

Research project

by Leanne Hobbin-Mills

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The University of St Mark & St John

An Exploration of Influences on Children's
Aspirations in Key Stage One and Early
Years

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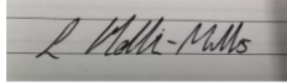
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Statement of Originality

I confirm that I have fully acknowledged all sources of information and help received and that where such acknowledgement is not made the work is my own.

Signed:

A rectangular box containing a handwritten signature in cursive script that reads "L. M. Mills".

Dated: 04/05/2020

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Abstract

The purpose of this mixed method research is to gain deeper understanding of the key influences on young children's aspirations. Have they already limited themselves based on their experiences and understandings of the world thus far? Do children continue to have gendered perceptions on aspirations? Do children from less affluent backgrounds have lower aspiration? This research aims to explore these questions through 161 participant's drawings of their aspirations alongside their explanations. To gain the children's perceptions of aspirations and their reasoning, as aspirations can be key for motivation to learning. This could be incorporated into their learning to prevent behaviour incidents. This type of research has not been conducted with children under the age of 7, therefore, this research will be contributing to a project that will deepen our understanding to the influences on aspirations. Further research could be undertaken to gain parental and teacher's perceptions on the children in key stage one and early years aspirations.

The results identified that overall young children's aspirations were high, children as young as four have wider aspirations as well as occupational aspirations. There were less gendered aspirations than with older children in other studies, however, girls have higher ONS classifications of occupations than boys. Pupil premium children have higher professional aspirations than their peers. Most surprisingly, the youngest siblings' have the highest aspirations. Future research is also discussed.

Chapter One Introduction

In this research, the aim is to explore the key influences on children's perceptions of aspirations. I acknowledge the influences of the wider contexts and have chosen to focus on the individual influences on occupational aspirations. I examine research across disciplines including education, sociology, psychology and policy that relate to my research. The Department for Children, Schools and Families (DCSF, 2008) define aspirations as goals, inspiration and motivation that influences outcomes. Similarly, Hart (2016) describes aspirations as future-oriented goals from both conscious and unconscious motivation. Rizvi & Lingard (2010) and Hatcher & Jones (2011) define aspiration as a social construct, product of agency, free choice and an individual attribute. Allen & Hollingworth (2013) disagree and suggest that aspiration is habitus, 'what people like me do', both class and place based in spatial horizon. Sanders et al., (2017) suggests aspirations are shaped by a complex web of influences, risks and factors. Aspirations are in a social context and not a vacuum (Ray, 2003). Therefore, "we need a multi-dimensional view of aspiration and a deeper understanding of the combination of influences that precede and shape aspirations" (Hart, 2016, p.325). For the purpose of this research the primary aspirations are occupational.

Chapter Two Literature Review

2.1 Key areas in understanding aspirations in research

Aspirations are "related to the interplay of social class, ethnicity and gender" (Skelton et al., 2007, p.2; Wong & Kemp, 2018). This coincides with Evans (2016) who highlights that there is a relationship between personal and social future goals (aspirations) which are informed by gender, class and ethnic identities, relationships and place. Similarly, Archer et al. (2014) suggest that aspirations are also shaped by several other factors including experiences, parental interest at home and school. Sacker et al.'s (2002) model (Figure 1) indicates the relationship between family, social class, parental aspirations and involvement and educational achievement. This demonstrates the influences and relationships with educational achievement and where they come from. I hypothesise that these are also influences on children's aspirations.

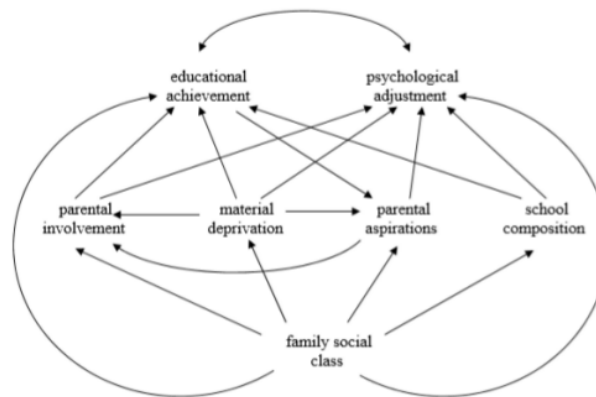


Figure 1 Sacker et al.'s (2002) model demonstrating the relationships and influences

In addition, Moulton et al. (2017) found social class, gender, ethnicity, parental occupation, involvement and expectations parental income influences children's aspirations. Whereas, the DCSF (2008) found that: parents, teachers, school, the media and experience of disadvantage influences children's aspirations. Perry & Francis (2010) suggests future research must question underachievers aspirations e.g. class, social capital, educational systems and wider societal structures. Further research is also needed on how aspects of our identities combine to create unique experiences and influence our aspiration, as current research examines these effects

separately rather than multiple influences on aspirations. Therefore, we need a holistic approach in exploring how to raise aspirations and overcome obstacles.

2.2 What age should we focus on for children's aspiration?

Children's aspirations influence their hopes for the future, starting with high ambitions and become less positive and more realistic with age (Hart, 2016; Tenenbaum, 2009; Croll, 2008; DCSF, 2008; Gottfreson, 2002). Casey et al. (2006) found that secondary school children develop awareness between their academic achievement and the future opportunities for employment. They become aware and limit their capabilities which Hart (2016) refers to as a reality check as they get older. Similarly, DCSF (2008) found that secondary school age children's aspirations change from idealistic to realistic and Moulton et al. (2018) highlights that adolescent stage is key for aspiration development. Croll & Attwood (2013) found that two thirds of 14-year-olds have university aspirations; however, by the age of 20 only 40% of them were at university. This suggest children's aspirations decrease as they get older as they are not achievable. Do adults belittle children's view of the world as being fantasy, unachievable and they therefore limit their aspirations as they get older?

Chambers (2017) suggests children start to rule out careers between the ages of 6-7. This coincides with Martin & Ruble (2004) who found that children form career aspirations between the ages of 5-7. Chamber et al. (2018) also found that a child's aspirations are cemented at an early age through stereotypes, socio-economic factors and who they know. DfE (2017a) highlight that schools need to raise aspirations and challenge stereotypes in early years. However other articles above suggest aspirations are key between the ages of 11-14. Some of which support that children develop realistic aspirations at 11-14. This could be due to the regime of truth of brain development in children and the lack of abstract thinking at a younger age (Piaget, 1988). Surprisingly, Moulton et al. (2018) found children's aspirations at aged 7 were realistic and only 1.2% were fantasy. From the articles above, there are mixed findings on what age aspirations should be researched and therefore further research is needed.

2.3 Parental influences

Gutman & Akerman (2008, p.1) state that aspirations are shaped by "families, peers, school and neighbourhoods as well as wider social forces such as the labour market". There is a plethora of research that highlight parents as key influences on

aspirations (Alm, 2019; Platt, 2018; Chamber et al., 2018; Strand, 2011; Goodman & Gregg 2010). Similarly, DCSF (2008) indicate that both family background and parental influence are the main factors on children's career aspirations and influence their life outcomes.

Perry & Francis (2010) and Boyden & Dercon (2012) highlight that parental income is an indicator for children outcomes, due to the social capital related with higher income. Bamfield (2012) outline we overly focus on income to break the poverty cycle, as an economic and political ideology. Gutman & Akerman (2008) suggest that parental income and parental age impact parents' aspirations. This aligns with Demie & Lewis (2011) who found parental aspirations to be key for the underachievement of children in Key Stage 4. However, these parental aspirations could be affected by the child's achievement and/or the parents' perceptions and confidence in their abilities (Gutman & Akerman, 2008). This is affected both directly and indirectly through discussions with their parents. Desforges and Abouchaar (2003) found that parental aspiration, encouragement and learning opportunities positively affects aspirations. Tenenbaum (2009) identified that parents of daughters used twice as much discouraging language than parents of boys, even when girls' grades are higher. This could be due to home socialisation, self-efficacy or self-esteem and would need separate future research as a possible explanation for possible gendered differences in aspirational roles. From a socio-cultural perspective (Vygotsky, 1978) children learn through social interaction and internalising their parent's speech, which influences their future behaviour.

In tandem with this, Archer et al. (2013) found that parents interests influence child's career aspirations. Vekiri (2013) identified that boys were encouraged and supported with their use of technology whereas girls were more restricted. Bandura et al. (2001) promotes that parents who believe they can positively affect their child's development have positive impacts on the child's development. Interactions including reading, helping with homework and school involvement all attribute to raising aspirations (Lawson et al., 2015; Garg et al., 2002). This links to Hart's (2016) notion of building cultural capital which Moulton et al. (2015) refers to as human capital and explores the influence from parents social, wellbeing values and involvement in children's aspirational outcomes.

Dubow et al. (2009) suggest parents' education is an index of socioeconomic status which predicts aspiration as well as behaviour and education outcomes. Moulton et

al. (2018) highlight that parent's occupations when their children are between the ages 3-5- and 7-9, have higher risks of future periods of unemployment. Casey et al. (2006) similarly validates that parents with some educational qualification their children are twice as likely to aspire for higher education, this rate increases as the level of the parent's qualifications increase. Eccles et al. (1994) found that parental education affected 11-12-year old's university aspirations. Similarly, the Organization for Economic Co-operation and Development (OECD, 2016) found children who achieve higher aspirations are positively influenced by parents who have higher levels of education. Dubow et al. (2009) research also found parental education and value of housing, when children are 8 years old, later effected both educational and occupational aspirations at 19 and the education level at age 48. Surprisingly, Kintrea et al. (2011) found that children's occupational aspirations tend to be higher than parents' achievements. This suggests further research is needed into the current influences on aspirations.

2.4 Sibling influences

Alm (2019) found that the less siblings a child had the higher their aspirations, based on Chen's (2015) resource dilution theory. The notion that the more siblings, the more diluted the parental resources become, as they are finite. Therefore, birth order is important, as the older the sibling the higher the aspirations. Both Chen (2015) and Alm (2019) also found that an only child has similar advantage in aspirational and occupational status, yet slightly behind first born children with siblings. Alm's (2019) confluence model highlight that parents put more energy into first born children who then set a standing for younger siblings, this is also referred to as trickling down parenting. Interestingly, Sulloway (2010) suggests that if the first child does well the next child aims to stand out in a different way to gain parents attention. Both above articles were with secondary age children, it would be interesting to explore sibling influence in primary age children and therefore further research is required as to what age sibling influence is relevant to children's aspirations.

2.5 Gender

According to Martin & Ruble's (2004) gender schema theory, children form schemas of gender concepts of themselves and others in their social world, this influences their behaviour and thinking as they actively construct gender identity and stereotypes. Bandura et al. (2001) affirms that the occupations we chose are integral to our identity, for example girl's views of being feminine (Archer et al., 2013).

Children are socialised into gender, as they are influenced by the environment parents create, such as the toys provided (Alm, 2019; Wong & Kemp, 2018; Lawson et al., 2015). Children associate their gender identities with anything that is opposite to the other gender (Skelton et al., 2007; see also Wong & Kemp, 2018; Paley, 2005 Paley, 1984). Chambers et al. (2018) found gendered career stereotypes from the age of 7. Whereas, Martin & Ruble (2004) found that children aged 5 develop their gendered stereotypes and children aged 3 express their gendered preference and categorise roles by gender. Between the ages of 5-7 children have developed rigid ideas of categorising things into one gender identity and start to become flexible from the age of 7. However, Tenenbaum (2009, p.450) "children are not flexible about gender-role transgressions at the age of 5". Therefore, further research is needed to explore at what age children's aspirations become gendered and why.

Similarly, children's aspirations tend to be based on someone they know (Wong & Kemp, 2018; Archer et al., 2013). Polavieja & Platt (2014) found that those from advantaged backgrounds have higher and less gendered aspirations due to positive role models within the family. Bornstein et al. (2011) highlight that parents with traditional gendered roles set the expectations that children internalise and overgeneralise gendered norms and behaviour. Such as Connolly & Healy (2004) who found girls aged 7-8 identities aligned with marriage and motherhood rather than career and education aspirations. Moreover, Lawson et al. (2015) highlight mothers' attitudes to gendered roles effect adolescent girls. Boys occupational aspirations were gender typical of father's roles. However, girls' aspirations were less gendered if they spend more time with their father (Lawson et al.,2015).

Children's understanding of gender guides their aspirations towards certain careers (Gutman & Akerman, 2008). Boys are more likely to have gendered aspirations for science, technology, engineering, mathematics (STEM), the forces and manual labour (Alm, 2019; Platt, 2018; Lawson et al., 2015; Tenenbaum, 2009; Skelton et al., 2007; Bandura et al., 2001). Surprisingly, Wong & Kemp (2018) found that girls see traditional female roles as a barrier and accept the assumption that 'girls have to do more than boys', e.g. working and looking after the home. Bandura et al., (2001, p.196) state that girls are "more efficacious for careers in education and health related fields", nurturing and caring roles (Alm, 2019; Chambers et al., 2018; Wong & Kemp, 2018; Lawson et al., 2015; Archer et al., 2013; Skelton et al., 2007). Research over the past 30 years highlights the gendered perceptions of children's

future careers. Going forward the DfE (2017a) suggest we should challenge perceptions and raise aspirations with the goal of career choices being made freely from gender bias and children looking beyond their immediate environment.

2.6 Socio-Economic Status (SES)

The majority of related research measures SES based on pupil premium/free school meal status (Chambers et al., 2018; Platt, 2018; Crawford & Macmillan, 2014; Demie & Lewis, 2011; Perry & Francis, 2010; Dubow et al., 2007). Nevertheless, talent and working hard should determine children's outcomes, not their background (DfE, 2017a). Yet, the importance of social class is ignored by policy intervention (Demie & Lewis, 2011). Until recently when the DfE (2017b) suggested putting social policy at the heart of education policy for country and economy. According to Perry & Francis (2010) this could be due the failure of interventions that previously aimed to raise children from disadvantaged backgrounds outcomes and has been assumed to be due to children's low aspirations.

