



Student oriented career guidance in vocational education: an holistic quality approach

**C O N S O
R T I U M
B E R O E
P S O N D
E R W I J S**

15-02-2019

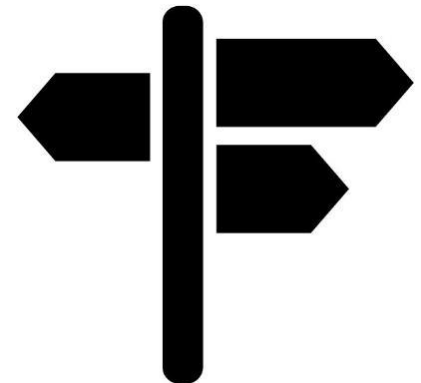
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Culture shift

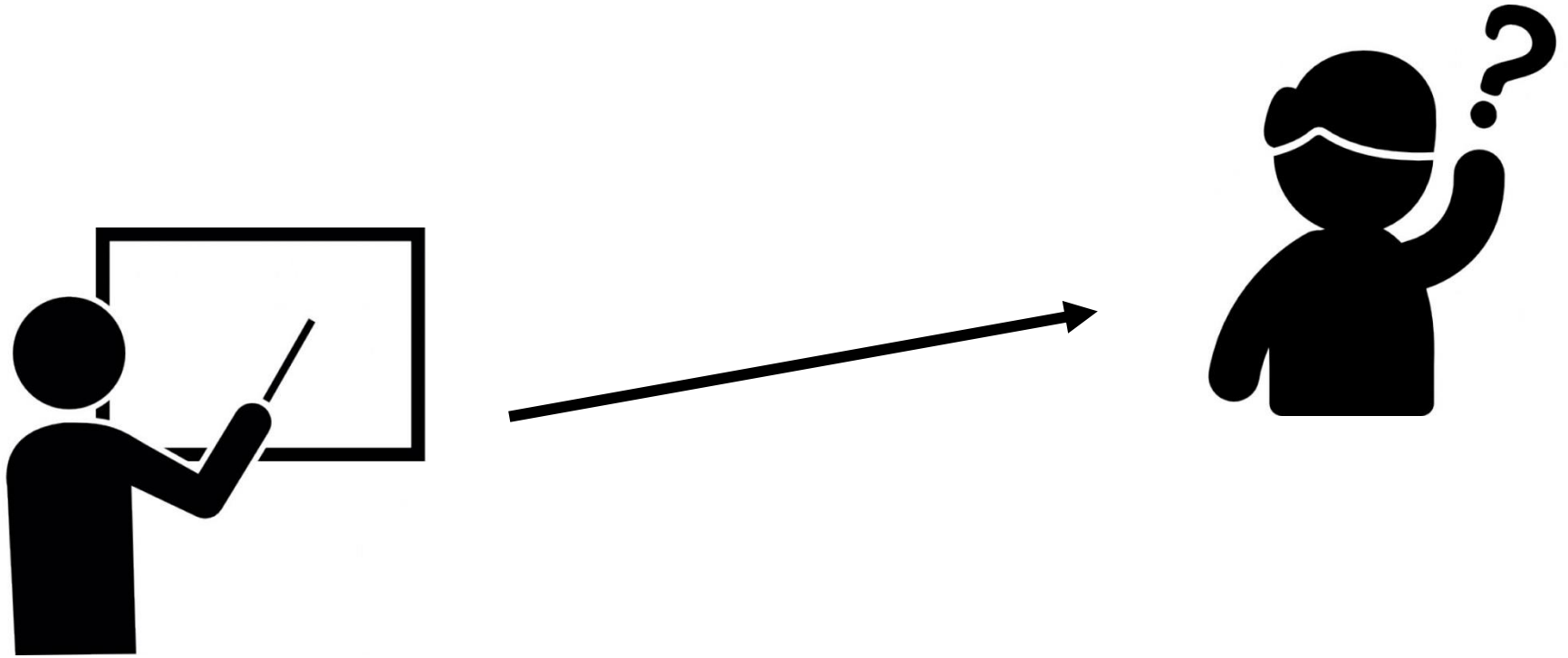
- Unpredictable careers
- Different learning environment
- Diploma is not enough

