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VETteach

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Teachers' role in coaching the vocational career of their students

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Do educators have a role in the career coaching of their students on the lower and upper secondary levels?

Career counsellors with specific education and training.

But educators are closer to the students and can play an important role in career coaching of their students.

But, we cannot train educators as career counsellors:

What are the key competences educators need?

Sébastien 28

Plumber EFZ and apprentice roofer EF



He needed time to find his way. After compulsory schooling, he first completed a motivational semester, did community service, worked as a newspaper delivery boy and finally achieved an apprenticeship as a plumber. After completing his basic education and training, he has started an additional apprenticeship as a roofer.

"I see this as an extension of my first job. A roofer's work is close to that of the plumber ."

"I also wanted to work more independently on the construction site and have better career opportunities.

Flavia 30

Beautician BP and owner of a beauty salon

She wanted to become a beautician.

When she applied for an apprenticeship, she beat out 134 other applicants.

After completing her apprenticeship as a cosmetician EFZ, she stayed at the training company for six months.

Later, she took up a managerial position in the cosmetics department of a wellness resort. She was responsible for the organisation of the whole wellness area in the hotel.

She quit her job and temporarily took over as a substitute for the manager in a cosmetics institute. There was a trainee in her third year of apprenticeship in this company. She completed the vocational trainer course to prepare the trainee for her apprenticeship optimally.



Situations Educators are confronted with

They need to cope with negative or positive experiences of their students in the world of work, family, or school.

- I was rejected when I applied for a Schnupperlehre (trial apprenticeship) (LZAFU)
- I wouldn't say I liked the Schnupperlehre because I could not do anything useful all day long. (QCZNG)
- When I told my grandmother about my vocational plans, she was disappointed. (QYUIL)
- I was bullied because I wanted to become a professional football player (KCGAX).

Expectations Educators are confronted with

They need to cope with expectations:

- Teachers should be better informed about the world of work, and they need to inform their students more accurately. ([Electrician 14](#)).
- Schools and parents should insist more on discipline. ([Electrician 14](#)).
- The application documents are often lousy, and the students do not keep appointments; the school needs to take care of that. [Health professional 14](#)
- Respect is missing, and the students never learnt how to behave correctly towards superiors. [Hairdresser 14](#)

Career coaching

Lower secondary level			
Person	Actors	Role of Educator	Curriculum
<p>developing carer competences</p> <p>taking a decision to follow vocational or general education track</p>	<p>teachers, parents, companies</p>	<p>support student in the transition to the upper secondary education</p> <p>ideally by developing and transforming their view on education and work in relation to their career</p> <p>in practice: finding the fitting job, and for those heading towards a Gymnasium: nothing</p>	<p>Yes, Lehrplan 21, focusing on career competences</p>

Career coaching

Upper secondary level			
Person	Actors	Role of Educator	Curricula
getting the diploma, deciding on how to continue education and work career			
<i>vocational track</i>			
decide where to work/apply for jobs, vocational baccalaureate, continuing education and training	teachers, trainers, companies, parents (?)	developing positive relationship transferable competences	framework curriculum general education learning area society and language
<i>general education</i>			
decide on what to study or work	teachers, colleagues	?	embedded in transferable competences

Teachers as coaches

- needs to know the basics of coaching
- needs to have sound diagnostic competence
- has the ability to develop solutions together with the student
- can handle his own and the student's emotions
- is able to build networks and in supporting students to build their own networks
- ...

Basics of coaching

- **Relationship**

Coaches typically act on the request of a client. The client searches for support from a counsellor if something significant changes and if he feels the need for being supported (Lang- von Wins & Triebel, 2012).

- **Reflection**

Listening to the student and asking questions.

- **Sense-making**

Helping a student to develop it's own story.

Reflection

Sense-making

- Telling Stories

Career guidance

Career counselling / coaching

- **Vocational guidance** measures clients' objective resemblance to prototypes and occupational groups in terms of essentialist categories such as abilities, interests, and personality traits.
- **Life design counselling** uses stories that show clients' uniqueness. Life designing assesses constructionist categories such as intention, purpose, and calling (Madigan, 2011).
- **Coaching** supports a result-oriented self-reflection and increases the ability to self-regulate a career by considering the available resources (Greif, 2008).

- There are many attempts to support adolescents in shaping their careers at the lower secondary level (Nägele & Schneitter, 2016),
working with the class / working with colleagues / working with the school administration
- but that there is nothing comparable at the upper secondary level.

Students