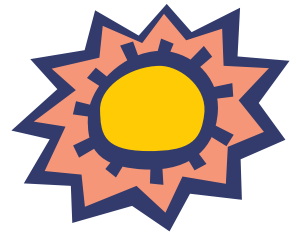


Everyday Career Development



Elementary Version

Concepts and Practices
A Guidebook for Elementary School Educators

Participant's Guide

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Everyday Career Development

Participant's Guide—Elementary Version.

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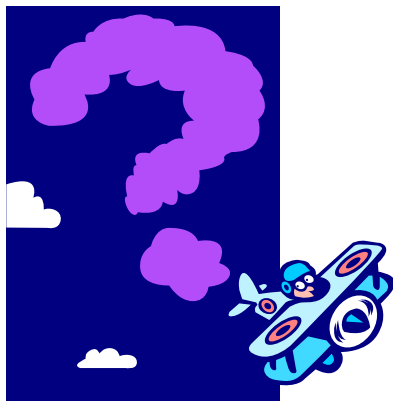
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Preface



The rapid change that characterizes our world is an intriguing coin with two sides. One side shines with the promise of the possible: better health and longer lives, more contact with cultural richness as the global village becomes daily reality, the exhilaration of many and new choices of how to live and what to eat, how to rear our children, and how to earn a living.



The other side glows malevolently with the confusion and uncertainty associated with many changes happening very quickly, with the fear that we might not be able to keep up, that the skills we have nurtured and take pride in will become extinct.

This coin spins constantly in our heads, sometimes coming to rest on the side of hope and optimism; sometimes stopping flatly, showing its face of stress and uncertainty.

This book and the course for which it was written help British Columbia elementary school teachers prepare for their lifework—the many roles they will play that include how they will make a comfortable living for themselves and their children. How? By *infusing* career development throughout their day-to-day teaching activities. When successful, this approach helps better prepare elementary school students for a flexible, effective, and even *fun* path

through the world of work. A path that honours their hopes and dreams, acknowledges the global changes beyond their control, and helps them acquire the skills, knowledge, and attitudes that make a lifetime of difference.

As the Ministry of Education's *Career Development Handbook* puts it, "Career development education plays a key role by providing a context for learning that is personal, relevant and experiential."¹

And, while this might sound like "yet another" time-consuming add-on to a teacher's day, teachers at the primary and intermediate levels *already* are doing many career development activities in their classrooms. What this course does is help them develop a mindset and some new skills so that they can become more conscious of, intentional about, and focused in their approach.

Is this necessary in school systems when so many specialists—guidance and counselling services, for example—play a role in student lives? You bet. Even if guidance and counselling resources never dwindle, it is YOU, the classroom teacher, who has profound day-to-day contact with and impact on students. Whether or not students receive good guidance

¹ Schools Programs Branch, Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, *Career Development Handbook*. Victoria, B.C., 1992.



and counselling services, they look to their everyday teachers and classrooms for the foundations upon which they will build their future.

The most important thing is to help students see how their education and their career development are inextricably linked. Traditionally, career development issues have been dealt with as “problems” to be resolved, with the help of a guidance counsellor, through the lock-step process of “career planning.” Throughout this book and the course accompanying it, you will catch a glimpse of an exciting sense in which:

- Career development is not a “problem.”
- Career development becomes much more than “career planning.”
- Good education is good career education, and *vice versa*.

By the end of this book, you will have acquired strategies and tools that you can comfortably and effectively implement within your regular daily classroom activities *without significantly adding to your workload*. The last thing you need is a set of additional responsibilities that detracts from your ability to address the

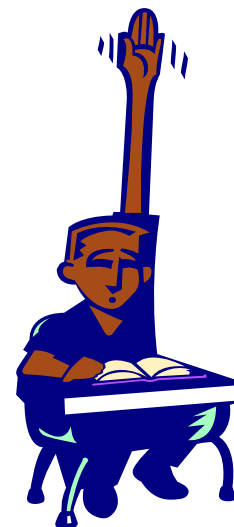
curriculum! This book describes *everyday* career development activities that:

- require minimal preparation or classroom time
- enhance your teaching rather than detract from it
- depend on becoming conscious of career development issues rather than implementing an entirely new set of techniques.

