



Dyslexic Career Journeys

An evaluation of the resource pilot



Dyslexia Scotland Charity No. SC000951

Context to the evaluation

Knowing the devastating effect of unidentified and unsupported dyslexia to individuals and to society, Dyslexia Scotland sought to provide parents and educators of young dyslexic people with a resource that would enable them to address this need in the context of career education.

Development of the resource was funded by the Scottish Government and the pilot took place between April and December 2021.

40 changemakers took part in a pilot of the Dyslexic Career Journeys resource pack and provided feedback in three questionnaires over a six month period. These gauged:

- Initial reaction to the resource
- Whether participants learned anything to help them in their setting
- How they were applying the learning in their setting
- What impact use of the resource had on the dyslexic people they support
- How the resource should be developed to help them learn more about supporting dyslexia in career education settings.

Who took part in the pilot?

- 11 career advisers
- 8 parents
- 5 volunteer career mentors
- 4 guidance teachers
- 3 training providers
- 1 lecturer
- 1 coach
- 1 community learning and development worker
- 1 tutor
- 1 play worker
- 1 apprenticeship and employability coach
- 1 Additional Support for Learning teacher
- 1 Helpline Adviser
- And 2 other types of skilled helper

These changemakers deliver career information, advice and guidance in

- Schools (14)
- The home (8)
- Private enterprises (4)
- Universities (3)
- Community centres (2)
- Employability centres (1)
- College (1)
- Prison (1)
- Detached youth work settings (1)
- Other settings (5)

31 were based in Scotland, 7 from the rest of the UK, 2 were internationally based.



Outcomes

Outcomes the pack is designed to achieve for practitioners:

- Practitioners increase their knowledge and understanding of dyslexia
- Practitioners increase their understanding of dyslexic strengths and difficulties and ways these can impact on career – lifelong and life-wide
- Practitioners are more confident about supporting dyslexic learners effectively
- Practitioners learn practical ways of supporting dyslexic young people in career development settings.

Outcomes the pack is designed to enable young people to achieve:

- Young people are confident, resilient and optimistic for their careers
- Young people create, describe and apply their learning and strengths
- Young people broaden their perspectives through new experiences and thinking.



Reasons for wanting to take part

"We have a number of students who **need alternative approaches** to careers guidance."

"Looking to **gain a deeper understanding and knowledge about dyslexia**, which can further inform my planning, teaching and learning for pupils who are dyslexic. I can share my learning with colleagues."

"Many of the young apprentices I support in the workplace have dyslexia. I hope this resource will help me **support them better**."



"I work specifically with young people with dyslexia as a Pupil Support Teacher. I would like to use this resource to help highlight the careers/pathways out there and to **make pupils feel more positive** about future pathways."

"Many of the learners I work with have employability-related learning goals, so this resource could be used in learning sessions to **support individuals and groups of learners** break down the process of creating a CV."

"I work with a handful of adults who are currently anxious for their futures. I will use this guide alongside a variety of self-esteem activities for annotating and highlighting strengths."

"I plan to use some of the activities in my workshop series design **with university students** and to use some of the information to educate about why I want to run this series."

"The **case studies** are very useful for clients to listen and watch - helps them understand other people in similar situations."

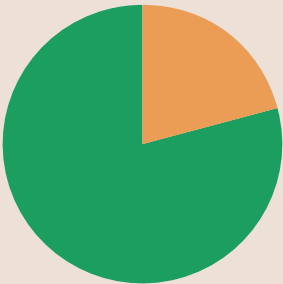
"I'm using it as a parent to a dyslexic young person about to enter secondary school. But I'm also a primary teacher and can see the immediate **potential for it being used within support for learning or guidance sessions** in advance of more formal career sessions. It's really exciting to be part of this pilot and see how others use it."



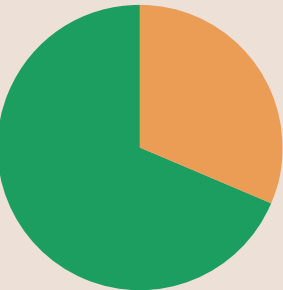
Evaluation 1: Initial reactions

19 changemakers participated in the first evaluation, capturing their initial reactions to the resource:

100% reported that the resource was **useful to them in their role** (78.9% strongly agree)



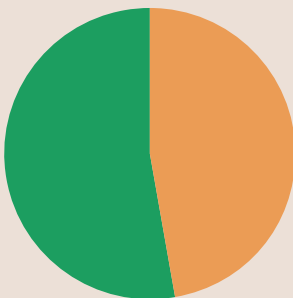
100% reported that the resource would help them to make a positive difference to the young person/people they support (68.4% strongly agree)



100% reported that the activities were **relevant** (68.4% strongly agree)



100% reported that the activities looked **easy to deliver** (52.6% strongly agree)



agree strongly agree

“Very accessible, easy to use in busy classroom contexts.”