DCSF (2008) and Moulton et al. (2018) outline that children's aspirations are affected by the socioeconomic status of the family. Moulton et al. (2017) suggests that parents pass their socioeconomic status onto their children. Demie & Lewis (2011) also found that within white working-class families, parents have low aspirations for their children. DWP (2018) state that 10% of children in England live in workless households, whereas 10 years ago it was 15%. This therefore suggests that children's aspirations may have raised over the past 10 years. Bandura et al. (2001) establishes that increasing socioeconomic status raises parent's efficacy and promotes higher aspirations for their children. To continue to raise aspirations the DfE (2017b) have outlined ambition 4, achieving full potential in rewarding careers as those from low income backgrounds are less likely to turn their aspirations into reality. Parents pass on their socioeconomic status to their children with links to adult income, educational attainment and aspirations (Moulton et al., 2017).

DfE (2017b) indicate that children's vocabulary at age 5 predicts social mobility later in life, the home environment is the main influence of a child's vocabulary development. DfE (2017a) and DfE (2017b) strategy to improve social mobility, to increase opportunities and make Britain fairer. We need to focus on closing the social class gap rather than the educational gap in order to raise aspirations which can consequently raise attainment (Perry & Francis, 2010). Social mobility is at the

forefront of current policy and the Social Mobility Commission [SMC] and therefore, reception age presents an opportunity to increase social mobility. Yet many of the articles above focus on career education with children aged 11-14. Chamber et al. (2018) suggest that children make assumptions from their everyday experiences on 'what is reasonable for someone like me to do when I'm older?' The notion of people like me is also found in Wong & Kemp (2018) and Allen & Hollingworth's (2013) research and identifies the limits children put on their own aspirations. As children are well informed of their socioeconomic status and parents occupations (Khavenson, 2018). Gottfreson (1981) suggest children start to become aware of social class and their ability from aged 9, which can limit their aspirations.

Hart (2016) establishes that a family's cultural capital is a key indicator of young people's aspirations. Does this therefore explain the inconsistencies between those in disadvantaged areas, regardless of parental income but the opportunities that parents create to build cultural capital. Davis et al. (2014) also found a relationship between cultural capital and aspirations. Therefore, should we target homework from a cultural capital stance? Providing opportunities to gain cultural capital through targeted homework rather than the current homework and clubs offered. How can we promote cultural and intelligent conversations or experiences at home? Moulton et al.'s (2018) family investment model, as parental income is associated with building capital, this can be used an intervention to raise cultural capital. Perry & Francis (2010) suggest the extra mile intervention, to raise aspirations through raising social capital such as additional classes, music, craft activities and cultural experiences in their local area.

Perry & Francis (2010) state that the discourse of raising aspirations has undertones that white working-class families are unambitious, unmotivated and underachieving. Reay (2006) suggests this adds to feelings of failure, worthlessness and lowers their aspirations. White working-class children underachieve due to a loss of 'white working-class culture' (Demie & Lewis, 2010) and poverty and disadvantage continue through a generation (Boyden & Dercon, 2012; Bird, 2007). To overcome this the DfE (2017a) and DfE (2017b) promote to build rewarding careers regardless of background and generational disadvantage, therefore assuming that disadvantage is the key. They also indicate that even when in the same role with equal qualifications those from disadvantage earn less. Then surely this responsibility is due to the wider system and not the aspiration of the individual.

Allen & Hollingworth (2013) ascertain that aspirations are entwined with spatial horizons, emotionally and socially attached to their home locations and therefore do not broaden their horizons or improving their social mobility. Class alone, cannot explain aspirations or any other the other influences, but we do fundamentally have to consider the importance of spatial nuances (Evans, 2016). Ray (2006) suggests there is an aspiration window in which we see the possibilities within our social sphere, this is based on the opportunities in our community. Furthermore, class does not highlight the values and aspirations of a family, merely the resources they may have available if their aspirations were achieved. Therefore, interventions need to promote both raising aspirations of children from disadvantage as well as reducing material inequalities (Khavenson, 2018; McCulloch, 2017; Bamfield, 2012). Perry & Francis (2010) suggest that the cultural barrier to the value in education is greater than a material barrier. In contrast, Reay et al., (2013); Reay, (2006) and Laureau, (2004) suggest that disadvantage children's aspirations are high, in contrast to the rhetoric of those from disadvantage having low aspirations. Similarly, Hart (2016) did not find evidence of aspiration poverty based on socioeconomic background. Consequently, further research is needed on the current influences on children's aspirations.

Gottfreson (2002) theory of circumscription and compromise (Table 1) suggests that all children move through the same phases of aspirations at different rates based on their cognitive abilities. It is interesting to acknowledge that this theory is primarily based on the aged stages 9-13 and 14+. This highlights that further research is needed with children under 8 years old for a holistic picture of phases of aspirations.

Table 1 Gottfreson's (2002) theory of circumscription and compromise

Age	Phase
3-5	Understanding that they will become an adult
6-8	Aspirations based on concrete roles e.g. masculine and feminine
9-13	Circumscription, they begin to think abstractly, recognising the ceiling and floor to their aspirations based on SES.
14+	Compromise, settle for realistic acceptable choices

2.7 Self-efficacy and resilience

Bandura et al. (2001) perceive that self-efficacy is pivotal in children's career choices and aspirations, as it is ones believes in one's ability to succeed, the higher the self-efficacy the higher the aspirational goals. Similarly, DCSF (2008) highlight that those with aspirations, self-efficacy, self-esteem and inspiration are most likely to achieve. However children's circumstances affect their self-efficacy, self-esteem, confidence and expectations (Lupton and Kintrea, 2011). Hart (2016) research found that as self-efficacy decreased, the children were 30% less likely to see GCSE's as important. As their wellbeing decreased, they were 26% more likely to see GCSEs as not importance and 18% more likely to choose not to go to university. Hart (2016) and Bandura et al. (2001) also found that self-efficacy and well-being are predictors of aspirations.

Self-efficacy is also important for developing confidence and resilience to cope with difficulties or adversity and subsequently increase aspiration (Hartas, 2016; Gutman & Akerman, 2008; Bandura et al., 2001; Gorard, See, & Davies, 2012). This is due to aspiration, motivation, self-esteem and self-efficacy, attitude and behaviour being interrelated (Gorard et al., 2012). Goodman and Gregg (2010) found that children with less belief in their ability have lower aspirations. This is further supported by Platt, (2018) who found a correlation with self-esteem and ambition/aspiration. Sanders et al. (2017) study explores how children think about themselves including self-efficacy, goals, mastery, optimism, achievement orientation and how they correlate with each other affecting educational aspiration and attainment. Therefore, we need to build resilience to raise aspirations, which will in turn raise attainment and outcomes (Beaman et al. 2012; Boyden & Dercon, 2012). Gutman & Akerman (2018) suggest we do so by increasing social and emotional aspects of learning (SEAL) programme to address children's confidence and self-concept.

Hart's (2004) figure of multi-dimension model of aspirations (Figure 2) shows the complexities surrounding aspirations. As individual agency of aspirations can vary from low to high depending on whether they conflict with significant others e.g. parent, teacher etc. The notion of different term aspirations for different reasons was not something I had previously considered, it demonstrates that aspirations "vary in importance and time scale" (Hart, 2016, p. 327).

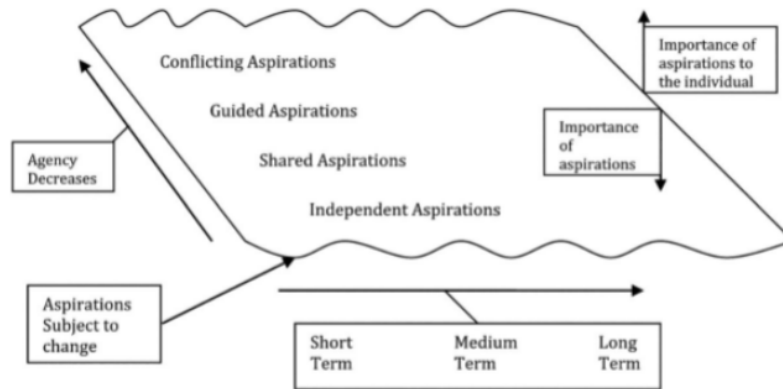


Figure 2 Dynamic multi-dimension model of aspirations (Hart, 2004, p.66)

2.8 Summary

The literature presented has shaped the focus of my research, as it caused me to explore the following questions: how should we measure the aspirations, educational level, SES, class or income level? What age do children begin to limit their aspirations? If our aspirations decline the older, which age would interventions work best? What is the golden formula to work out the influences on aspirations? What age do we develop egalitarian views? As Wong & Kemp (2018) found that only half of the teens interviewed expressed egalitarian views and half gendered views. This suggests (Skelton et al. 2007) we need to tackle gender stereotypes to raise aspirations and gender equality. The debates surrounding aspirations tend to contradict each other. This suggests that longitudinal research and a holistic model is needed to further depict the complexities presented. There is little research on children's views of their aspirations under the age of seven. Is this due to how we perceive this age groups aspirations as idealistic and fantasy? Have they already placed a ceiling on their aspirations due to external influences such as, parents and siblings, gender, socioeconomic status, self-efficacy and resilience?

Chapter Three Methodology and methods

Paradigm

Crotty (1998) advised that researchers should reflect on their assumptions before researching, as this will affect their view and interpretations which could provide different conclusions. Nind et al. (2016) suggest making explicit principles and assumptions underlining the approaches and methods. As discussed in Chapter 2, aspirations are a social construct and interpreted individually, with several possible factors of influence. In line with my research question, an exploration of influences on Early Years and Key Stage One children's aspirations, I have approached my research from a pragmatist social constructivist interpretivist framework. This position underpins my perspective that defines my attitudes and values as a researcher. Guba & Lincoln (2005) highlight, we operate on a continuum, not opposites to other paradigms, we can mix and match as lines become blurred.

Grix (2002) suggests the core components of the research process are the ontology and epistemology. Firstly, ontology is what is out there to know about; it can also be interpreted as what types of things exist (O'Leary, 2010). Ontology studies the nature of human beings, who we are and what we are here for. Interpretivist, naturalist ontology focuses on the constructions of the world by the individual where the observer becomes part of the observed. However, for this research both exploring meaning as well as facts and understanding. Grix (2002) also defines epistemology as what we know and how we know about it, "how we come to have legitimate knowledge of the world" (O'Leary, 2010, p.5), or how we know what we claim to know (Gray, 2014). From a constructionist perspective, knowledge is ever-changing and is adapted or changed by social actors. I find I align with the notion that the world is socially constructed based on human interpretation and we create knowledge, and therefore my epistemology is social constructionism.

For this research, the overarching paradigm is pragmatism as I align with both interpretivism and positivism, the value of statistics, data, analysis of figures and the value of personal insights, child's voice, interpretivism of open-ended questions and picture analysis. I believe that knowledge is socially constructed (Crotty, 1998; Thomas, 2009; Creswell, 2013; Gray, 2014) and merit the value of scientific method, therefore have utilised mixed methods and explored how we can interpret meaning through the strengths of both paradigms. Grix (2002) highlights interpretivism

requires a strategy that includes difference and requires subjective meaning. Rundell (1995, p.10) states “interpretation has become a part of our cultural self-understanding as historical and cultural beings we can articulate ourselves in relation to others and the world general”. This is key to my research question, as in exploring the key influences on children’s aspirations, this includes the influences on the child’s perceptions. As every interaction is based on an interpretation of a previous event, I aim to capture their interpretations and experience of aspirations through their lived experiences, understanding and perceptions on aspirations through their drawings and answers.

3.1 Methodology

This research is a mixed methodology which Creswell et al. (2013, p.212) defines as a "collection of both qualitative and quantitative", through a qualitative philosophy on a larger scale survey with open-ended questions and drawings. This mixed method is to explore the influences on a larger scale in one setting. I have focused on phenomenology, as I seek to understand what is going on through the mask of the survey and understand aspirations from the participant's view (Gray, 2014). In line with the above, mixed methods build a holistic picture of the influences on aspirations, adding depth and insight to data as there is value to both quantitative and qualitative data (O’Leary, 2010). The research examines the initial generally accepted influences on aspirations, identifies the problem, interprets the experience and influences. Furthermore, with the research as an exploration, new theory can be deduced from results; this allows the research to produce answers, both deductive and inductive. A hypothetico-deductive method (Walliman, 2018), using research to gain new knowledge, with the combination of inductive and deductive reasoning. To create a picture of the world through our interpretations of data as to gain a holistic picture as there is “no stories without statistics” (Stuart et al., 2015, p.38).

3.1.1 Creative mixed methods

BERA (2018) advocate diverse approaches to educational research, such as inclusive research using child-centred methods (Nind et al., 2016) to gather children’s perspectives. Walliman (2018) highlights that using arts-based research to gather research enables personal expression and could provide a deeper answer than direct questions. The tools of data collection are qualitative questionnaires with opened-ended questions and interpretation of their drawings at the school setting during lesson time in the classroom. Children were encouraged to express their ideas of

their future self as an adult in any way they chose and were provided with the same materials e.g. paper, colours, pencils. This creative mixed method gives the children a voice and allows them to choose how they wish to participate; this allows the participants to take ownership and to express themselves. Chamber et al. (2018) highlight that drawing is inclusive for all needs in the classroom. Alongside this, being inclusive of children's interests and values whilst respecting their dignities, privacy, autonomy and diversity.

An advantage of mixed methods is it strengthens triangulation and expands the research to produce a comprehensive result. The qualitative level from the children's drawing and responses, the quantitative level of their personal data and comparing ONS (2020) toolkit for occupation classifications, followed by the quantitative analysis that incorporates the findings of both. If both methods result in a similar conclusion, the results can be a true reflection of the findings. Therefore, the research has greater validity and lead to lines of enquiry for future research with aspirations and children aged 7 and under.

3.1.2 Methods of analysis

Children were given appropriate assistance when needed e.g. the researcher scribing for the children their answers on the sheet. I was mindful not to influence the participants answers when scribing and used appropriate language for their age level. I also used the same language and explanation for the questionnaire task to limit my variables, as a change in the language of describing the task could unfairly influence my results. The quantitative data was also obtained from the participant and the class teacher this includes age, gender, pupil premium status and the number of siblings.