You need not do *everything* suggested in this book to significantly add to “career consciousness” in the life of your classroom and in your students’ lives. Pick and choose the activities most consistent with your style, your interests, and your curriculum areas.

What you learn from this book will not make you a career development specialist, nor will the activities in this book eliminate or detract from the role of the school counsellor. Rather, you will assist the career development practitioners in your school by implementing the strategies described in these pages. In fact, they may find themselves much busier as you and your students become far more aware of how they can help!

And a word to the career development specialists: you already will be familiar with much of the information *Everyday Career Development* presents. Nevertheless, you may find it contains enough new ideas (or new ways of combining old ideas) to make reading this book worthwhile. And reading it gives an idea of what classroom teachers may expect from you and how they might want to work with you as they implement the practices in this book. You also will be dealing with the students whose specific career development concerns have crystallized and brought them to consult *you* because teachers have implemented career development strategies in the classroom. So read on, reflecting on ways to help teachers mobilize career development and to build upon this mobilization through your own specific expertise.





This resource manual will lead you on the following exploration of career building in the elementary classroom.

A Lexicon Leads You Into Learning

- Establishing a Common Vocabulary

A New Career Development Paradigm

- Exploring the Economy and the World

What is Career Development Today?

- Five Principles Guide Career Development in the Classroom
- Creating a Foundation

Everyday Career Development

- Understanding and Supporting the ongoing Career Building Process

Everyday Work Dynamic Analysis

- Connecting the Work Dynamic with Subjects I Teach

“Experiencing” Career Development

- More Examples and Suggestions

Appendices

- Some More Tools




Notes

Introduction

A Lexicon Leads You
Into Learning



his book uses *nine* key terms: career, life-career, job, occupation, work, career building, career counselling, career development and work dynamic. Many of these terms are familiar, although their specified meanings and uses may be different from commonly assumed meanings.

Do not be deceived by their apparent simplicity or obviousness! If you gain nothing else from this book than a better or renewed understanding of these terms, you will have done important learning in the career building process of the 1990s and beyond.

Career means the sum of a person's work-related experiences over the course of a lifetime. Each person's career is molded by:

- individual needs
- the effects of the economy
- the individual's social milieu
- chance

With this definition, *everybody* has a career because everyone has work-related experiences. For example, your students (regardless of grade) have careers because their school experiences are setting the stage for the kinds of work they will do. Also, notice that a person has only *one* career and that the person's career is always changing. For example, within a single career, someone may have been a student, a plumber, an

engineering technologist, a mother and a semi-retired consultant.

At this point, you should be asking yourself, "Why, when everyone but career development specialists uses the term 'career' in a different way, is the term defined this way?" This is a very good question, the answer to which will become evident as you proceed through this book. For now, you can either buy this definition or read the information in the following **Convince Me #1** box. (See also *life-career*.)

Life-career is a term sometimes used by theorists¹ to replace "career." "Life-career" acknowledges that almost all of life's experiences are work-related; therefore, the "career" counsellor is also a "life-career" counsellor.

Job refers to a specific set of duties performed for a specific employer. "Principal at New Age Senior High" is a job. (Contrast this with *occupation*.)

Occupation refers to a cluster of related duties that can be performed at various locations for different employers. "Principal" is an occupation. (Contrast this with *job*.)

Work means systematic and goal-directed activities that result in outcomes valued by the person working or by society. Work can be paid or unpaid. Teaching in a school, running a paper route and fixing cars for money in the back yard are examples of work activities that are



¹ Donald Super and David Tiedemann are two prominent career development theorists who have used this term.



paid. Housework and volunteer work are examples of unpaid work.

Career building refers to actively managing the many events that shape one's career. This includes making conscious choices about course selections, financial matters, work experiences, volunteer experiences and the many other issues for which decisions and action are required. We use this terminology where most others would use "career planning," a term that implies the process of choosing goals and setting out methods to reach those goals. "Career planning" is certainly part of "career building," but so much of career development is unplanned and serendipitous that a broader term is needed to describe what we are trying to help students to do: *i.e.*, build their careers!

