

## **Fledge Town Philosophy (extract)**

Further information and references available within the Fledge Town Philosophy.



Extract from  
FTP-1

Career-related education begins at a very early age. Young children are absorbing messages from many sources including the people they observe, the games they play, the stories they read (CDI 2021) and the media they interact with – these messages influence what they regard as acceptable and desirable for their future self. A global study (Chambers et al., 2018<sup>1</sup>) examining children's career aspirations revealed that, despite understanding they could choose any profession regardless of gender, children's job preferences were gendered at the age of 7. Their aspirations also reflected their socio-economic backgrounds.

If the most powerful influence on ideas is what a child experiences in their familial world, then we need to use the most powerful tool at our disposal – the imagination. Fledge Town is an imaginary world free of gender, ethnicity, socio-economic backgrounds – moreover it is free of job titles. Why is that important? If we use job titles children's brains will immediately connect the title with any stereotypes stored in their memory. There are other good reasons for moving beyond job titles.

“What do you want to be when you grow up?” In Fledge Town we never ask this question. – children tend to know only a handful of jobs, from the thousands that exist, and like many of us struggle to imagine new careers that will exist in the future. The question also infers that they should know who and what they wish to become, leading to feelings of inadequacy if they don't know.

<sup>1</sup> Chambers, N., Kashefpakdel, E.T., Rehill, J., Percy, C. (2018) Drawing the Future. Exploring the career aspirations of primary school children from around the world. Education and Employers.