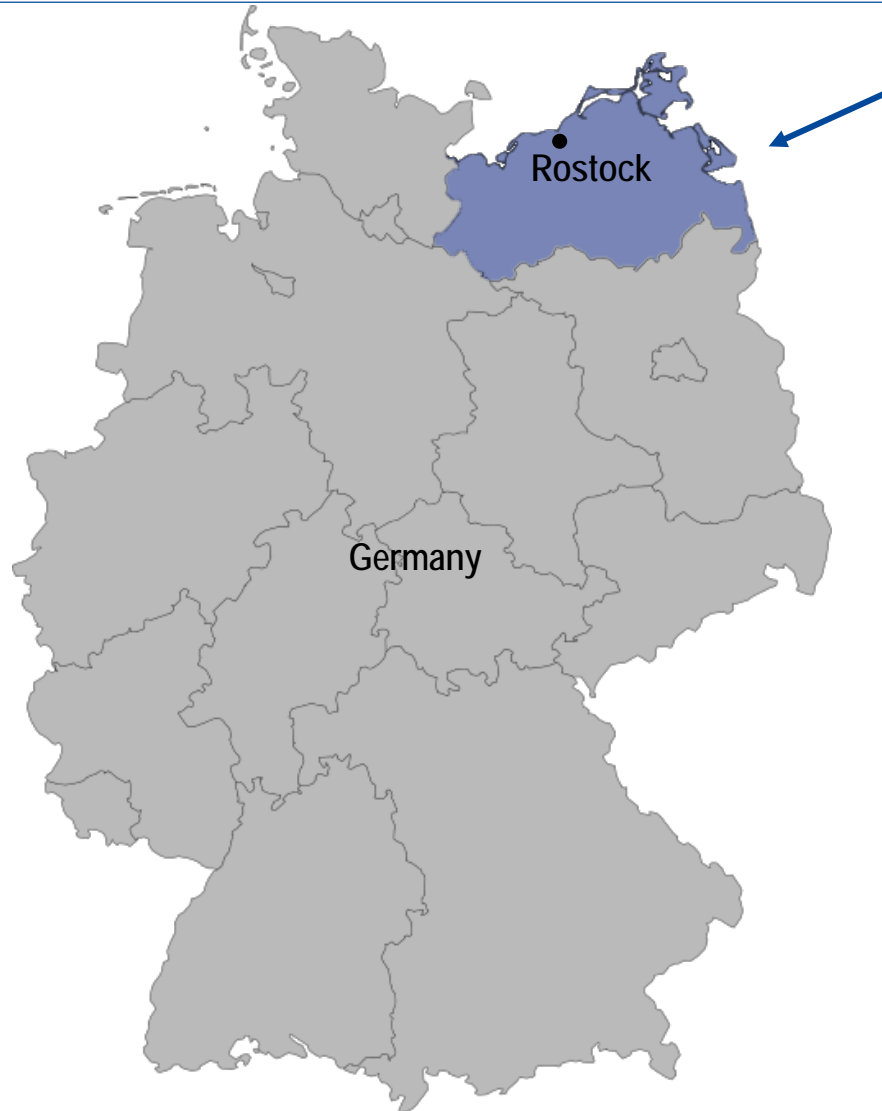VETNET – Crossing Boundaries in Vocational Education and Training: Pedagogical concerns and market demands (Valéncia, Spain)

Challenges in the Transition from School to Career in Germany: Teachers as Career Choice Mentors?

Dr. Claudia Kalisch & Susann Krugmann, University of Rostock

Where We Come From ...

Rostock

Germany

Mecklenburg-Western Pomerania

source: University of Rostock

... and What We Want To Talk About

Rostock

Germany

Challenges in the Transition from School to Career in Germany: Teachers as Career Choice Mentors?

1 Overview: "Vocational Orientation" in General-Education Schools in Germany

2 The Perspective of Teachers: Their Beliefs about "Vocational Orientation" & their Challenges

3 Conclusion and Outlook

1 Career Choice & "Vocational Orientation"

Long-term process in which the individual balances his or her personal interests, aptitudes, talents, values and plans for life against the requirements and demands of the world of work
(Bußhoff 1992; Butz 2008; Wensierski et. al 2015).