Methods of analysis include thematic analysis of drawings, large scale picture analysis coding of images, colour/no colour, image relates to aspiration, other aspiration, positive, negative or neutral drawing, etc. Crotty (1998) suggests we can skilfully look for the holistic meaning and interpretations, in this case with children's aspirations. By moving back and forth between a broad and narrow focus of influences and themes, with different levels of analysis it produced rich interpretations of the data. I explored commonalities, divergences and themes of how children understand aspirations in their social world and future adult work. Based on qualitative data to create deep levels of understanding. My analysis of data is critical discourse analysis (Fairclough, 2009) as I focused on the content analysis for written

text. Gadamer stated "language is the universal medium in which understanding occurs. Understanding occurs in interpreting" (1998, p. 389). This builds a holistic approach in researching aspirations rather than the influences separately to build a wider picture.

3.2 Process

After gaining ethical approval and consent from the University, consent was gained through the gatekeeper, the school setting. A letter was sent to parents of children in Early Years Foundation Stage [EYFS], year 1 and year 2, to opt-out of the research if they wished. Therefore, parental consent was assumed due to the nature of the task, during the school day. Due to the participant's age between 4-7 (BERA, 2018), consent was gained through participant information sheets written accessible to the children's age and using pictures after gaining parent/guardian consent. I also gained informal consent from the children; when explaining the task, they were given the opportunity to decline and could also withdraw or decide not to continue with their drawing/participation sheet. I also had a reminder participant information sheet in the room for the children to have access to during the data collection process.

3.3 Ethical considerations

I have used Academy of Social Science (AcSS, 2015), British Educational Research Association (BERA, 2018) and Marjon (2017) guidelines on ethical considerations for educational research for this research project. I have aimed to be inclusive of different values and interests whilst respecting the privacy, dignity, diversity and autonomy of participants through the method of drawing and explanations of their drawings. This includes using accessible language for the age of the participants. I have been socially responsible and conducted my research with integrity. Informed ethical consent was gained from the university's ethical approval process, the school (gatekeeper), assumed consent was gained through a letter to the parents and their rights to withdraw. The participants informed ethical consent was given on the day of the research alongside a visual reminder in the classroom of their right to withdraw (Burns, 2000). I have also followed the school's data protection and information on how the data will be anonymised (Mockler, 2007) and subsequently destroyed, as outlined in my ethical approval form. The participants have been anonymised through creating a participant code starting with their year group and the participant number e.g. R001, 1059, 2125. the schools safeguarding policies and procedures were also followed.

Chapter Four Findings, results & analysis

4.1 Introduction

I gathered drawings and responses from 161 participants across two Early Years Foundation Stage [EYFS], Year 1 and Year 2 classes in one school setting in a town in Devon. Over two days, 53 out of 60 children in EYFS participated, 56 out of 60 children in Year 1 participated and 52 out of 58 children in Year 2 participated. Those that did not were either absent or declined to take part and therefore did not give consent. With participants in EYFS, 6 children at a time completed their drawing and questions in a quiet space provided, I scribed the answers if they were unable to write for themselves. I also made a note of their aspiration on the sheet if I was unable to gain the meaning of the aspiration through the drawing alone. With Year 1 and Year 2 classes, I gave the same initial instruction to the whole class to limit variables in responses and scribed for any participants unable to write their answers themselves. The charts in Figure 3 indicate the percentage of participants that achieved the goal of drawing and/or explaining their aspirations.

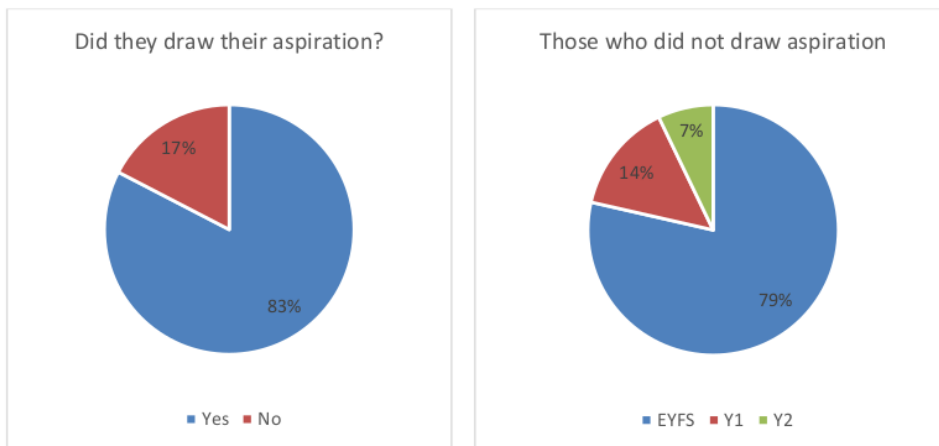


Figure 3 Two charts based on those who drew their aspirations

Figure 3 also suggests that most children made appropriate use of the participant sheet. Out of the 17% that did not draw their aspiration, 79% of those were in the EYFS group. This suggests that more than one method could be used to gather EYFS responses in future research.

Croll et al.'s (2010) research found responses of aspirations were usually occupational rather than life goals. Likewise, 73% of the responses gained were primarily occupational aspirations. Interestingly, from my research group, 27% of the participants expressed an additional aspiration other than occupational such as the option of more than one career path, being able to drive, having their own family, home and pet. This highlights that children as young as 4 years-old can have wider aspirations for their future selves (Figure 4).

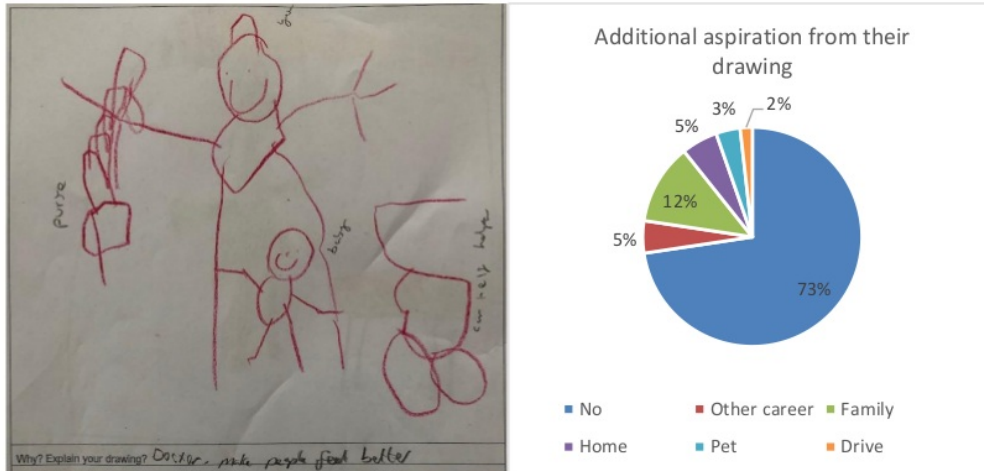


Figure 4 Left: Doctor, car, mum & purse (girl aged 4), Right: additional aspiration from their drawing

Figure 5 represents the children's aspiration responses. They have been grouped into 32 sections. Chambers et al. (2018) found the most popular aspirations were sport [21.3%] followed by a teacher [10.9%]. Similarly, Figure 5 also indicates the most popular aspirations were [15%] sports person and [12%] teacher, followed by police officer [11%] and doctor [11%]. Similar to Chambers et al. (2018), fewer children aspired to caring and trade roles.

The most popular aspirations in Figure 5, are classified by the ONS between 1.2 – 2 classification, higher professional occupations and lower managerial and professional occupations. This suggests that the most popular aspirations are high aspirations. These have been calculated using the ONS checker tool (ONS, 2020) (Table 2).

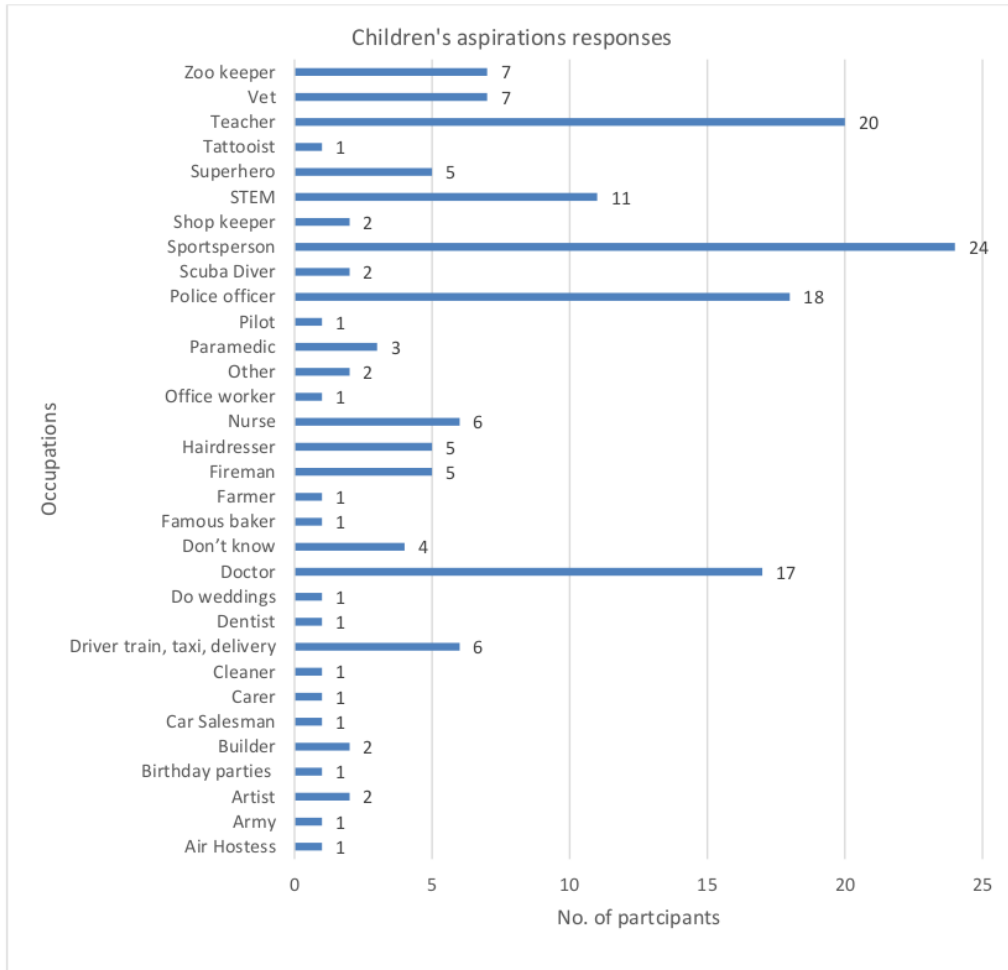


Figure 5 Children's aspirations responses

Table 2 ONS Classifications (2020)

ONS	NS-SEC Analytic classes
1	Higher managerial, administrative and professional occupations 1.1 Large employers and higher managerial and administrative occupations 1.2 Higher professional occupations
2	Lower managerial, administrative and professional occupations
3	Intermediate occupations
4	Small employers and own account workers
5	Lower supervisory and technical occupations
6	Semi-routine occupations
7	Routine occupations
8	Never worked and long-term unemployed

Bandura et al. (2001) highlight self-efficacy is important for children's aspirations. I found 55% of the participants explained that they chose their aspirations because they 'would like the job'. This suggests the children have high levels of self-efficacy particularly when the aspirations are high classifications (Figure 6).

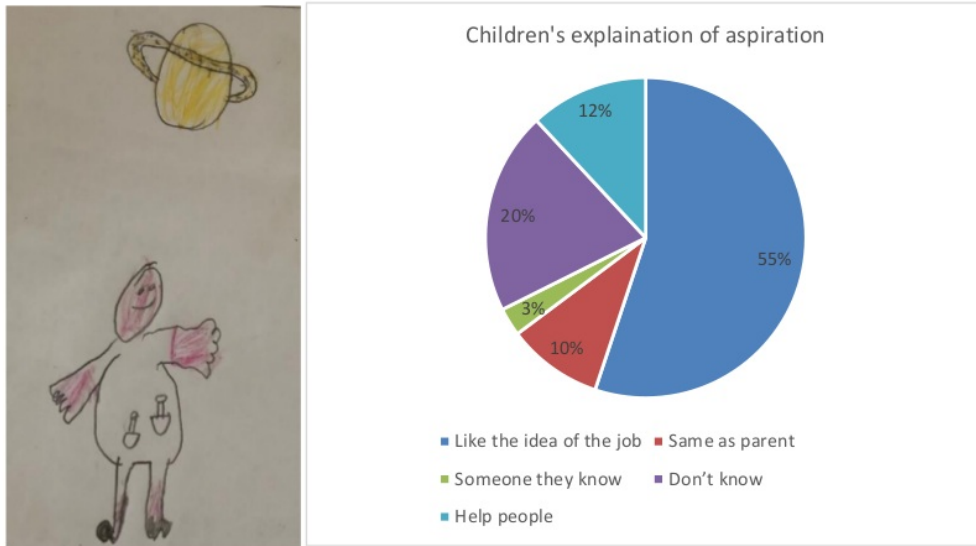


Figure 6 Left: Scientist (boy aged 7, "I'd be good at it), Right: chart of children's explanations of aspiration.

4.2 Gender

When we examine the aspirations based on gender, 52% of the participants were girls and 48% were boys, therefore it could be assumed that both genders have been fairly represented proportionally.