Culture shift

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Culture shift



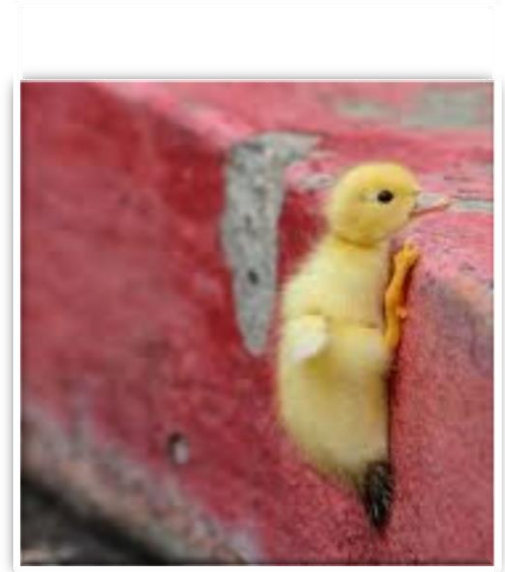
Innovation project 'COG'

- 'Career Orientation and Guidance in Secondary Vocational Education'
- National project

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- Introducing career learning environments:
 - 1) practice based
 - 2) inquiry based
 - 3) dialogical

→ Reflection, enhancing self-image, future choices, repeat



Meijers, Kuijpers, & Gundy, 2013

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graph TD; A([Project COG in secondary vocational education]) -- "37 schools" --> B[Training programme for teachers]; A -- "2010-2015" --> C[Vision and policy];
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**Project
COG in secondary
vocational education**