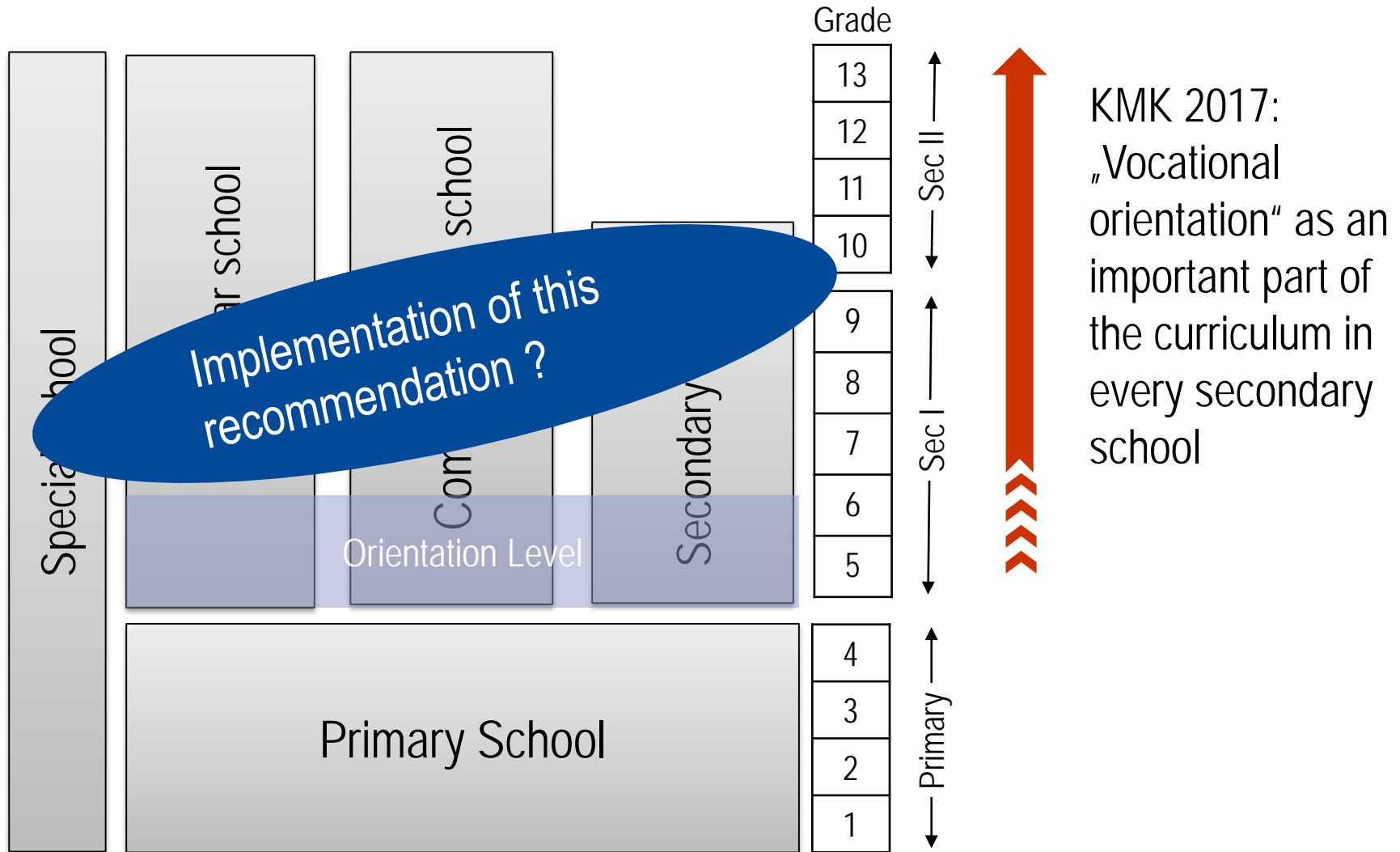source: Berliner vertiefte Berufsorientierung

Pedagogical actions which should help the individual to manage his or her own career choice in a self-determined and competent way

- designing one's own life planning and career biography

- preparation for (working) life

(Wöppel 1992; Butz 2008; Famulla 2008)