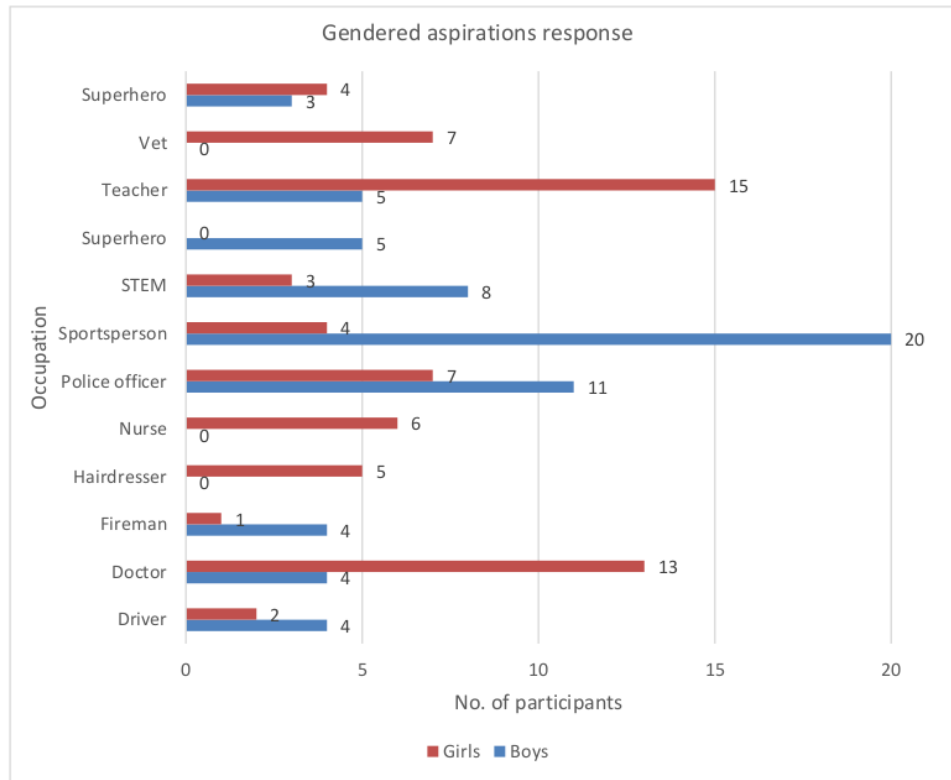


Figure 7 gendered aspirations responses

Figure 7 demonstrates that girls are 3 times more likely to become a teacher than boys, this was much lower than Chambers et al. (2018) who found that girls were 9 times more likely to aspire to be teachers than boys. Girls are also 3.25 times more likely to aspire to become doctors than boys. Similarly, Chambers et al. (2018) found girls are 5 times more likely to aspire to doctors than boys. In my research from Figure 7, 7 girls aspired to become vets and no boys. This is in line with Chambers et al. (2018) findings that girls were also 4 times more likely to aspire to vets than boys. This coincides with the rhetoric that girls are "more efficacious for careers in education and health-related fields" (Bandura et al., 2001, p.196), in caring and nurturing roles (Alm, 2019; Chambers et al., 2018; Wong & Kemp, 2018; Lawson et al., 2015; Archer et al., 2013; Skelton et al., 2007).

They also found boys were more likely to aspire to become scientists or engineers, this is mirrored in Figure 7 where boys are 2.7 times more likely than girls to aspire to STEM careers, this is in line with the literature above (Alm, 2019; Platt, 2018; Lawson et al., 2015; Tenenbaum, 2009; Skelton et al., 2007; Bandura et al., 2001).

The greatest difference in gendered responses, boys were 5 times more likely than girls to aspire to be a sportsperson. Police officer aspirations were 1.5 times greater for boys than girls. Interestingly, this suggests there continues to be aspirations based on gendered stereotypes (Chambers et al., 2018; DfE, 2017a). Whereas girls chose caring and nurturing roles and boys chose sports, STEM and police officer roles (Figure 8). Therefore, there was a difference in gendered aspirations from the age 4-7, yet these gendered differences were lower than expected. It could be assumed that children under the age of 7 have less gendered aspirations as Chambers et al. (2018) gendered aspirations were from the age of 7 at higher rates. Similarly, Goffreson (2002) found 6-8-year-olds aspirations based on concrete roles e.g. masculine or feminine. Whereas Martin & Rubble (2004) found gendered stereotypes from the age of 5, however, this was not based on aspirations. These results, therefore, fill the gap in the research where children aged 4-7 who demonstrated gendered career aspirations at a lesser rate. However, this could be due to the smaller sample size in comparison with Chambers et al (2018).

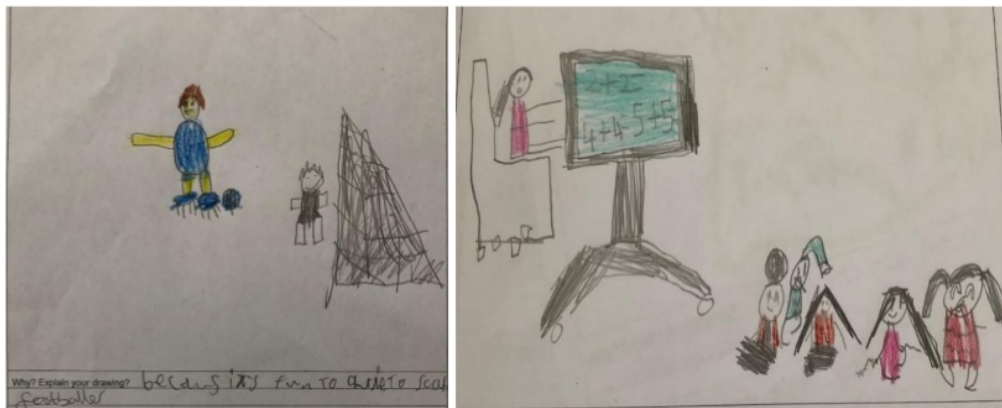


Figure 8 Left: footballer (boy aged 6), Right teacher (girl aged 6)

Even though there is a gender difference in the most popular career types chosen, this is not reflected in the ONS classifications of the aspirations. Looking at the charts in Figure 9, the girls' have a higher percentage of 1.2 classification (higher professional) at 29% and the boys' higher professionals are 12%. Both genders have 36% of 2 classifications (lower managerial and professionals). The boys' also have a higher percentage of those who did not know their aspirations (Figure 9). This was surprising as contrastingly, Platt (2018) found 7 years-old boys' aspirations were higher than girls. This is not apparent from the results below.

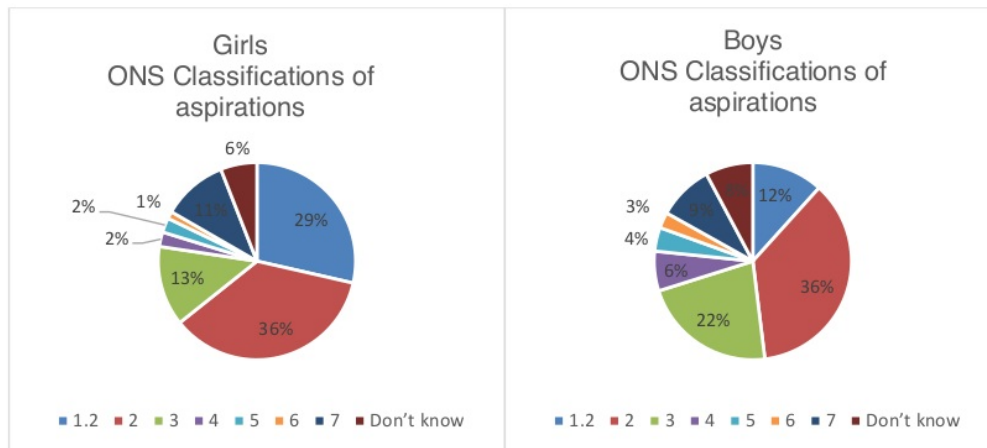


Figure 9 Charts of gendered classifications of aspirations

4.3 Age



Figure 10 Pilot/firewomen (girl aged 4)

From the literature in Chapter two (Hart, 2016; Tenenbaum, 2009; Croll, 2008; DCSF, 2008; Gottfreson, 2002), I would expect my research to reaffirm that aspirations decrease with age. However, if we look at the top two classifications (1.2 and 2), these increase as the year group increases. This, therefore, indicates that within this age range, aspirations increase as they get older (Figure 10).

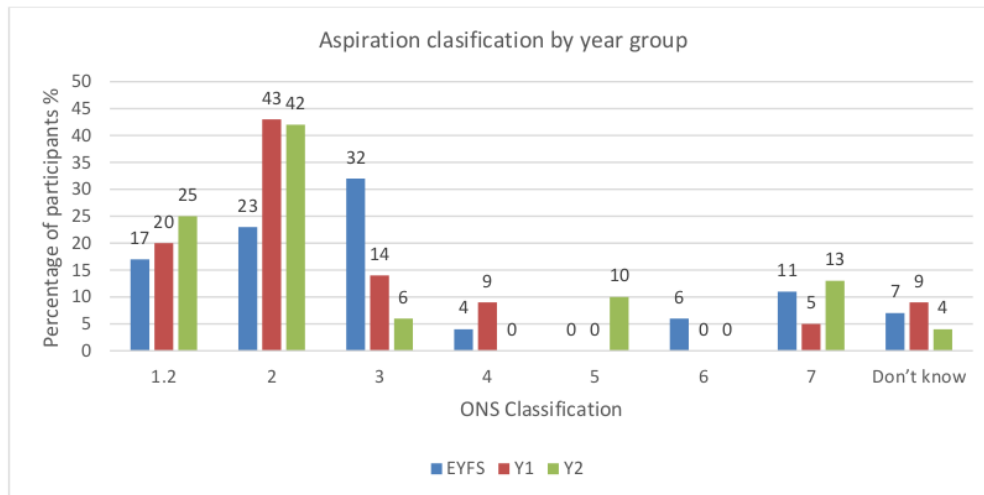


Figure 11 Aspiration classification by year group

Moulton et al. (2017) found 63% of 7-year-old aspirations were professional or managerial occupations. Similarly, if we look at the separate year groups from Figure 11, 40% of 4-5-year-olds in EYFS, 63% of 5-6-year-olds in Year 1 and 67% of 6-7-year olds in Year 2 aspirations were in the ONS classifications 1.2 – 2 (professional or managerial occupations). Overall across all participants, I found the average professional or managerial aspirations is 57%. This was surprising as Chambers (2017) found that 6-7-year-old children start to rule out careers, whereas Figure 11 suggests aspirations increase in levels of classifications from the ages of 4-7.

Moulton et al. (2015) found 1 in 6 aspirations were fantasy and reduced to 1 in 10 with older children. This suggests children's aspirations become more realistic the older they get. They included footballer, celebrities, singers and superheroes. For the purpose of this research, I have defined fantasy roles as superheroes and imaginary aspirations. I agree with Moulton et al. (2018) who found children at aged 7 overall had realistic aspirations and only 1.2% were fantasy. In Figure 11 I have included superhero and other which totals 4% fantasy aspirations. However, from Moulton et al. (2015) we would have expected 16.7%. The National Careers Council for England (2013) found that aspirations were unrealistic for 40% of young people. Those from

disadvantaged backgrounds are twice as likely than their peers. This, therefore, contradicts other finding and highlights that children's aspirations are less fantasy-based than some may have expected.

4.4 Socioeconomic status

Socioeconomic status [SES] is frequently measured in research based on Free School Meal [FSM] status or Pupil premium [PP] (Chambers et al., 2018; Platt, 2018; Crawford & Macmillan, 2014; Demie & Lewis, 2011; Perry & Francis, 2010; Dubow et al., 2007). However, this does not accurately measure or produce a holistic picture of a child's background, it can indicate that they may experience socioeconomic disadvantage. I gained consent from the school to acquire Pupil Premium [PP] status data of the participants. In future research, additional information could be gained from parents to further highlight disadvantage and how this may affect aspirations.

In this particular school, 17% of participants have PP status and 83% non-PP. This was slightly lower than expected as overall in the school 22% of pupils are eligible. Due to the demographic of the area, I was expecting the amount of PP children to be slightly higher. This could be lower than expected due to the recent changes in eligibility and criteria to meet this status. This caused me to question if this could include working-class families e.g. those with ONS classifications of 7.



Figure 12 Left: scientist teacher (girl aged 7), right: policeman (boy aged 4)

In line with the literature above, if SES influences aspiration (DCSF, 2008 and Moulton et al., 2018) then PP students should have lower aspirations, however the children's responses indicate otherwise (Figure 12). As there was a low number of

pupil premium participants it was clearer to compare the information in the charts in Figure 13.

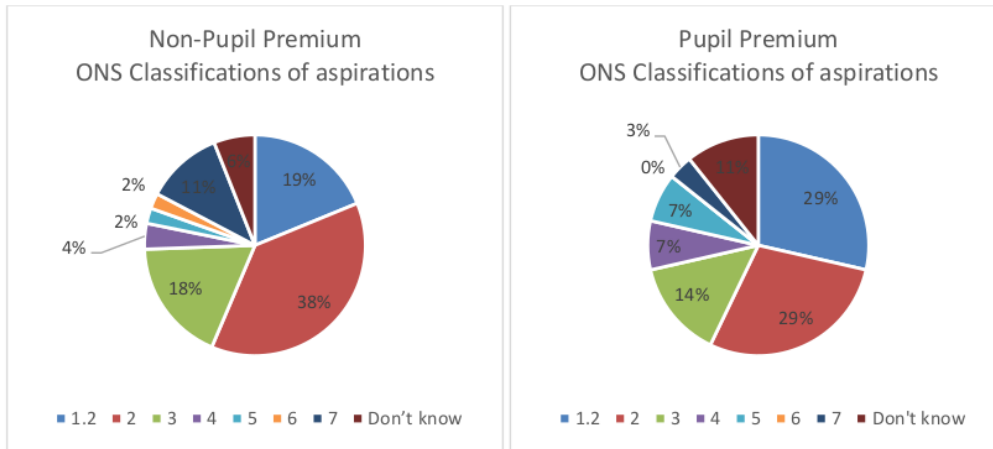


Figure 13 Non-Pupil Premium and Pupil Premium ONS classifications charts

If we compare Figure 13 charts, pupil premium children have a higher percentage of 1.2 aspirations (higher profession) than the non-pupil premium. This is supported by Reay et al. (2013), Reay (2006) and Laureau (2004) who suggest that disadvantage children's aspirations are high. However level 2 classifications were higher for non-PP children compared with PP children. Hart (2016) found no evidence of aspiration lower based on SES. This suggests there is still further research needed.

