

Next steps and progression for career professionals

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“But for those who do qualify and engage in autonomous professional practice, the realisation dawns that qualifying is not the point of arrival, but the point of departure”.

Mulvey, 2004



The maintenance and enhancement of knowledge, skills and practice

- Engage with **theory** to inform practice.
- Engagement and **ownership** of professional practice
- **Beneficiaries** – the client, the practitioner, the profession, the employer, society
- Formal CPD – **accredited** programmes
- **Experiential CPD** – using all opportunities
- Operational CPD – required for systems, legislation etc
- **Integrated Reflection and reflexion on practice**
- **Professional identity**
- Develops **criticality**
- Aids progression within the **profession**
- **Proactive not passive** (Neary and Johnson, 2016)

CPD and training are not the same thing!

$$E = \int_{\mathcal{D}} p(\mathbf{x}) \mathcal{L}(\mathbf{x}) d\mathbf{x}$$

$$d\mathbf{x} = d\mathbf{x}_1 \dots d\mathbf{x}_n$$

$$\frac{dE}{d\theta} = \int_{\mathcal{D}} p(\mathbf{x}) \frac{d\mathcal{L}(\mathbf{x})}{d\theta} d\mathbf{x}$$

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Why is reflection important?

- Reflection is one of the most important skills we have as careers practitioners.

It helps us to:

- Continually review the world we work in and to continue to shape what it looks like as we add to our knowledge and skills set
- Develop our critical thinking skills so that we are better able to challenge unconstructive aspects when we see them
- Learn from our experience and apply what we have learnt to our practice
- Be better at what we do
- (Neary, 2021)

Professional practice and the need for critical reflection

Hooley et al (2017) present the multiple roles career guidance can play in relation to social injustice – central to this is understanding the world in which we work. Career guidance seeks a pluralist engagement which recognises and values diversity in our clients and practitioners.

- Does the individualistic nature of career guidance inhibit us from recognising and challenging more fully the cultural and structural barriers our clients have? (Thompson, 2015)
- How do the constraints in which we work limit our ability, confidence and motivation to be more challenging of the establishment?
- To what extent does our awareness of the socio-political context in which we work impact on practice?
- How often do we as practitioners question how power operates? (Fook, 2015)



References and Resources

Fook, J. (2015) Reflective practice and critical reflection in J Lishman (ed.), *Handbook for Practice Learning in Social Work and Social Care, Third Edition: Knowledge and Theory*. Jessica Kingsley, pp. 440-454.

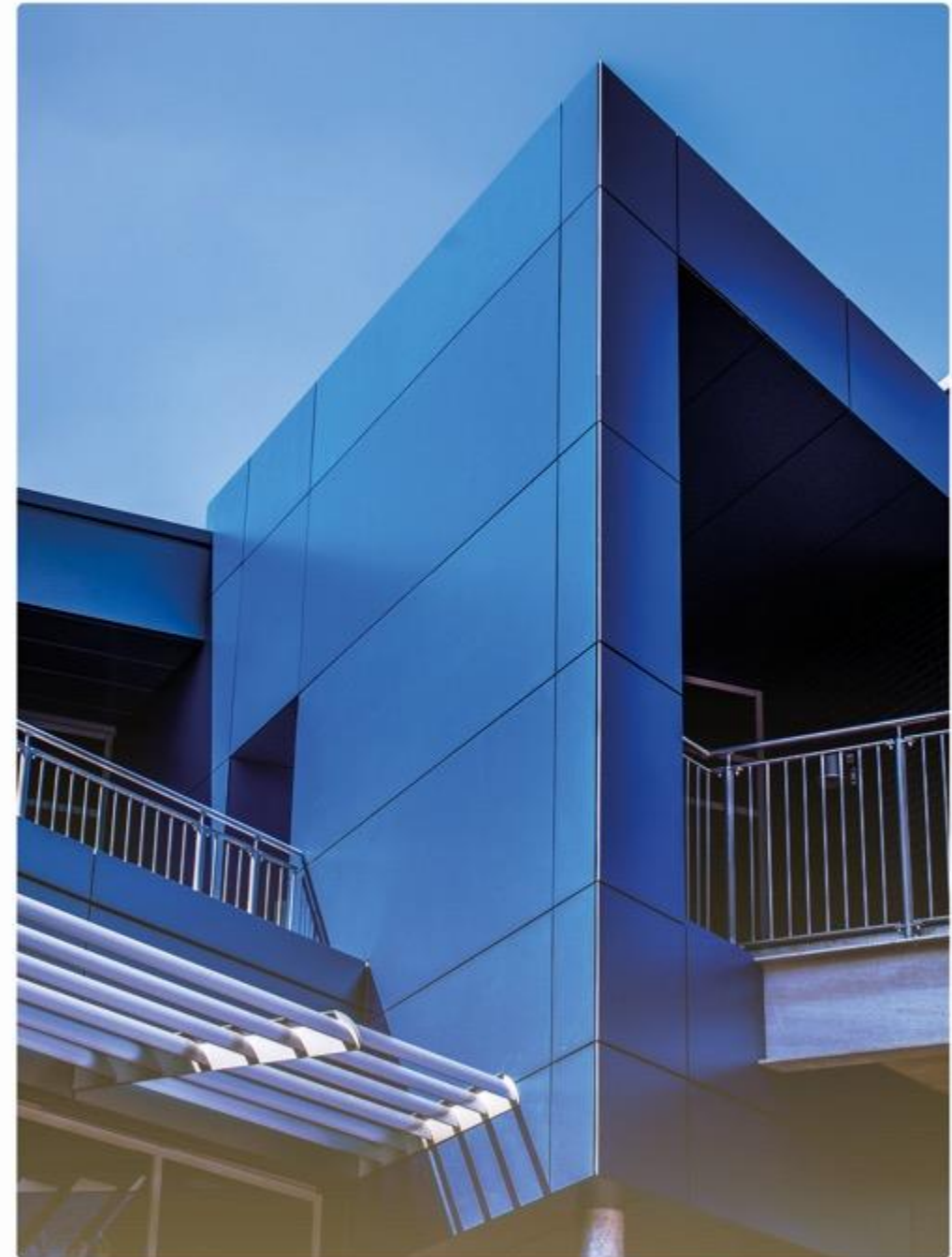
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- National Institute of Careers Education and Counselling (NICEC) Journal – members area of CDI website
- NICEC conference- 2/3rd July 24, Birmingham



Praxis in Guidance and Counselling: New frontiers

- Wellbeing
- Guidance for deaf people
- Adult guidance
- Reauthoring career narratives
- Home schooling
- Cognitive information processing





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**Inaugural Lecture- Guiding the future: A professionalisation
project for the career development sector**

<https://www.derby.ac.uk/research/inaugural-lecture-series/guiding-the-future-a-professionalisation-project-for-the-career-development-sector/>





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THANK YOU

