготовку молодежи к разного рода возможностям, ответственности и жизненного опыта. Они помогают молодежи принимать решения и справляться с переходными этапами в процессе обучения и работы. Автор также описывает управление профориентационным и карьерным обучением в средних образовательных учреждениях Англии, главную роль в котором, играет координатор по профориентационному и карьерному обучению, помогая ученикам решить основные вопросы их будущей жизни в мире профессий.

Тименко Марія – аспірантка відділу порівняльної педагогіки Інституту Педагогіки НАПН України (м. Київ, Україна). E-mail: marytym@ua.fm

Tymenko Maria – Post-graduate student of the department of Comparative Pedagogy of Institute of Pedagogy of NAPSU. E-mail: marytym@ua.fm

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«ПОСТ-СУСПІЛЬСТВА» В КОНТЕКСТІ ЦІЛЕЙ ОСВІТНЬОЇ ДІЯЛЬНОСТІ

М.М. Чурсін

У контексті завдань системи освіти щодо підготовки молоді до діяльності в майбутньому розглядаються виміри інформаційного суспільства, які характеризуються як «пост-суспільства». Розкривається радикалізм цих суспільств, що утворюють нові виклики людській природі, вимагають переосмислення методологічних засад освітньої діяльності.

Ключові слова: інформаційне суспільство, система освіти, «пост-суспільства», майбутнє середовище діяльності, методологічна рефлексія, цілеутворення.

Постановка проблеми у загальному вигляді та її зв'язок із важливими науковими чи практичними завданнями. Однією з найважливіших цілей освіти є підготовка молоді до життя у майбутньому суспільстві. До останнього часу можна було б сказати просто «підготовка до життя», але сучасність виявилася настільки динамічною, що зараз треба вже на початку освітнього шляху ставити

питання про майбутній стан суспільства, про середовище життєдіяльності випускника навчального закладу. Особливо це стосується вищої школи, яка знаходиться на завершальному етапі освіти і несе відповідальність за долю людини у майбутньому суспільстві, будучи зосередженою саме на актуальних професійних аспектах її підготовки. Причиною вражаючого динамізму сучасного суспільства найчастіше називають інформатизацію суспільства.

«В освітньому контексті про інформаційне суспільство найчастіше пишуть у вступних частинах публікацій, щоб обґрунтувати або підкреслити необхідність розвитку інформаційних технологій в освіті. Останні і є, як правило, основним предметом аналізу. Але після досить тривалого періоду проникнення інформаційних технологій в освітню діяльність і, з іншого боку, спостережень за проявами інформаційного суспільства в світі, питання: «Чи можна говорити про інформаційні технології, не кажучи про «інформаційне суспільство?»» [10] сприймається вже як заклик ретельніше розібратися в тому, чим є для нас інформаційне суспільство.

З наявних визначень і тлумачень інформаційного суспільства найбільш прийнятним А.І.Чорний вважає наступне: «Інформаційне суспільство – це шабелі у розвитку людства, на якій домінуючим об'єктом виробництва і споживання стають знання, а також засновані на їх використанні продукти та послуги» [13]. Та, з іншого боку, «ми не можемо знати, що вважається знанням, тобто з якими проблемами розвитку і поширення знання ми зустрічаємося сьогодні, якщо нічого не знаємо про суспільство, в якому воно поміщається. І сьогодні, як ніколи раніше, дізнатися що-небудь про суспільство означає, передусім, вибрати спосіб постановки питання, який так само є способом отримання відповіді» [9, с. 40]. Отже, як і дещо раніше, залишається актуальною загальна проблема визначення сутності інформаційного суспільства, що розкривається поступово в процесі вивчення окремих його проявів.

Аналіз останніх досліджень і публікацій, в яких започатковано розв'язання даної проблеми і на які спирається автор. Останнім часом сформувався стабільний потік публікацій щодо «зовнішності» інформаційного суспільства, зокрема, приголосуючих змін у техніці та інформаційних технологіях. Ці зміни утворюють строкату картину революційного перетворення умов життя пересічного громадянина – від інтелектуальних годинників і 3D-друку до розумних будинків і вбудованих у людське тіло чіпів, від електронних водіїв до нанороботів