4.5 Perceptions of adults

Parental influence is a key factor on children's aspirations (Alm, 2019; Platt, 2018; Chamber et al., 2018; Strand, 2011; Goodman & Gregg 2010). I aimed to explore if there was a relationship between children's aspirations and their perceptions about 'what their parents do' (Figure 14).

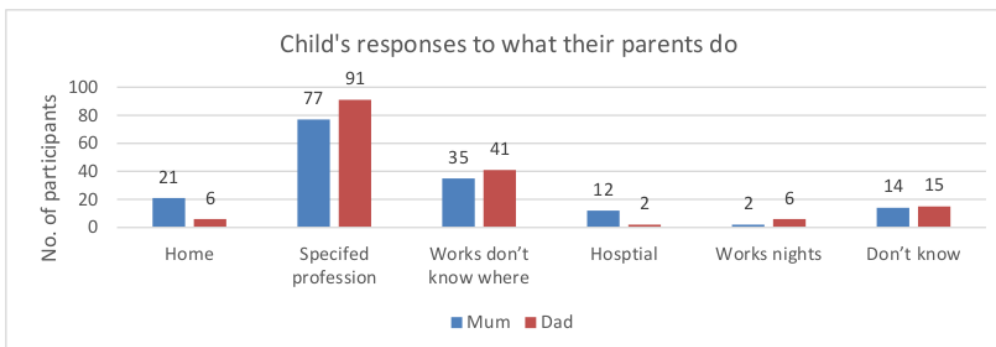


Figure 14 Child's responses to what their parents do

Department for Work & Pensions (2018) state that 10% of children live in workless households; when we look at Figure 14 the children perceived that 17% of parents stayed at home, according to the children's perspectives from my research. Children's perceptions of parental jobs were difficult to quantify as children's answers were at times vague (see Appendix C).

This could be further developed through having a separate questionnaire for parents regarding SES, ONS classifications and income. As Perry & Francis (2010) and Boyden & Dercon (2012) found that parental income indicates children's outcomes. Parental education (Dubow et al., 2009), parental interests (Archer et al., 2013) and parental aspirations (Gutman & Akerman, 2008) also influence children's aspirations. This could be further explored and researched as parental influences on children in EY and KS1 aspirations through a longitudinal qualitative study to produce precise rather than vague data.

4.6 Siblings influence

Alm (2019) found that the smaller number of siblings a child has, the higher their aspirations are. Chen (2015) & Alm's (2019) research with secondary children also found only children have a similar advantage to firstborn. Sulloway (2010) found that if the first-born child does well academically, the second child will stand out differently. Surprisingly, from Figure 15 the youngest siblings have the highest aspirations.

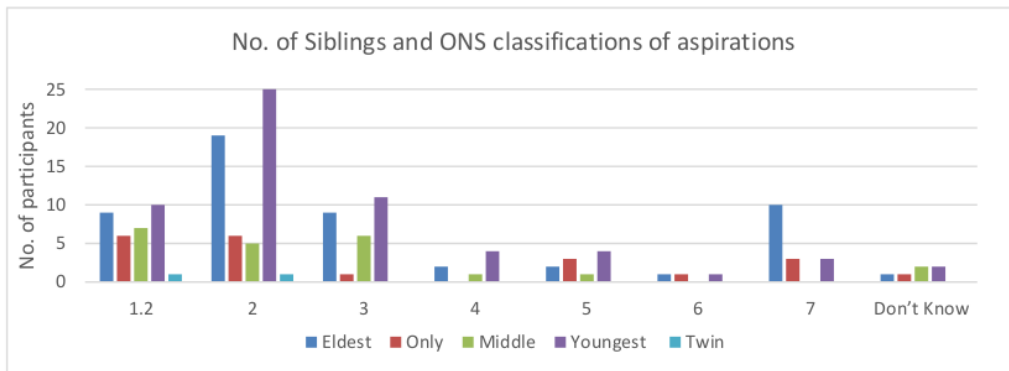


Figure 15 Number of siblings and ONS classifications of aspirations

This could be due to the children being exposed to aspirations at a younger age as they learn their social world from their older siblings (Figure 16). As this research is a case study, it may produce different results if further research on a wider scale. Therefore, I could further research my participants siblings to build a broader picture of the effects on their aspirations as the influences found below conflict the literature.



Figure 16 Doctor (girl aged 5, youngest sibling)

4.7 Someone they know

Wong & Kemp (2018) and Archer et al. (2013) highlight that aspirations can be based on someone they know. Participants were asked if they knew someone with a similar aspiration, 51 responded no and 3 responded don't know therefore 54 in total were excluded in Figure 17, 107 responses included and represented as percentages.

Chambers et al. (2018) found family members other than parents to be the greatest influence 33%, followed by parents 26%.

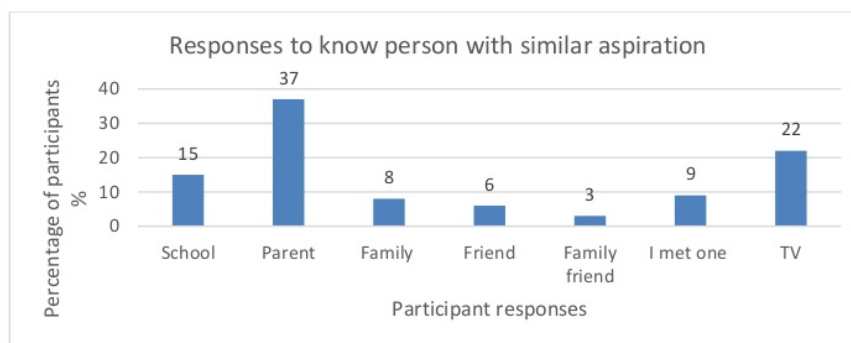


Figure 17 Responses to known person with similar aspiration

However, from Figure 17, those that did know someone with a similar career/aspiration, the greatest influence was parents at 37% followed by tv at 22%. This indicates that with children aged 4-7 the greatest influence of someone they know is their parents (Figure 18 & Figure 19) followed by the tv.

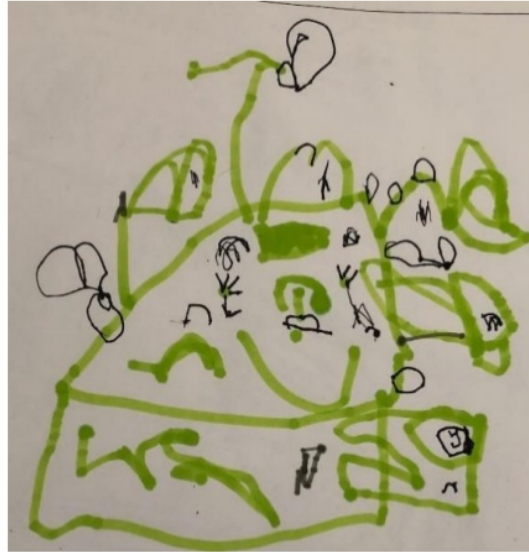


Figure 18 Cleaner "do jobs with my mum and dad", boy aged 4

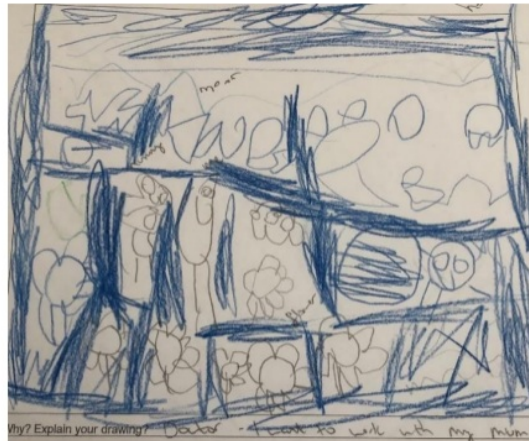


Figure 19 Doctor "I want to work with my mum" girl aged 4.

Chapter Five Discussion

From the research findings in Chapter four children who were the youngest sibling were found to have the highest aspiration classifications; this is in contrast to the literature in Chapter two. This produces unresolved questions of the influences of siblings on aspirations and needs further research highlighted below as the primary aim is for all children to have the same advantage with vocational aspirations and attainment (Ofsted, 2019), regardless of sibling size or positioning in the family. Therefore, teachers possibly need to question, how do we increase aspirations for older siblings and are they a disadvantaged group. In contrast, Bu (2016) research found that first born children are 12% more likely than younger siblings to continue into further education and there were birth order differences in educational aspirations. The first born tend to aspire to conventional occupations and younger siblings aspire to entrepreneurial or artistic occupations. Interestingly, Price (2008) found in families with two children, parents spend 20-30 extra quality minutes with the first-born rather than the last-born child. Likewise, children from larger families have lower aspirations than those from smaller families (Coleman, 1988; Israel et al. 2001).

Whereas I found younger sibling aspirations had higher occupation classifications. In line with this, Wang et al. (2019) found that older siblings create supportive social environments to aid their younger siblings' academic success. This suggests younger children achieve better outcomes which support my findings above that younger siblings' aspirations are higher. This links to Bronfenbrenner's (2005) ecosystems of influence where family and siblings are the immediate influence. Bissell-Havren et al. (2012) found that siblings feel they are treated differently particularly sisters from brothers. This made me question, is the difference in siblings' findings related to gender? Therefore, further research is needed with the siblings of the participants to further examine the influences of sibling relationships and the effect on their aspirations.

However, Byun et al. (2012) found the number of siblings was not significant to educational aspirations. Yucel & Yuan's (2015) research with 10-15-year-olds found that sibling size does not affect educational aspirations, it was the quality of sibling relationships that could increase aspirations for younger children. This would also need further research as this was in contrast to the literature and the results are based on one demographic area and in one setting. This could be overcome by an

action research project that could be used within settings, practitioner research for a wider range of classes to engage in the research project and investigate if this applies to more than one setting. This could be supported by the current drive of how well teachers know their children, their progress and their ability rather than unnecessary workload (Ofsted, 2019). As the research will involve asking questions that get to know their children, their background and experiences. Including how this may influence their aspirations as there is a connection between aspirations and attainment (DfCSF, 2008; DfE, 2017b; Gutman and Akerman, 2008; McCulloch, 2017; Moulton, Flouri, Joshi, & Sullivan, 2017; Sanders et al., 2017). Through being aware of their aspiration's teachers can increase motivation for learning through their interests.

Primarily, we need to explore, why the participants in this research have higher aspirations than their older siblings and has something changed culturally. There has potentially been a shift in the mindset of how parents treat younger siblings, do we treat our younger children differently that have changed over a generation? Or do parents change their parenting approach based on the age of their children? For example, when children are younger some parents believe they can do anything, as children get older some parents limit their aspirations for their children based on their perceived abilities (DfE, 2017b; Tenenbaum, 2009). This could be further explored through separate mixed methods research, involving the parents of the participants above. As in the findings in Chapter four indicate that with children aged 4-7 the greatest influence of aspirations is based on someone they know, their parents followed by the tv and then school.

Based on the research results, Figure 20 has been devised. This model illustrates the breakdown of the results in Chapter four. It highlights how aspirations and how those classifications of aspirations differ. Further research is needed on how these particular factors influence each other; for example, do first born boys have lower aspirations and therefore are at a disadvantage?

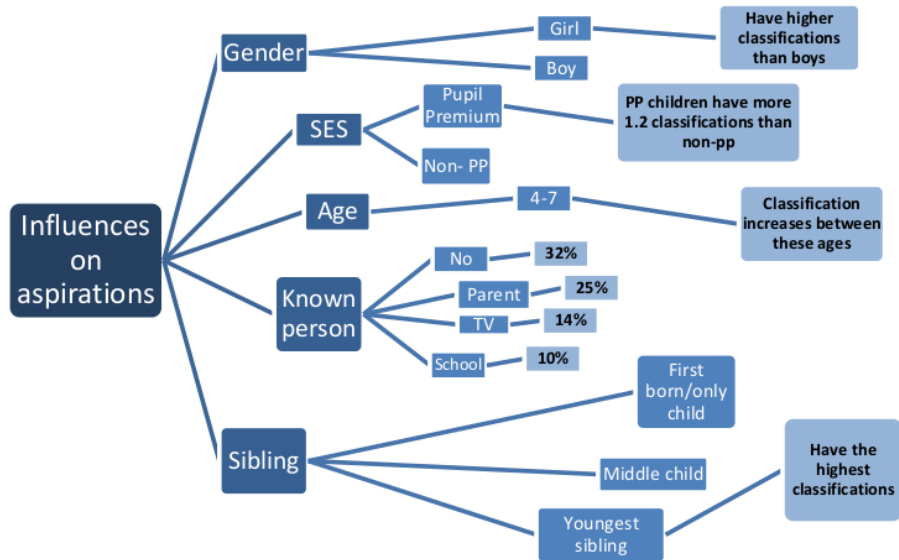


Figure 20 Model for influences of aspirations

Teachers could also use the participant sheet (Appendix B1) as a baseline to measure their classes' aspirations, based on ONS classifications (2020). Alongside a termly aspiration-based topic that aims to raise children's aspirations, this could also be measured yearly. This may further be explored in future research to track how their aspirations can evolve over time. Primarily focusing on how high they are aiming rather than the changes in occupations. As different influences and how they change could be due to children become more socially aware of what is available to them. However, from the results Socioeconomic status [SES] and pupil premium [PP] did not produce the expected results. As pupil premium children had higher classifications. This caused me to question, should we reconsider how we view and measure SES. Which can be based on income including both parents who work in level 7 classification jobs or are on minimum wage. As this could produce different results of limitations of aspirations based on perceptions of their parent's occupations.

