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| **Career orientation and development in PVE**  **An elaboration of the career competencies  *Viola van Lanschot Hubrecht (SLO, 2015)*** | | | | | | |
|  | **Career orientation and development in a nut shell**  The aim of Career and Education Guidance (CEG) is to teach students how to choose and understand the process of choosing. This prepares students for a life in which the continually changing job market forces them to make decisions concerning their education and careers. Career orientation and development lies at the heart of the new vocational programmes in PVE, as it is a final requirement of the core programme. Concretely, this means that the student is able to shape his own career development. He can do so by means of reflection on his **own conduct** and reflection on **experiences** while **orienting on** future education and his career. The student can deal with the career competencies in a systematic way: quality reflection (what am I capable of and how do I know that?), motive reflection (where do I go, what do I stand for and why?), vocational exploration (where do I belong and why there?), career guidance (how do I attain my goal and why in that way?) and networking (who can help me and why those people?). In the above text, words like ‘own conduct’, ‘experiences’, and ‘orientation on’ are in bold, which implies that students take **action**, are put into action, and **carry out** these actions. They reflect on these actions by means of a variety of methods\*. The student documents his career development in a career file. In this document, the career guidance activities for every career competence are set out in two rows which serve as inspiration. The first row describes what a student *can* do. The second one describes what the school *can* do. The examples are not exhaustive. It should also be noted that the process of choosing is an individual process which is shaped by the student, the decisions he/she\*\* makes, and his experiences. This outline serves as inspiration. Even though the diagram appears to be fragmentary, the career competencies will be dealt with in a cyclic way and in conjunction with the education programme.  \* ‘*Bewust leren door reflecteren*.’ (Conscious learning through reflection) SLO, 2006. *\*\* Whenever we use ‘he’ we also mean ‘she’.* | | | | | |
| **Final requirements core section C** | **Quality reflection**  **What am I capable of and how do I know that?** | **Motive reflection**  **Where do I go, what do I stand for and why?** | **Vocational exploration**  **Where do I belong and why there?** | **Career guidance**  **How do I attain my goal and why in that way?** | **Networking**  **Who can help me attain my goal and why those people?** |
| **What the student does** | The student:   * explores his talents and opportunities within various professional contexts. * gains insights by answering questions like: * What am I capable of? * What am I good at? * How do I know that? * What competencies have I developed? * documents his development in a (digital) career file. | The student:   * is (increasingly) able to make decisions for profile- and optional subjects with substantive motives and is able to explain these decisions. * is able to discuss his future, desires, and ambitions with others. * knows (increasingly) what interests him and can answer questions like: * What do I want? * What do I want to put effort in? * Why is that important to me? * documents his development in a (digital) career file. | The student:   * can inquire into a professional environment by doing an internship or try-out day or going on an excursion (observe, compare, interview, take photos). * can gain practical experience in a meaningful way. * articulates or depicts the pros and cons of the gained experience. * can link experiences to his own desires, values, and opportunities and can answer questions like: * What suits me? * Where do I belong and why? * How can I contribute? * documents his development in a (digital) career file. | The student:   * is (increasingly) able to make decisions for profile- and optional subjects with substantive motives and is able to explain these decisions. * is orientating himself on a variety of SSVE-courses by means of an information day, try-out day, or a try-out study programme. * discusses his experiences with others. * is able to read and interpret a vacancy * draws conclusions by establishing links between qualities, motives, and experiences and can answer questions like: * How do I attain my goal? * What are the possibilities? * What suits me best and why? * documents his development in a (digital) career file. | The student:   * participates in a business/job fair * is able to use social media as a means of networking. * is competent in using social skills. * is competent in using conversation skills. * is able to present himself in a professional way. * can write an application letter with motivation. * can conduct a job interview. * documents his development in a (digital) career file. |
| **What the school does** | The school:   * provides realistic and lifelike assignments. * brings the importance of CEG to the attention of the parents. * develops a (digital) career file. | The school:   * offers a programme from which students can choose. * organises (individual) meetings for reflection. * works with a diverse range of methods for reflection. * brings the choosing process to the attention of the parents. * involves parents in the CEG-activities. * highlights the importance of ‘talking with child(ren)’ about experiences and events in the context of the choosing process. * organises teacher-student-parent meetings. | The school:   * has established a good cooperation with companies in the region. * aims for students to explore the workplace. * aims for students to gain meaningful experience in practice in a variety of professional contexts. * involves parents in CEG-activities (as a role model, coach, intern supervisor, guest speaker). * organises teacher-, student-, and parent meetings. * organises PTA meetings where students present the results of their experiences and activities. | The school:   * is in close cooperation with SSVE and can place students in a try-out study programme. * works with a diverse range of methods for reflection. * informs parents about continuing education. * highlights the importance of visiting open days together with the child and to discuss the experience. * organises teacher-student-parent meetings concerning the choice for continuing education. | The school:   * has a good cooperation with businesses and continuing education. |