Career counselling is the formal process by which a person who understands career development assists another person (or persons—career counselling can be a group event) to manage his or her career. Many career counselling activities are not restricted to career counsellors; many people help other people manage their careers. We refer to this informal assistance as "career coaching."

Career development means both a field of study and practice and a result of career building. The field of career development aims at understanding



Convince Me



Why "Career"

Why use a term with a meaning that millions disagree with? Because those of us who try to help others manage their work activities recognize that there is much more to work than just work. Choosing work, preparing for work, changing work and performing work effectively are developmental processes strongly influenced by childhood experiences (*e.g.*, schooling), out-of-work experiences (*e.g.*, hobbies, parenting) and social conditions (*e.g.*, poverty, racism), to name just a few non-work domains. To deal effectively with helping people manage work, we must help them manage all the concerns surrounding work. So why not call ourselves "life development practitioners?" Because we want to make it clear that our focus of interest is in the domain of work. So, we use the term "career" even though it can be somewhat confusing to do so.

changes in people's careers and helping people to undergo desirable² changes. As a process, career development includes all the growth and changes in an individual's career.

Work dynamic is a term we use to replace "labour market." The labour market is where "demand" (employers) and "supply" (employees) work together in mutually beneficial relationships. Because the labour market is changing so rapidly and is moving away from traditional employer-employee relationships, we use "work dynamic" as a more

encompassing term. It includes traditional employer-employee relationships, but also includes employee-employee relationships (*e.g.*, work sharing, self-managed teams), self-employment activities (*e.g.*, consulting) and organization-supplier activities (*e.g.*, quality management).

These nine terms are central to your understanding of career development. And, although these descriptions seem quite spellbinding to us, we have included a real-life illustration of these terms in the **Show Me #1** box on the following page to bring these concepts to life.

² "Desirable" is the key word here. What is desirable and for whom it is desirable is a subject of considerable debate.

Show Me



Definitions in Context

Sam's parents both were athletic and made sure he had lots of sports opportunities. Thanks to his mom, he went to swim classes as a mere baby. His dad, who had played shortstop for the Vancouver Canadians, taught him what to look for when they watched ball games on television. He and his cousins organized "track events" when the family got together almost every weekend during the summer.

Sam liked the action of sports, although he found the strategy of the thing most interesting. Also, he had always read a lot and he kept a notebook where he made notes about batting averages, players' profiles and coaching comments. In school, he found math fascinating and achieved well in language arts.

Sam's dad, although he loved sports, had found it difficult to make a stable living as an athlete. He therefore encouraged Sam to stay away from sports as a way to make a living and to pursue work that held greater financial security. Sam, who was disappointed by this recommendation, recognized the validity of the argument and worked hard academically all through elementary and high school. Eventually he enrolled in university to study statistics. A professor in his mandatory writing course noticed Sam's fluency with the written word and talked with Sam about pursuing writing rather than statistics. Sam was flattered, and this attention really made him think about what he wanted to do. He went to see a career counsellor who helped him understand that the choice between statistics and writing was not just an "either/or" option. The counsellor had Sam explore a number of work roles that combined these two activities. The counsellor also asked Sam to look for similar roles in the sports world, as it was obvious that Sam's heart was devoted to sports.

...continued on page 6



To make a long story short, Sam now works as a sports journalist for a medium-sized news outlet. His current goal is to develop a syndicated column called “Back to the Future,” in which he can show readers how statistics—the cornerstone of baseball—can be used to predict the events of upcoming games.

Career: every event described above that involved Sam; all of these are arguably work-related

Career-building: Sam’s efforts to choose work, to take the courses he did, to see a counsellor, to work as a sports journalist, and to set the goal of having a syndicated column

Career counselling: the activities of Sam’s career counsellor

Career development: the changes Sam experienced

Job: Sam’s position as sports journalist for the medium sized news outlet

Occupation: Sports journalist

Work: Sam’s activities as a sports journalist