Chapter Six Limitations, recommendations & conclusion

6.1 Limitations

Firstly, I would like to discuss the potential limitations of this research. Time restrictions could have reduced the sample size and the amount of data gathered, this could have impacted the reliability of the findings. Thankfully, the school were very accommodating and permitted double the sample size, to include both classes from each year group, this has given greater reliability to my results. However, if the research was undertaken in a variety of schools, this could widen the results and increase credibility. This was beyond the limitations of this research and therefore the generalisability of the results is limited. As the questionnaires were completed by children, their responses may not be reliable on their own, as their answers may be based on appeasing the researcher. This was partially overcome through the interpretations of their drawings; it could be supported by further methods to build on the holistic picture of the influences, including parental perceptions. However, mixed methods require more time to conduct and deeper analysis for the researcher, this could be an additional limitation.

Gaining consent from schools, parents and participants were additional barriers that could have impacted or amended the amount of data gathered. Very few participants withdrew or were absent [17], out of 178 possible participants. This resulted in 161 participants in total, therefore, ample data was obtained for the purpose of this research. The time of day that the research was undertaken may have affected the outcomes of the research, for example, children's attention peaks throughout the day, this was overcome by attending the classes before lunch time each day and this would need to be considered for future research.

6.2 Recommendations for future research

6.2.1 Mixed methods questionnaires/interviews

- Replicate and widen the research to include other school settings to validate the findings, using the same methods.
- Qualitative interviews with the above participants to explore why gendered responses were less in this age group, in comparison with other research. Particularly with the participants who chose gendered roles and unpick their reasoning and perspectives.
- Research to gain parental perceptions of their children's aspirations in key stage one and early years. This includes research with the parents and children, together and separately to examine the influence of parental relationships on children's aspirations. Research with the parents could also clarify their occupations and classifications. As a comparison study against the child's perceptions, parental beliefs in their child's abilities and the effects on aspirations.
- Research on parental perceptions of how they treat siblings, based on sibling size or if they parent differently as children gets older.
- Further research is needed with the participant's siblings to build a broader picture of sibling influences on aspirations and replicate this to other school settings.

6.2.2 Action research with teachers

- Research to explore how aspects of children's identities combine to create unique experiences and influences aspirations, as this was out of the scope of this research. Through a longitudinal study and action research by teachers guided by a researcher.
- Longitudinal research project including revisiting the same participants or documented by class teachers once a year.
- Research the effect of SES measured by more than pupil premium and include working-class families e.g. level 7 classifications or up to both full-time minimum wage parents to see the effect on classifications.
- Using the model (Figure 20) further research is needed on how these particular factors influence each other e.g. if first born boys have lower aspirations and therefore are at a disadvantage.

- Teachers can provide a termly aspiration project as part of a longitudinal study using participant sheet (Appendix B1) to measure children's aspirations and compare yearly to see if they go up or down in classifications.

6.3 Conclusion

To conclude, children have the ability to aspire to wider aspirations from the age of 4, including having their own home, family and pets. The most popular aspirations found were high aspirations and over half chose their job because they 'like it and think they would be good at it'. This suggests children have high levels of self-efficacy particularly when the aspirations are high classifications. Interestingly, there were fewer fantasy aspirations than assumed by other research. There also continues to be aspirations based on gendered stereotypes, where girls chose caring and nurturing roles and boys chose sports, STEM and police officer roles. This is at less a rate than older children, in comparison with other research. Even though there is a gender difference in the most popular career types, this is not reflected in the ONS occupational classifications. Pupil premium children have higher professional aspirations than non-pupil premium children and therefore working-class families could further be explored. The most surprising finding is that the youngest siblings' children have the highest aspirations, this needs to be explored further as some children may experience a level of disadvantage in the classroom that we are not currently aware of.

In the current climate of Covid-19 this could possibly influence an increase in aspirations related to key workers. Due to children's ongoing lived experiences and positive heroic language used in the home and media regarding key workers. This could enrich children's understanding of occupational roles that may not have been previously discussed in the home. Will the perceptions of key worker roles change, based on worth or usefulness to society and therefore be reflected upon higher in the occupational classifications in the future?

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Appendix A – Informed consent

A1 Participant consent information sheet



Plymouth Marjon University is a trading name of University of St. Mark & St. John.

Participant Information Sheet for children

The title of my research project:

An exploration of influences on childrens aspirations in Key Stage One.



Hello!

I would like you to take part in my research project for university. I am here to learn what you think about jobs and what you want to be like as a grown up.



Your class and the rest of Key Stage one at your school will take part in drawing a picture of themselves as adults and explain your drawing. This will be during the school day and in your class with the rest of your class and during lesson time.

You may be asked to come and speak to me in a small group about this as well. But if you don't want to, you don't have to. We will look at pictures of different jobs and what you think about them.

You do not have to be part of my project and you can decide not to. I will also check your parents are happy for you to be a part of it too. If you change your mind whilst I am in class, you can let me, or your teacher know, and you do not have to take part and I will not use your drawing in my writing.



Once I have spent time at your school, I will type up all of your ideas on a locked computer at university and your name will not be used. I will look at everyone's drawing and look for patterns in your ideas and how we can help children learn better using your ideas.



If you have any questions you can ask:

- Me
- Your teacher
- Your parent or carer

Thank you for reading my information sheet and I look forward to working with you on my research project.

A2 Parental consent letter



Plymouth Marjon University is a trading name of University of St Mark & St John.

Participant Information Sheet

Dear Parent/Guardian,

I would like to invite your child to be take part in my final year Honours research project for my BA Primary Education course at Marjon University.

The title of my research project:

An exploration of influences on childrens aspirations in Key Stage One.

Your child's class and the rest of Key Stage one at your school will take part in drawing a picture of themselves as adults and explain their drawing. This will be during the school day and in their class with the rest of their peers during lesson time. Four children from each year will be then be randomly selected, by the class teacher, to take part in a focus group where we will explore pictures of different careers and the childrens perceptions. I aim to explore childrens views on aspirations as I believe this can be key for motivation to learn.

I also believe this type of research has not been published with children under the age of seven. Taking part in this project is voluntary and I am happy to answer any questions you may have at this time. Participants can withdraw at any time prior to the data being anonymised for analysis. If a participant wishes to withdraw, they can inform myself or the staff during the project.

Consent will be assumed for the whole class exercise unless you return the slip below, object to your child taking part and their drawings will not be collected or used in my data. Separate consent forms will be sent to the Parents/Guardians of the four children from each class selected for the focus groups. All of the data collection will be anonymised, stored safely and kept for the duration of the study on the secure University network portal. I hope for this study to be published in the future and will gain further consent for the data in due course.

If you have any concerns or questions regarding the research project, please feel free to contact me directly, my researcher supervisor or your child's teacher. Thank you for reading my information sheet and I look forward to working with your child on my research project.

Researcher:

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I do NOT wish for my child to take part in the project.

Childs Name: _____

Childs Class: _____

Appendix B – Participant sheets

B1 Blank participant sheet

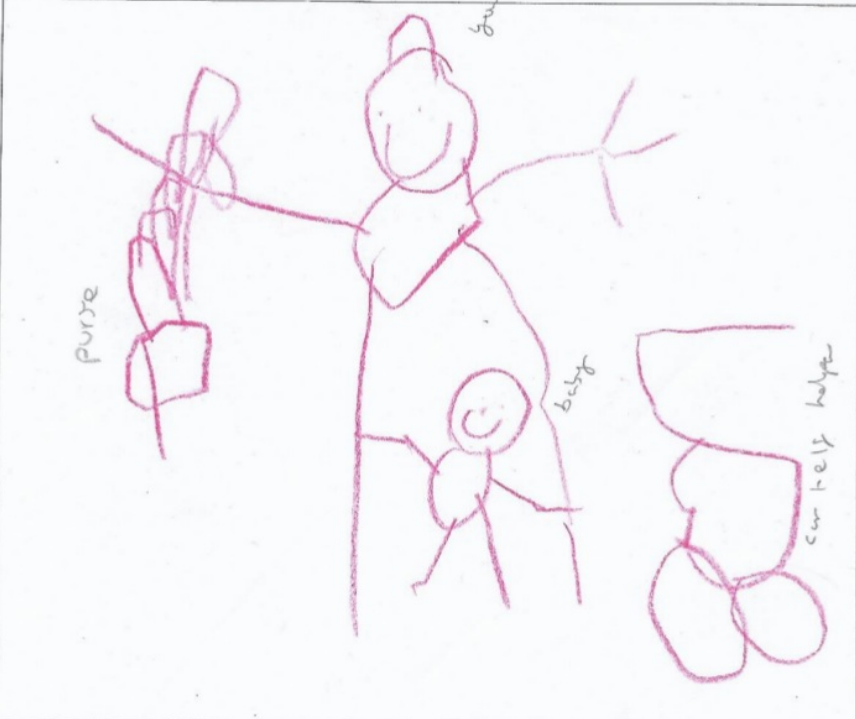
Name:	Age:	PP/Non PP	G/B	B/S/O
What do people like me do?				
Draw a picture of yourself as an adult. Where are you? What job are you doing?				
Why? Explain your drawing?				
How do you feel as an adult?				
Do you know any adults like this?				
What do you parents/carer do?				

B2 Sample of completed participant sheet

Name: R009 Age: 4 PP/Non PP PP Non PP G/B G B B/S/O B S O ^{1 diller}

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Doctor, make people feel better

How do you feel as an adult? Nice, happy

Do you know any adults like this? when I met my doctor

What do you parents/carer do?
mum - cleaning dad - building

Name: ZISO

Age: 7 PP/Non PP

G/B

^{Younger}
B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Scientist - space - I like space and I'd be good at it

How do you feel as an adult? don't know

Do you know any adults like this? No

What do you parents/carer do?

dad - plumber mum - don't know

Name: 2148

Age: 6

PR/Non PP

G/B

B/S/O

older

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? becoming its fun to come to school
footballer

How do you feel as an adult? happy

Do you know any adults like this? dad

What do you parents/carer do? a job about making a home

Name: 2139

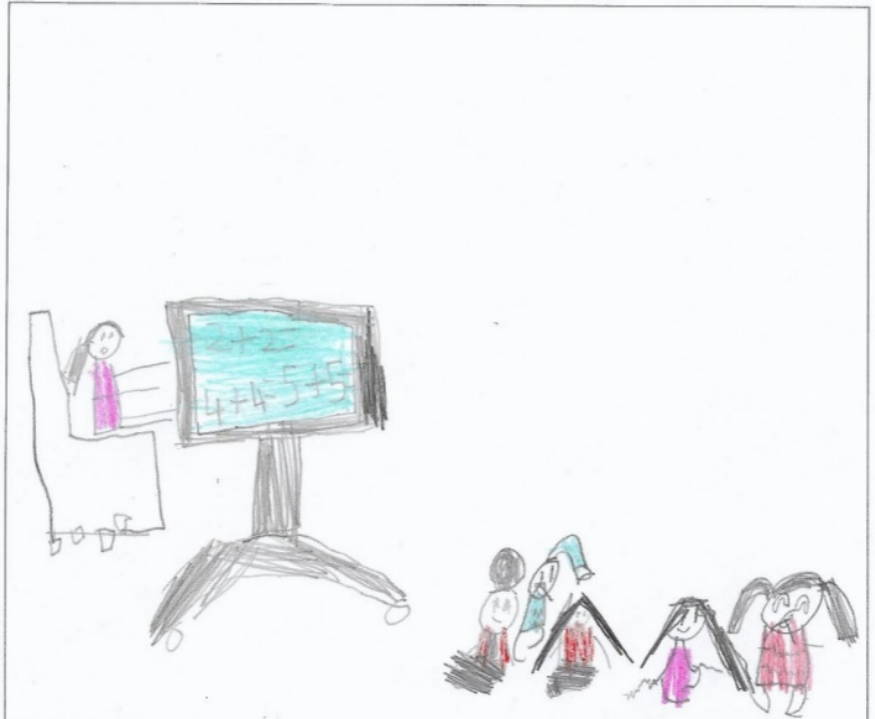
Age: 6 PP/Non PP

G/B

B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? I want to be a teacher because you get to teach children.

How do you feel as an adult? cool

Do you know any adults like this? miss Mrs bucket

What do you parents/carer do? My mum is a rets and my dad is a plasterer.