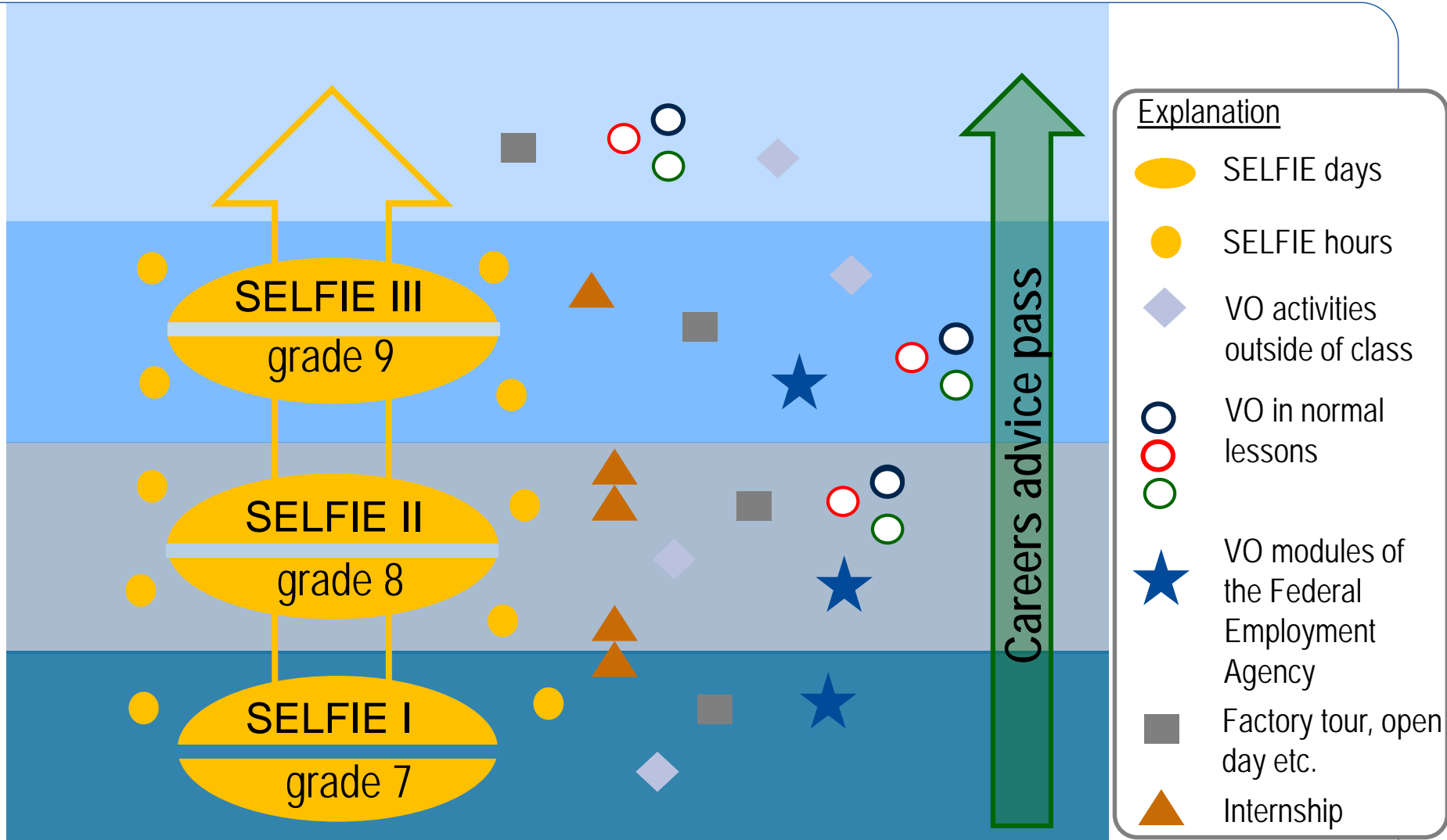# The School System of Mecklenburg-Western Pomerania

Grade

13	Sec II
12	
11	
10	
9	Sec I
8	
7	
6	
5	
4	Primary
3	
2	
1	

Special school

Grammar school

Community school

Secondary school

Orientation Level

Primary School

Implementation of this recommendation ?