“Professional, clear and easy to read, colourful and good quality”

“Easy to navigate and read.”



“Lots of useful information. I know I can photocopy sheets as a resource. Ideas to help support young people on their dyslexic journey.”

“These resources are fantastic. I have never come across something where there is so much knowledge, role model work and practical activities all in one place. It is designed in a way that is useful and so there is not cognitive overload.”


“Resources can be easily used by parents and teachers.”

“This is fantastic! I am so glad to have received it. I can’t wait to use it, and what great ideas on how to put things into practice, it is going to save me lots of time.”



“Very simple and straight forward to use/read, a lot of useful tips and activities to help support learners.”

“Creative and achievable tasks that are relatable to students and help them to think about the future in a meaningful way.”

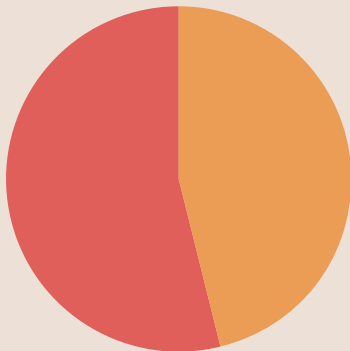


Evaluation 2: Impacts

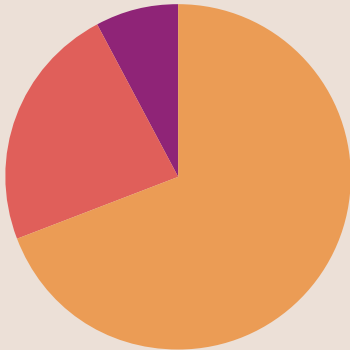
neutral agree strongly agree

13 of the changemakers responded to the second evaluation, reporting on the impact the resource had on their practice:

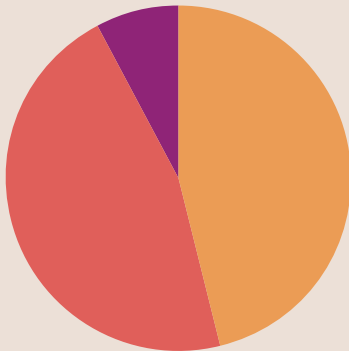
100% agreed that their knowledge and understanding of dyslexia had increased (53.8% strongly agree)



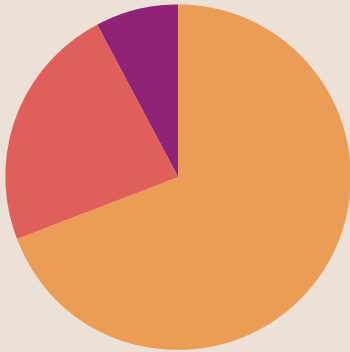
92% agreed they are more confident they can support young dyslexic people effectively (23.1% strongly agree)



92% agreed that their understanding of the impact of dyslexic strengths and difficulties on career development has increased (46.2% strongly agree)



92% agreed they have learned practical ways to support young dyslexic people with their career development (23.1% strongly agree)



“It is a fantastic guide with useful and ready to go resources. It covers everything needed and I love using it. It makes my life much easier.”

“I have been able to be more understanding to help my son.”

Changemakers reported the impact use of the resource had on young dyslexic people they support. As a result of using the resource in their settings:



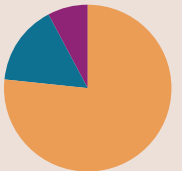
100% strongly agree that young people are more **confident** about their careers



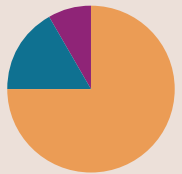
100% agree that young people are more **optimistic** about their careers (7.7% strongly agree)



92% say that young people are more **aware of their strengths** (15.4% strongly agree)



92% say that young people have **broadened their perspectives** (16.7% strongly agree)



“[The resource] allows them to come out of their shell, and express themselves.”

“It is relatable to our students and their needs.”

“Young people are becoming more confident and recognising their strengths.”



Evaluation 3: Continuous improvement

Overall, there has been positive response to the resource and strong evidence of impact on changemakers and young people they work with.

Some minor refinements were requested. As a result, we plan to produce a second edition, incorporating the suggestions put forward by changemakers where possible. These were:

- Avoid use of white boxes
- Create video clips versions of the activity instructions/audio-visual versions
- Break up pages of text with visuals
- Don't specify young people – it's useful for all ages
- More case studies, experiences, results
- A section on giving feedback

Strategic partners have adopted the resource for professional learning:

Dyslexic Career Journeys has been added to Education Scotland's Adult Literacies Wakelet, and to the Career Development Institute's National Occupational Standards resource bank

Since being added to Dyslexia Scotland's website, the digital resource has been accessed more than 2000 times.