Name: R006

Age: 4 PP/Non PP

G/B

B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Pilot

How do you feel as an adult? big and strong tall

Do you know any adults like this? learned about it at school

What do you parents/carer do?

mum - eye kept dad - postman

Name: 2126

Age: 7 PP/Non PP

G/B

B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Scientist - experiment - I like science

How do you feel as an adult? good get your own house & car

Do you know any adults like this? no

What do you parents/carer do?
dad - burger king Mum - hospital

Name: R017

Age: 4 PP/Non PP

G/B

gender
B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Police getting the bad guys who are escaping

How do you feel as an adult? amazing - getting bad guys

Do you know any adults like this? dad

What do your parents/carer do?

dad police man mum - cooking & looking after the house

Name:



1074

Age:

5

PP/Non PP

G/B

B/S/O

older

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Doctor - helps people

How do you feel as an adult? good

Do you know any adults like this? no - talked with parents

What do you parents/carer do?

mom - teacher in a school, teacher dad - plumber

Name: R033

Age: 4

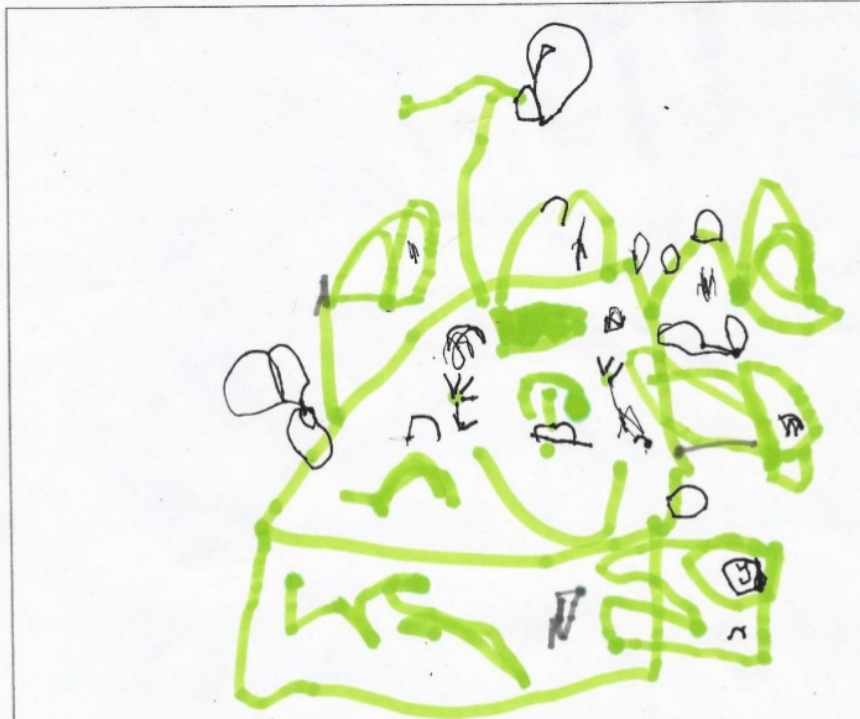
PP/Non PP

G/B

B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? do jobs with my mum & dad
cleaning

How do you feel as an adult? gevel beng in charge

Do you know any adults like this? parents

What do you parents/carer do?
clean & tidy rooms - mummy - something dad - looks after
else

Name: Rool

Age: 4

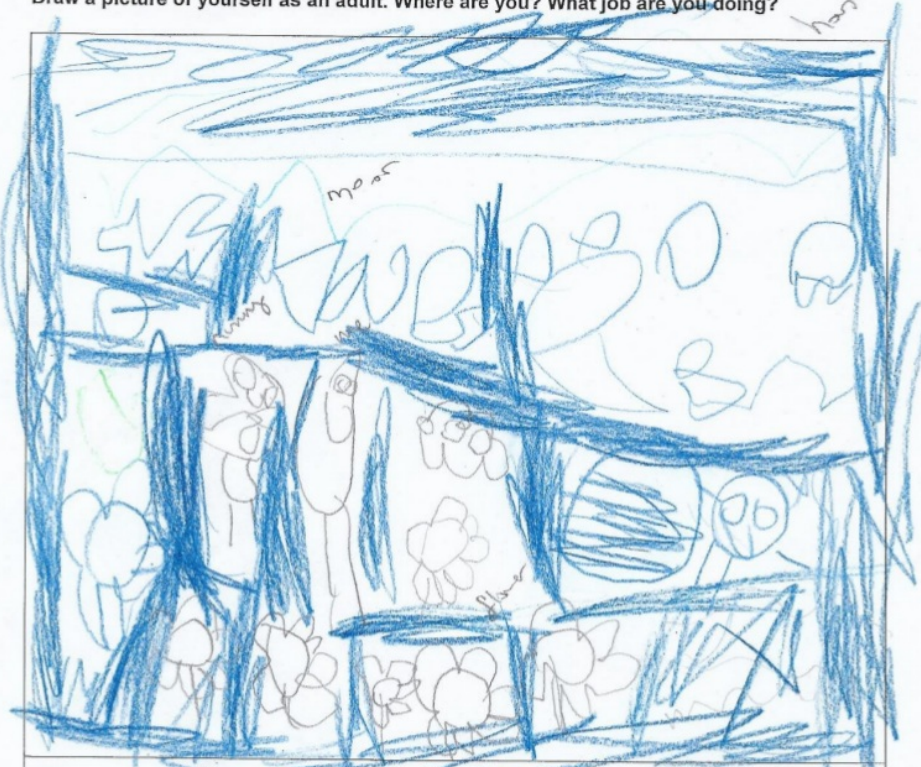
PP/Non PP

G/B

gender
B/S/O

What do people like me do?

Draw a picture of yourself as an adult. Where are you? What job are you doing?



Why? Explain your drawing? Doctor - I want to work with my mum

How do you feel as an adult? don't know

Do you know any adults like this? mum

What do you parents/carer do?

mum - doctor dad - works at night - carer

Appendix C – Raw data

Participant	Year	Age	G/B	PP/Non-PP	Sibling	Aspiration	Classification	Known person	Mum	Dad	explanation	Perception of adult	Draw aspiration	Additional aspiration
R001	EYFS	4	B	Non-PP	2.4	Fireman	3	Uncle	Hospital	Boat	So, no one gets burnt	Strong & Tall	Yes	No
R002	EYFS	5	B	Non-PP	0	Doctor	1.2	Friend	Work	Work	To help people	Same	No	House
R003	EYFS	4	B	Non-PP	0	Birthdays parties	7	Dad	dinner	Birthdays	Like my dad	Don't know	Yes	No
R004	EYFS	4	G	Non-PP	1.2	Doctor	1.2	Mum	Doctor	Nights	Like my mum	Don't know	No	Family
R005	EYFS	4	G	PP	3.4	Fireman	3	Dad	Cuddles me	Fireman	Help people, Like my dad	Good, have money & buy presents	No	Family
R006	EYFS	4	G	Non-PP	0	Pilot	1.2	School	Eye Test	Police	I'd like to fly	Strong & Tall	Yes	House, Family
R007	EYFS	4	G	Non-PP	1.2	Doctor	1.2	I met one	Office	Office	I want to help my grandma	Strong	No	House
R008	EYFS	4	B	Non-PP	2.3	Mathematician Counting	1.2	No	Play Café	Fisherman	I'm very good at it	Don't know	No	No
R009	EYFS	4	G	Non-PP	2.2	Doctor	1.2	I met one	Cleaner	Builder	Make people feel better	Nice & Happy	Yes	Baby in tummy
R010	EYFS	4	B	Non-PP	1.2	Don't know	DK	No	Cook	Work	Play football with my dad	Don't know	Yes	Family
R011	EYFS	4	G	Non-PP	0	Teacher	2	School	Nurse	Work	I play it	Happy	No	No
R012	EYFS	5	G	PP	5.6	Taxi Driver	4	I met one	Housework	Works away	I'm very good at it	Don't know	Yes	House & pet
R013	EYFS	5	B	Non-PP	2.2	Policeman	3	Family Friend	Delivers Packages	Taxi Driver & Fireman	I play it	Good	Yes	No
R014	EYFS	5	B	Non-PP	1.2	Policeman	3	No	Don't know	Car Seller	Nurse	Angry, happy sad, some adults want to be children and have fun	Yes	No
R015	EYFS	4	G	PP	2.3	Paramedic	3	Sister	Do Houses	Do Houses	Help people	Don't know	No	No
R016	EYFS	4	B	Non-PP	2.2	Policeman	3	No	Cleaner	Fixes Toilets	Get bad guys	Don't know	Yes	No
R017	EYFS	4	B	PP	2.3	Policeman	3	Dad	Cooking & washing at home	Police	Get bad guys	Amazing	Yes	No
R018	EYFS	4	B	Non-PP	3.3	Policeman	3	I met one	Tidies up	Builder	Get people in jail fight them if they try to escape	Kind	No	No

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R019	EYFS	4	B	Non-PP	1.2	Policeman	3	Dad	Cleaning, home	Police	Get bad guys	Good & more fun	No	House and family
R020	EYFS	5	G	Non-PP	1.2	Teacher	2	School	In a kitchen	Don't know	Teach to draw	Playing	No	No
R021	EYFS	5	G	PP	2.4	Singing Teacher	2	School	Tidies up	Tidies up	Don't know	Playing	No	No
R022	EYFS	5	B	Non-PP	2.2	Dad & Hulk	5	Dad	Watches telly	Builder	Red hulk	Strong	Yes	Family
R023	EYFS	5	G	Non-PP	1.2	Teacher	2	School	Nurse	Picks veg	Don't know	Good and tiring working every day	Yes	No
R024	EYFS	5	B	Non-PP	2.4	Footballer	2	No	Watches telly	Builder	I like it	Fun	Yes	No
R025	EYFS	5	B	Non-PP	1.2	Superhero	5	Tv & iPad	Mechanical engineer	Builder	Don't know	Really hard catching bad guys	Yes	Family
R026	EYFS	5	G	Non-PP	2.2	Don't know	DK	Don't know	Don't know	Don't know	Don't know	Don't know	No	Family
R027	EYFS	5	B	Non-PP	1.3	Delivery boxes	7	Mum	Police	Delivers packages	Don't know	Clever	Yes	Family
R028	EYFS	5	G	Non-PP	1.2	Paramedic	3	I met one	Cooks for poorly people	Don't know	My nanny was in one when she was poorly	You can play more	Yes	Family
R029	EYFS	5	G	PP	0	Computer teacher	2	No	Does letters (Post Office)	Don't know	I like them	Good	Yes	No
R030	EYFS	4	G	Non-PP	0	Do weddings	2	Mum	Registrar	Dulux	Like my mum	Do fun things	Yes	No
R031	EYFS	4	G	Non-PP	1.2	Policeman	3	Mum	Police	Builder	Stop people parking in zigzags	Happy	No	Playing with octopus
R032	EYFS	4	G	Non-PP	0	Carer	6	No	Don't know	Buys cars	Look after people	Don't know	Yes	No
R033	EYFS	5	B	Non-PP	1.2	Tattoos	6	Dad	Washing at home	Tattoo Artists	Like my dad and text some people	Happy with children	Yes	Family
R034	EYFS	5	B	Non-PP	1.2	Policeman	3	No	Hospital	Desk	Running and chasing bad guys	Good	Yes	No
R035	EYFS	4	G	Non-PP	2.2	Hospital Practitioner	2	Dad	Writing at work	Hospital Practitioner	Like my dad	Happy	No	No
R036	EYFS	4	G	Non-PP	2.2	Policeman	3	No	Hospital	Builder	help people	Boring	No	House
R037	EYFS	4	B	Non-PP	1.2	Policeman	3	I met one	Computers	Houses	from my games	Good	Yes	No
R038	EYFS	4	B	Non-PP	0	Cleaner	7	Mum & Dad	Cleaner	Cleaner	Work with my mum and dad	Good to be in charge	No	No
R039	EYFS	4	G	Non-PP	3.3	Paramedic	3	No	Drive	Drive	drive and talk to people and have a cat	Good	Yes	Pet

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R040	EYFS	5	B	Non-PP	2.2	Doctor	1.2	Dad	Works	Doctor	help people get better	Happy and love each other	No	No
R041	EYFS	4	G	PP	1.2	Nurse	2	Mum & Dad	Nurse	Nurse	I'd like to	Good	Yes	House
R042	EYFS	4	B	Non-PP	1.2	Farmer	4	No	Works	Builder	Grow veg and fruit for people	Don't know	Yes	No
R043	EYFS	5	G	PP	Twin	Doctor	1.2	No	Don't know	Don't know	Put on plasters	Good	No	No
R044	EYFS	5	B	Non-PP	3.3	Office worker	6	Dad	Hospital	Office	work with my dad	Good and bigger	No	No
R045	EYFS	5	G	Non-PP	2.2	Policeman	3	No	Nurse worker	Works away	catch people	Fun to tell people off	No	Parent
R046	EYFS	5	B	Non-PP	2.2	Policeman	3	No	Work	Work	catch people	Don't know	No	No
R047	EYFS	4	G	Non-PP	1.2	Zookeeper	7	Zoo	Hospital	Hospital	I like cute animals	Good to feel grown up	Yes	No
R048	EYFS	5	B	Non-PP	Twin	Artist	2	School	Dentist	Dentist	Learnt about it at school	Nice	Yes	No
R049	EYFS	4	G	Non-PP	0	Zookeeper	7	No	Work	Nights	love animals	Really big, I'd like to be one	No	Family and parent
R050	EYFS	4	G	Non-PP	3.3	Doctor	1.2	No	Nurse	Tesco and Wedding	because my mum is a nurse	Big	Yes	No
R051	EYFS	5	B	Non-PP	1.2	Teacher	2	School	Work	Work	Because they are cool	Cool	Yes	No
R052	EYFS	5	G	Non-PP	1.2	Zookeeper	7	No	Computers	Builder	I like animals	Just bigger	Yes	No
R053	EYFS	4	B	Non-PP	2.2	Teacher	2	School	Builder	Builder	To be at school all day	Tall	Yes	No
1054	Y1	6	G	Non-PP	1.2	Doctor	1.2	Nan	helps poor people get toys	Helps people move houses	Help people	Don't know	Yes	No
1055	Y1	6	B	Non-PP	2.2	Builder	4	Dad	Sells houses	Builder	I want to work with dad	Don't know	Yes	No
1056	Y1	6	G	Non-PP	1.2	Shop keeper	4	Family Friend	Nurse	Nurse	Get lots of coins	Don't know	No	No
1057	Y1	5	B	Non-PP	3.4	Superhero	5	Brother game	Helps people learn about God	Runs charities	Rock masher - rock powers	Strong, Brave	Yes	No
1058	Y1	5	G	Non-PP	1.2	Teacher	2	School	Dentist	College teacher	Teacher is funny	Don't know	No	No
1059	Y1	5	G	Non-PP	2.3	Hamster, House, Drive, Mum	DK	Mum	At home	Work	Don't know	Less fun	Yes	No
1060	Y1	5	B	Non-PP	0	Superhero Spiderman	5	TV	Gym	Gym	He swings round the city	Don't know	Yes	Pets
1061	Y1	5	B	Non-PP	2.2	Footballer	2	TV	Work	Nights	Love it	Good	Yes	No