KMK 2017: „Vocational orientation" as an important part of the curriculum in every secondary school

1 Project: "Encouraging Self-Exploration and Individual Decision-Making among Pupils" (SELFIE, 2017-2019)

Cooperation project of the University of Rostock with 12 schools

- Main goal: development of an cross-grade, modular procedure for potential analysis and -development

Explanation

- SELFIE days
- SELFIE hours
- VO activities outside of class
- VO in normal lessons
- VO modules of the Federal Employment Agency
- Factory tour, open day etc.
- Internship

SELFIE III grade 9

SELFIE II grade 8

SELFIE I grade 7

Careers advice pass

Project: "Encouraging Self-Exploration and Individual Decision-Making among Pupils" (SELFIE, 2017-2019)

Cooperation project of the University of Rostock with 12 schools

- Main goal: development of an cross-grade, modular procedure for potential analysis and -development

Accompanying research on the practice in the schools:

- Document analysis (cf. Kuckartz 2016)

- Qualitative, guided expert interviews with teachers (Gläser & Laudel 2010; Helfferich 2014, pp. 557-594)

→ *focus*: beliefs of teachers about "vocational orientation"

(Groeben et al. 1988; Dann 1989; Ziegler 2006)

Research Questions

What experiences do teachers draw on in their "vocational orientation" (VO) work at school?

a. backgrounds of experience and knowledge of teachers

b. objectives VO

c. challenges and limits

a) What are the backgrounds of experience and knowledge on which teachers base the design of VO at their school?

"I once learned a profession, really practical [...]. I also know my way around many other companies. [...] I imagine that I can also give all kinds of information about many companies and activities." (I-K-1)

"[…] everything that´s within the school, that is in the classroom above all, I have a very good insight into vocational orientation." (I-G-1)

- Their own professional experience | other pre-school professional activities | own choice of studies and career | teacher internship

- Main reference: current activity at the school

b) What objectives should school-based "vocational orientation" pursue?

- to motivate pupils to deal with their own career choices

- to foster the pupils' development of personality and to strengthen their concept of self

- to enable pupils to make informed and realistic career choices, including plan B and plan C

- to lead the pupils to a successful school-leaving certificate and to prepare the transition to the next stage of life

c) What challenges and limits do teachers see in the design and implementation of "vocational orientation"?

Uncertainty: What do teachers need to know and be able to do?

"Some professions are disappearing, they don't exist anymore. Others are new, where I thought: "This is an apprenticeship occupation?" (I-E-1)

Cooperation with parents?

- Students who need to support their parents
- Parents who relieve their children of their responsibility
- Parents who exemplify that employment is not necessary

Time is short! What is more important – subject teaching or "vocational orientation"?

"Well, the decision to sacrifice subject teaching has been made anyway [...]" (I-F-1)

Conclusion and Outlook:
Teachers as Career Choice Mentors?

- Teachers' beliefs about the design of school-based vocational orientation are based on personal experience (current activity, previous professional experience), not on scientifically grounded knowledge

- Beliefs differ in complexity and depth

Conclusion and Outlook: Teachers as Career Choice Mentors?

- 'Holistic' understanding of the tasks of school-based vocational orientation
- Strong commitment

- Dilemma & Dualism: subject teaching or "vocational orientation"?
- Unclear distribution of roles and tasks → Uncertainty, powerlessness, resignation
- Uncertainty higher among those who have less experience

3 Conclusion and outlook: Teachers as Career Choice Mentors?

Support for teachers necessary:

- guidelines and materials for a cross-grade and cross-curricular curriculum for life and career planning

- ensure necessary conditions in place, in particular by relieving teachers responsible (crediting hours)

- clarify the roles and missions of the various actors and ensure cooperation (teachers, vocational counsellors, school social workers)

- intensify training and further education.

Thank You Very Much For Your Attention!

Do You Have Any Questions?