37 schools

2010-2015

**Training programme
for teachers**

- Career dialogues
- Off-the-job and on-the-job

Vision and policy

- Development
- Implementation

**Project
COG in secondary
vocational education**

37 schools

2010-2015

**Training programme
for teachers**


- Career dialogues
- Off-the-job and on-the-job

Vision and policy

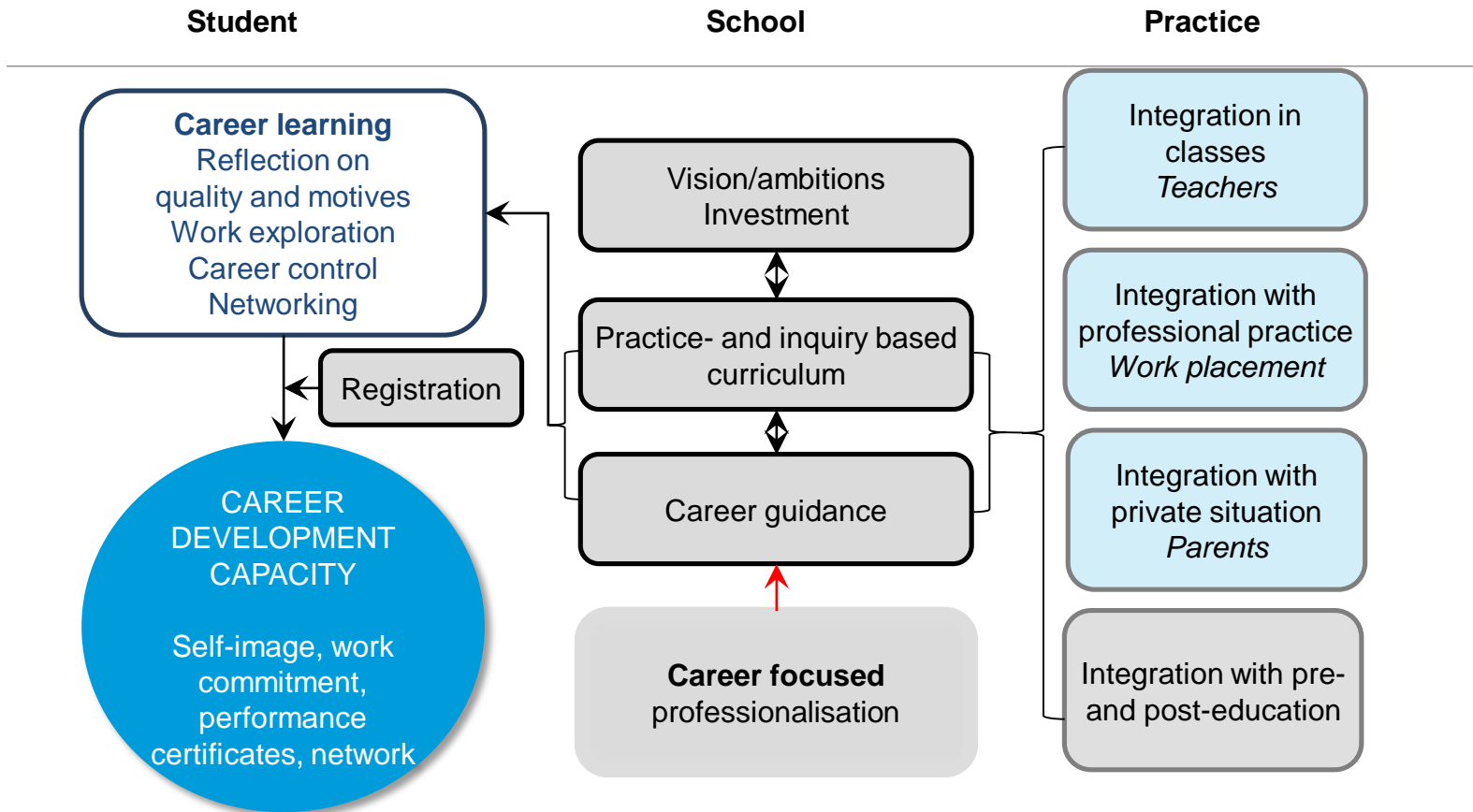
- Development
- Implementation

= Culture shift?

Data collection

	Oct-Jan 2013/2014	April-June 2014	April-May 2015	April-June 2016
Teacher interviews	50	48	45	47
Project manager interviews		38		39
Case studies				

Change at different levels



Kuijpers, 2015, 2016;
Draaisma, 2018

Holistic implementation

1) Involvement middle and higher management

Why?

'the why', direction, mission, facilitation

How?

clear and communicated vision and policy

Holistic implementation

1) Involvement middle and higher management

Why?

'the why', direction, mission, facilitation

How?

clear and communicated vision and policy

2) Space within teacher teams

Why?

expertise, ownership and autonomy

How?

within strategic policy room for tactical policy, e.g. team plans

Holistic implementation

3) Collective learning of teachers

Why?

executors, cultural and sustainable change needed in approach of students

How?

facilitation and guidance by managers, follow six step model

Fases of collective learning

Collective learning (e.g. teams of teachers)

- 1) Developing a shared ambition
- 2) Information gathering
- 3) Information exchange
- 4) Collective interpretation
- 5) Collective action
- 6) Evaluation and reflection

Holistic implementation

3) Collective learning of teachers

Why?

executors, cultural and sustainable change needed in approach of students

How?

facilitation and guidance by managers, follow six step model

4) Individual learning of teachers

Why?

information exchange, providing direction, addressing basic psychological needs (autonomy, competence, social relatedness¹)

How?

(career) dialogues with teachers

¹Deci & Ryan, 2008

In short:

1) Involvement middle and higher management

2) Space within teacher teams for tactical policies

= direction & space; shared ambitions & autonomy

3) Collective learning of teachers

4) Individual guiding of teachers

= sustainable collective learning outcomes & individual guidance in scary times

→ questions?

Statement scale

'I think education should be **preparing** students primarily for their **diploma** and thereafter **profession**.'

'I think education should be **preparing** students primarily for **unpredictable career paths**'.

Statement scale

'I think **implementing change** could be **easy**, as long as you follow this advice: ...'

'I think **implementing change** is **extremely difficult**, and I do not know where to start.'

Thank you!

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