

Connecting aspirations and
outcomes: career aspirations of
armed forces students at
Secondary School and Sixth
Form College

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EdD Research

Focus - to examine the aspirations of students from armed forces families and what impacts on the choices they make at school and college

- 1. Research idea came out of my role as a Personal Tutor**
- 2. Small scale case study involving my college and one local Secondary school with a high number of students from armed forces families**
- 3. 5 students at college and 5 in school interviewed and focus group carried out.**

Department of Education – White Paper, 2011

1. **Facilitating admission arrangements**
2. **Securing transfer of assessment information and records between schools**
3. **Maintaining continuity in curriculum and learning**
4. **Ensuring continuity of provision for children with Special Educational Needs (SEN)**
5. **Supporting the social and emotional well-being of the children**
6. **Maximising the use of available resources**
7. **Facilitating effective communication with the armed forces**

Impact in School

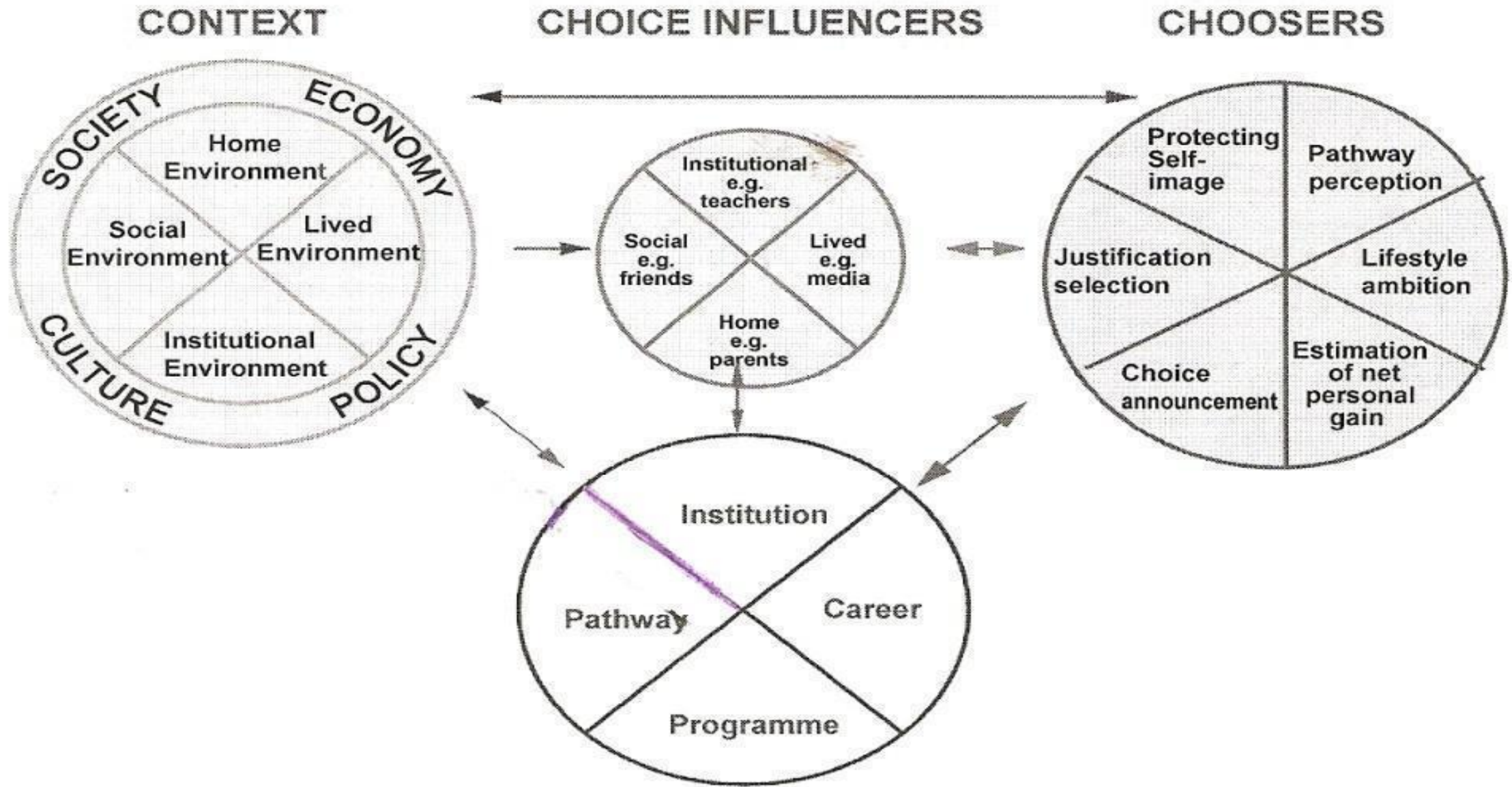
	Key Points from 2011 white paper	Comments from Cardigan School armed forces co-ordinator
5	Supporting the social and emotional well-being of the children	We work with the Army welfare if necessary, sometimes parents have PTSD and this can impact the children. We organise days out for the students when their parents are posted away. We have had weekly sessions where we meet and chat about issues and get computers to get work done as it can be difficult at home to work.
6	Maximising the use of available resources	We try to use the pupil premium money as much as possible, but it does tend to get eaten up in the rest of the school budget. The main other use of it is to pay for taxis to get students from the army base to school as they have no other way of doing it. I'm not sure that this is the best way of using the money effectively. Sometimes we get MOD grants to help with extra trips and other resources the families can't afford at home.

Impact in College

	Key Points from 2011 white paper	Comments from College Health and Wellbeing Co-ordinator
5	Supporting the social and emotional well-being of the children	College has a health & wellbeing co-ordinator and counsellors who are here to help students as and when they feel it is needed. Students from Armed Forces families self identify on their applications so staff can be aware of any issues they may be facing during their time in college.
6	Maximising the use of available resources	There are no extra finances for students from armed forces families at Sixth form colleges. Students could access bursaries that are available to all college students. These are means tested so are more reliant on a students' parents

Sociology of choice

- Bourdieu
- Goldthorpe
- Beck



An Integrated Model of Education Choice (Foskett & Dyke, 2004)

Initial Research Findings

- Parents are the most important influence on school and career choice of their children
- Army parent influence is positive to boys and negative to girls with regard to armed forces careers
- Mobility concerned students especially with regards to friendship groups
- Parental posting to warzone had greater impact as student got older
- Students didn't really engage with careers provision from school

Any Questions?