Dr. Claudia Kalisch

Institute for Vocational Education
Philosophische Fakultät
Universität Rostock
August-Bebel-Str. 28
18055 Rostock, Germany

Fon: +49 (0) 381 498-3591
E-Mail: claudia.kalisch@uni-rostock.de
Web: www.ibp.uni-rostock.de

Susann Krugmann

Institute for Vocational Education
Philosophische Fakultät
Universität Rostock
August-Bebel-Str. 28
18055 Rostock, Germany

Fon: +49 (0) 381 498-2641
E-Mail: susann.krugmann@uni-rostock.de
Web: www.ibp.uni-rostock.de

Possible questions for discussion

1. How is "vocational orientation" implemented in your countries?

2. Which actors are responsible for "vocational orientation" in your countries? What challenges do these actors face?

3. Which tasks do teachers take on?

4. Is it self-evident for teachers that they are also available as contact persons for life questions and career plans?
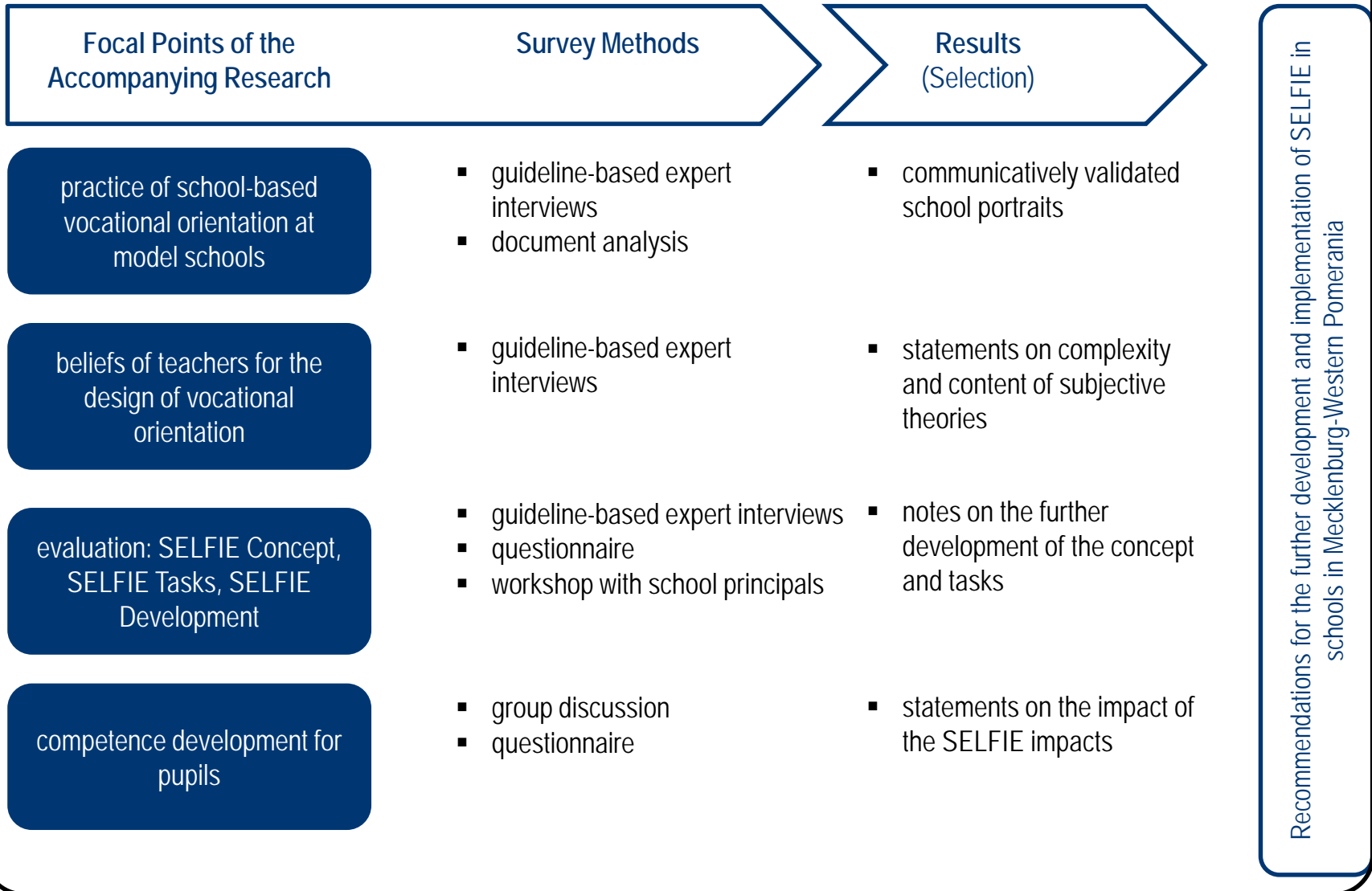
Literature I

Bußhoff, L. (1992). Berufswahl: Theorien und ihre Bedeutung für die Praxis der Berufsberatung. 2. Aufl. Stuttgart: Kohlhammer.