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1062	Y1	5	B	Non-PP	3.4	Astronaut	1.2	TV	Cleaner	Work	Don't know	Good	Yes	No
1063	Y1	5	B	Non-PP	3.3	Fireman & Footballer	3	TV	Work	Work	Shoot lots of goals and put out fires	Good	Yes	No
1064	Y1	6	B	Non-PP	1.2	Fireman	3	TV	Cleaner	Leg maker at hospital	Seen it on TV	Good	Yes	No
1065	Y1	5	G	Non-PP	2.3	Policeman	3	TV	Work	Builder	Get all the bad guys	Don't know	Yes	No
1066	Y1	6	B	Non-PP	3.3	Footballer	2	TV	Hairdresser	Fisherman	Don't know	Don't know	Yes	No
1067	Y1	6	B	Non-PP	3.3	Rugby Player	2	I play it already	Nurse	Taxi Driver	I like to play it	Good	Yes	No
1068	Y1	5	G	Non-PP	1.2	Teacher	2	School	Animals at home	Crealy in office	I like day work	Good	Yes	No
1069	Y1	5	G	Non-PP	0	Teacher	2	School	Works in a shop	Sells toys	Happy	Fun	Yes	No
1070	Y1	6	G	Non-PP	2.2	Teacher	2	Mum	Teacher	Doesn't work	Don't know	Don't know	Yes	No
1071	Y1	5	G	Non-PP	1.2	Teacher	2	Mum	Teacher	Old lady's house	I just do	Not sure	Yes	Not a mum, I don't want any more injections
1072	Y1	6	G	PP	2.3	Policeman	3	No	At home	Builder	Arrest people	Nice	Yes	No
1073	Y1	5	G	PP	0	Make smiles	DK	Mum	Work	Work	Don't know	Happy	Yes	No
1074	Y1	5	G	Non-PP	2.2	Doctor	1.2	No	Teacher	Plumber	Help people	Good	Yes	No
1075	Y1	6	B	PP	2.3	Runner	2	No	First AID	Work	To keep fit	Help people, look after people and children	Yes	No
1076	Y1	6	G	Non-PP	3.3	Teacher	2	School	Lab	Hospital	Any activities you want to do	Different	Yes	No
1077	Y1	6	G	Non-PP	3.3	Teacher	2	School	Doctor	Car Seller	Teach what I know	Don't know	Yes	No
1078	Y1	5	B	Non-PP	5.5	Army	3	Dad	Dinner Lady	Army	Save people	Brave	Yes	No
1079	Y1	5	G	Non-PP	2.2	Artist	2	No	Carer	Work	I love drawing, painting and making stuff	Big	Yes	No
1080	Y1	5	G	Non-PP	3.3	Ballerina	2	No	Nurse	Shopkeeper	Colourful tutu	Great	No	Family
1081	Y1	5	G	Non-PP	2.3	Doctor	1.2	Dad	Lab	Doctor	Same as dad	Playing with your children	Yes	No
1082	Y1	6	B	Non-PP	2.2	College teacher	2	Dad	Hospital	College teacher	Work with my dad	Good & Strong	Yes	House

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1083	Y1	5	G	Non-PP	2.2	Dentist	1.2	Dad	Hospital	Dentist	Making people clean	Good & Kind	Yes	No
1084	Y1	6	B	Non-PP	1.2	Footballer	2	TV	Pharmacy	Plumber	I like to play it	Nice to play with children	Yes	No
1085	Y1	5	G	Non-PP	2.4	Nurse	2	Friend	Hairdresser	Pub	Same as friend	Good	Yes	No
1086	Y1	6	B	Non-PP	1.2	Fireman	3	No	NHS	Work	Don't know	Amazing	Yes	No
1087	Y1	6	G	Non-PP	2.2	Hairdresser	7	No	Nursery	Builder	Like doing peoples hair	Good get to do more stuff	Yes	No
1088	Y1	5	G	Non-PP	1.2	Nurse & Singer	2	Friends Mum	Works at home	Has a shop	Help people with singing	Amazing	Yes	No
1089	Y1	5	G	Non-PP	1.2	Nurse	2	Mum	Nurse	Builder	Help people	Good	Yes	No
1090	Y1	5	B	PP	2.2	Scuba Diver	4	No	Work	Work	Love the beach	Awesome you get to go to war and I like tanks	Yes	No
1091	Y1	5	B	PP	2.2	Superhero Flash	5	TV	Don't know	Don't know	Don't know	Fast & Strong	Yes	No
1092	Y1	5	G	Non-PP	2.2	Nurse	2	No	Reading	Don't know	Help people	Good	Yes	No
1093	Y1	5	G	Non-PP	0	Policeman	3	No	Hairdresser	Don't know	Don't know	Good	Yes	No
1094	Y1	5	G	Non-PP	2.2	Ballet Teacher	2	my ballet teacher	Hairdresser	Plumber	Fun	Good	Yes	No
1095	Y1	6	B	Non-PP	0	Computers teacher	2	Dad	Laptops	Computers	Work stuff out	Good - do grown up stuff	Yes	No
1096	Y1	6	G	PP	2.2	Vet	1.2	Aunt	Chinese Delivery	Works at home	Look after pets	Good - I like it	Yes	No
1097	Y1	5	G	PP	1.2	Teacher	2	School	Don't know	Don't know	Don't know	Don't know	No	No
1098	Y1	5	G	Non-PP	2.2	Doctor	1.2	No	Work	Work	Don't know	Don't know	Yes	No
1099	Y1	5	G	Non-PP	1.2	Hairdresser	7	Mum	Hairdresser	Builder	Don't know	Don't know	Yes	Pregnant
1100	Y1	5	G	Non-PP	2.2	Doctor	1.2	No	Supermarket	Work	I'd like to	Don't know	Yes	No
1101	Y1	5	G	Non-PP	0	Doctor	1.2	No	Works	Works away	I like doctors	Nice - I like grown ups	Yes	No
1102	Y1	6	G	PP	3.4	Vet	1.2	No	Dog Groomer	Don't know	Don't know	Good	Yes	No
1103	Y1	6	B	Non-PP	2.2	Builder	4	Dad	Eyelashes	Builder	I like it	Good - I get to make dinner and cakes	Yes	No
1104	Y1	6	B	Non-PP	3.3	Footballer	2	TV	Doesn't work	Works	I like it	Not sure	Yes	No
1105	Y1	6	G	Non-PP	2.3	Doctor	1.2	Mum friend	Teacher	Supermarket	Wear a hat	Good - get married	Yes	Married

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1106	Y1	6	B	Non-PP	2.2	Scuba Diver	4	Dad	Teacher	Scuba diver	Dad said it is amazing	Good - you get to do different things	Yes	No
1107	Y1	6	B	Non-PP	2.2	Shop Worker	7	No	Fix computers	Fix computers	Get a lot of money	Good	Yes	No
1108	Y1	6	G	PP	2.3	Nurse	2	No	Doesn't Work	Gardener	Like helping people	Good - cook dinner	Yes	No
1109	Y1	5	B	Non-PP	1.3	Policeman	3	No	Carer	Work	Good job	Strong	Yes	No
2110	Y2	6	B	PP	2.2	Maths & Magic	2	No	School	Work	I like it	Good - all the jobs you get to do	Yes	No
2111	Y2	7	G	Non-PP	1.2	Gymnast	2	Friends	Police	Factory	I already so it and enjoy it	Good - get more time	Yes	No
2112	Y2	6	B	Non-PP	1.2	Footballer	2	TV	Salon	Fireman	I love helping my team	Exciting- to be a footballer	Yes	No
2113	Y2	6	G	Non-PP	1.2	Zookeeper	7	Mum	Zookeeper	Works	Play with animals	Happy- look after animals and people	Yes	Family
2114	Y2	7	G	Non-PP	1.2	Policeman/Teacher	2	No	Don't know	Don't know	Head of police to see if everyone is okay	Fun- I'd like it	Yes	No
2115	Y2	7	G	Non-PP	1.2	Engineer	1.2	No	Nurse	Nurse practitioner	I like Lego	Cool - do what you want apart from break the law	Yes	No
2116	Y2	6	B	Non-PP	2.2	Teacher doing sums	2	Dad	Cliff Railway	Maths teacher	I like sums	Good - you go out when you want	Yes	No
2117	Y2	7	B	Non-PP	2.2	Footballer	2	TV	Hospital	Plumbing	I like it	Good - get to do more stuff that I want	Yes	No
2118	Y2	7	G	PP	2.5	Vet lifeguard	1.2	No	Carer	Shop worker	I'd like it	Sad - when you get older you die	Yes	No
2119	Y2	6	G	PP	3.4	Don't know	DK	Don't know	Don't know	Don't know	I just drew me	Don't know	No	No
2120	Y2	6	G	Non-PP	3.3	Don't know	DK	Don't know	Work nights	Work	I just drew me and my dog outside	Good	No	Pet
2121	Y2	7	B	Non-PP	1.2	Footballer/ Moto GP	2	TV	Police	Police	Fun	Boring	Yes	No
2122	Y2	7	G	PP	3.3	Teacher/ Swimming Teacher	2	school	Carer	Don't know	I like it	Good - get to stay up late	Yes	No
2123	Y2	7	B	Non-PP	2.3	Police officer	3	Dad	SEN school	Police	Catch bad guys	Amazing - do whatever you want	Yes	No
2124	Y2	7	B	Non-PP	0	Scientist/ Inventor	1.2	No	Nurse	Don't know	I love science	Exciting	Yes	No

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2125	Y2	6	B	Non-PP	2.2	Footballer	2	Dad	Doctor	Train station	To get better at football	Great - do your own work	Yes	No
2126	Y2	7	G	PP	2.2	Scientist	1.2	No	Hospital	Burger King	I like science	Good - get your own horse and car	Yes	No
2127	Y2	7	B	Non-PP	1.2	Zookeeper	7	Friend	Builds car parks	Works	Show children animals	Don't know	Yes	No
2128	Y2	6	B	Non-PP	2.2	Footballer	2	TV	Work	Work	Really like it	Great - as a footballer	Yes	No
2129	Y2	6	G	Non-PP	1.2	Doctor	1.2	No	Hospital - Mammographer	Electrician	Help sick people	Good - don't have to be told what to do	Yes	No
2130	Y2	6	G	Non-PP	0	Vet/Doctor	1.2	Aunt	Hospital	Shop worker	Help people or animals	Exciting - do anything by yourself	Yes	No
2131	Y2	6	B	Non-PP	0	Scientist/Police	1.2	No	Work	Work	Experiments / keep everyone safe	Nice to drive a car	Yes	No
2132	Y2	6	G	Non-PP	0	Train driver	5	No	Teacher	Space/ CIS Group	Fun	Good - get to do more things	Yes	No
2133	Y2	7	B	PP	1.2	Scientist	1.2	No	Counsellor	Coffee Shop	Good	Good	Yes	No
2134	Y2	6	G	Non-PP	1.2	Hairdresser	7	No	No	Work	Cut hair	Hairy	Yes	No
2135	Y2	7	G	Non-PP	1.3	Vet	1.2	Cousin	Dietician	Shop worker	Because my cousin is a vet	Happy	Yes	No
2136	Y2	6	B	PP	2.2	Train driver	5	Dad	At Home	Train driver	Trains are my dream thing	Tall	Yes	No
2137	Y2	6	B	Non-PP	1.2	Zookeeper	7	No	Works nights	Work	Hang out with animals	Happy	Yes	No
2138	Y2	7	G	Non-PP	2.2	Gymnast	2	TV	Social Worker	Plumber	Fun	happy	Yes	No
2139	Y2	6	G	Non-PP	1.2	Teacher	2	School	Vet	Plasterer	You get to teach children	Cool	Yes	No
2140	Y2	6	G	Non-PP	2.2	Air Hostess	3	Mum	Teacher	Window fitter	Like holidays - my mum use to be one	Happy	Yes	No
2141	Y2	6	G	PP	2.2	Vet	1.2	I met one	No	Mechanic	To help my kitten	Tall- stay up late	Yes	No
2142	Y2	6	G	PP	1.2	Vet	1.2	Mum	Mum	Doesn't work	I love cats because they are better than dogs	Tall	Yes	No
2143	Y2	6	G	Non-PP	2.2	Hairdresser	7	Friends Nan	House of marbles	Police	I like hair	Happy	Yes	No
2144	Y2	7	B	Non-PP	2.2	Car Salesman	3	No	Lolly Pop lady	Metal works	Me and my brother want to be one	Big	Yes	No
2145	Y2	7	G	Non-PP	1.2	Hairdresser	7	Yes	Work	Work	I like people's hair	Good	Yes	No

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2146	Y2	6	B	Non-PP	2.3	Doctor	1.2	Mum	Doctor	Doctor	My mum is one	Bad because I get to look in people's body's	Yes	No
2147	Y2	6	G	Non-PP	1.2	Famous cake baker	5	TV	Pharmacist	Science at hospital	I love cooking	Fabulous	Yes	No
2148	Y2	6	B	Non-PP	2.2	Footballer	2	Dad	Work	Builder	Fun	Happy	Yes	No
2149	Y2	7	B	Non-PP	1.2	Footballer	2	TV	Work	Work	Fun	Good	Yes	No
2150	Y2	7	B	Non-PP	1.2	Space scientist	1.2	No	Don't know	Plumber	I like space	Don't know	Yes	No
2151	Y2	6	G	Non-PP	2.2	Teacher/Hairdresser	2	Mum	Teacher	Prison Officer	My mum does it	Happy	Yes	No
2152	Y2	6	B	Non-PP	1.2	Footballer	2	TV	Don't know	Builder	Because it is a sport	Hard and happy	Yes	No
2153	Y2	7	B	Non-PP	1.2	Footballer	2	TV	Work	Work	Fun to play	Neat	Yes	No
2154	Y2	6	B	Non-PP	2.2	Swimmer	2	TV	Don't know	swim instructor	Fun	Good	Yes	No
2155	Y2	6	B	Non-PP	2.2	Footballer	2	Brother	Don't know	Football	It makes me happy	Happy	Yes	No
2156	Y2	7	B	Non-PP	2.2	Boxer	2	TV	Carer	Don't know	I like fighting	Good	Yes	No
2157	Y2	6	B	PP	2.2	Train driver	5	No	Don't work	Don't work	Trains are my favourite	Happy	Yes	No
2158	Y2	6	B	PP	1.2	Zookeeper	7	No	Don't work	Works	I like animals	Happy	Yes	No
2159	Y2	7	B	Non-PP	0	Train driver	5	Dad	Hairdresser	Train Driver	Because my dad is one	Good because you get paid money	Yes	No
2160	Y2	6	B	Non-PP	0	Boxer	2	No	Work	Work	Because you punch the face	Bad because I will hate it	Yes	No
2161	Y2	6	B	Non-PP	2.2	Footballer	2	TV	Nurse	Bus driver	I like it	Happy	Yes	No