Butz, B. (2008). Grundlegende Qualitätsmerkmale einer ganzheitlichen Berufsorientierung. In: Famulla, G.-E. et al. (Hrsg.), Berufsorientierung als Prozess. Persönlichkeit fördern, Schule entwickeln, Übergang sichern. Ergebnisse aus dem Programm "Schule - Wirtschaft/Arbeitsleben" Hohengehren, 42-62.

Dann, H.-D. (1989). Subjektive Theorien als Basis erfolgreichen Handelns von Lehrkräften. Beiträge zur Lehrerinnen – Lehrerbildung, S. 247-254.

Famulla, G.-E. (2008). Berufsorientierung im Strukturwandel von Arbeitsmarkt und Beruf. In G.-E. Famulla, B. Butz, S. Deeken, U. Michaelis, V. Möhle & B. Schäfer (Hrsg.). Berufsorientierung als Prozess – Persönlichkeit fördern, Schule entwickeln, Übergänge sichern (S. 26 -42). Hohengehren: Schneider Verlag.

Gläser, J. & Laudel, G. (2010). Experteninterviews und qualitative Inhaltsanalyse. Wiesbaden: VS Verlag.

Groeben, N., Wahl, D., Schlee J. & Scheele, B. (1988). Das Forschungsprogramm Subjektive Theorien. Eine Einführung in die Psychologie des reflexiven Subjekts. Tübingen: Francke.

Helfferich, C. (2014). Leitfaden und Experteninterviews. In N. Baur & J. Blasius (eds.). Handbuch Methoden der empirischen Sozialforschung (pp. 559-574). Wiesbaden: Springer VS.

Literature II

Kuckartz, U. (2016). Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung. Weinheim: Beltz Juventa.

Wensierski, H.-J., Schützler, C. & Schütt, S. (2005). Berufsorientierende Jugendbildung. Grundlagen, empirische Befunde, Konzepte. – Weinheim: Juventa-Verlag.

Wöppel, J. (1992). Berufsorientierung durch die Schule (Sekundarstufe I). In Bundesanstalt für Arbeit (Hrsg.). Handbuch zur Berufsvorbereitung (S. 16-36). Mannheim: Medialog.

Ziegler, B. (2006): „Subjektive Theorien" und didaktisches Handeln – Forschungsaktivitäten und Befunde zu Lehrpersonen in der beruflichen Bildung. *Zeitschrift für Berufs- und Wirtschaftspädagogik,* 102 (4), 525-551.

Scientific Accompanying Research SELFIE: 2017-2019

Focal Points of the Accompanying Research	Survey Methods	Results (Selection)
practice of school-based vocational orientation at model schools	▪ guideline-based expert interviews ▪ document analysis	▪ communicatively validated school portraits
beliefs of teachers for the design of vocational orientation	▪ guideline-based expert interviews	▪ statements on complexity and content of subjective theories
evaluation: SELFIE Concept, SELFIE Tasks, SELFIE Development	▪ guideline-based expert interviews ▪ questionnaire ▪ workshop with school principals	▪ notes on the further development of the concept and tasks
competence development for pupils	▪ group discussion ▪ questionnaire	▪ statements on the impact of the SELFIE impacts

Recommendations for the further development and implementation of SELFIE in schools in Mecklenburg-Western Pomerania

Overview Interview Survey I (2017)

survey method

qualitative, guided expert interviews
(Helfferich 2014, pp. 557-594; Gläser & Laudel 2010)

respondents

12 interviews with actors from 12 model schools
- represented school types: 7 regional schools, 3 special schools, 1 grammar school and 1 school centre with a regional school and grammar school
- Actors: 12 teachers, 6 members of (deputy) school management, 3 socio-educational specialists

time of survey

July 2017

data processing

complete transcription of audio recordings (medium accuracy)
(Dresing & Pehl 2015, p. 17 ff.; Fuchs-Heinritz 2009, p. 285 ff.); coding with the help of MAXQDA
(Kuckartz 2010)

analysis method

category-based content analysis
(Gläser & Laudel 2010, p. 197 ff.; Kuckartz 2016, p. 63 ff.)