International Perspectives & Possibilities

Dave E. Redekopp

Alberta Career Development Conference 2018

Life-Role Development Group Ltd.
NOW | NEXT | FUTURE

Career Development & Education

England's Gatsby Benchmarks

- https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks

1. A stable careers programme	2. Learning from career and labour market information	3. Addressing the needs of each pupil	4. Linking curriculum learning and careers
5. Encounters with employers and employees	6. Experiences of workplaces	7. Encounters with further and higher education	8. Personal guidance

Value of Benchmarks

Are a flexible tool to guide continuous improvement of practice

Provide a roadmap to quality, effectiveness, and efficiency

Can be applied within education/employment sectors

GATSBY Conclusions

Found the weakest aspect of career guidance was links with employers

Recommended one School Board member for each school be mandated to improve employer engagement

"There is no magic bullet….
it's about doing a number of things consistently and well"

"Good career development
comes from push and pull factors—
push comes from the schools;
pull comes from the employers"

Australia – School C.D. Benchmarking Resource

ELEMENT 3 – PEOPLE AND RESOURCES (continued)

OUTCOME	WHAT THIS MIGHT LOOK LIKE IF YOUR SERVICE IS...		
	...Developing	...Establishing	...Embedding
b) Staff performance is linked to the aims & objectives of the service	Career development staff performance agreements link to the aims and objectives of the service Career development staff have relevant experience and qualifications	...and managers can describe how career development position descriptions and performance agreements have been developed and how the required skills, knowledge and competencies link to the aims and objectives of the service ...and career development staff belong to a Career Industry Council of Australia Member Association, meet membership requirements and the Professional Standards for Australian Career Development Practitioners ...and career development staff can describe initiatives they have implemented to build the career development skills of general teaching staff	...and managers can give examples of how all staff position descriptions and performance agreements (career development staff and teaching staff) have been reviewed to improve student career development ...managers can give examples of how they support continuing professional development for career development staff, in line with professional standards ...and teachers can describe the benefits of professional development and learning opportunities provided by the career development service ...and the leadership team communicates its expectations that all staff have a shared responsibility to promote career development and this is clear in all performance agreements

Canada's Comprehensive Life Preparation Index (CLPI) or Career Development Index (CCDI)???

- Infrastructure (are the facilities conducive to learning & exploration?)
- Partnerships (how is the school connected to the broader community?)
- Parental Connections (how does the school involve parents?)
- Teacher Career Competence (what do teachers know about career development?)
- Curriculum Integration (how well is career development integrated into all subject areas?)
- Career Support (what specific career services are offered?)
- Curriculum Diversity (what is the breadth of subject areas students can explore?)

Competencies

Scotland: Collapse the Curriculum

- Idea: Get past curriculum boundaries and "subjects" and move to broader competencies to make learning meaningful
  - Students work in groups 1 day a week to solve community problems
- Australia calls this "rich task learning"
- Govan High School (Glasgow) – skills-oriented schooling

Global Competencies (Finland, Scotland, New Zealand and more)

- Ensure students learn broad-based competencies that transcend traditional curriculum areas (subjects)
- "Global" refers to both 'across all curricula' and 'global citizenship'
- In Canada, now moving across jurisdictions (https://www.cmec.ca/682/Global_Competencies.html
  - Critical think & problem solving
  - Innovation, creativity and entrepreneurship
  - Learning to learn / Self-aware and self-directed
  - Collaboration
  - Communication
  - Global citizenship and sustainability
- Kwantlen Polytechnic University – competency-based admission (https://www.kepi.community/)

Career Development Competencies

- Canada' *Blueprint for Life/Work Designs* was adopted and adapted by Australia, England, Saudi Arabia and Scotland… neglected in Canada

	Total
Awareness of their skills, strengths and achievements	190 (86%)
Knowing how to find and evaluate information and support to help their career development	175 (79%)
Awareness of how to change and grow throughout life	169 (76%)
To draw on their experiences and on formal and informal learning opportunities to inform and support their career choices	169 (76%)
To make positive career decisions	168 (76%)
To build on their strengths and achievements	167 (75%)
To understand that there is a wide variety of learning and work opportunities that they can explore and are open to them	167 (75%)
Confidence in responding to and managing change within their life and work roles	162 (73%)
Creativity and enterprise in the way they approach their career development	157 (71%)
Develop and maintain a positive self-image	153 (69%)
Maintain a balance that is right for their life, learning and work roles	154 (69%)
Adapt their behaviour appropriately to fit a variety of contexts	140 (63%)
To identify how their life, their work, their community and their society interact	136 (61%)

Product & Information Standards

Saudi Arabia Quality Standards Professional Development Workshop

Day 1
- CED Overview (Local & International)
- Quality Framework

Day 2
- Career Development Framework

Day 3
- Career Service Delivery
- Career Information Products

Day 4
- Professional Standards

Day 5
- Review
- Project

Saudi Arabia's Service & Product S&Gs

1. Services are available and accessible to users and potential users
2. Services demonstrate appropriate measures for guaranteeing the quality of service provision
3. Services are regularly monitored and evaluated
4. Services are grounded in current career development theory, models, and frameworks
5. Resources are efficiently allocated and utilised to provide responsive and cost-effective services
6. New technologies are utilised to provide a multi-channel service delivery that meets the needs of clients
7. Effective working relationships exist with other career service providers, career partners, and influencers, to provide a seamless and effective service to users
8. Services demonstrate a commitment to innovation

- Focus Area 1: Services are available and accessible to users and potential users

Standard 1.1:	• Adequate and effective promotion and awareness-raising
Standard 1.2:	• Define the scope and aims of services (including through signage and promotional resources)
Standard 1.3:	• Establish rapport and trust with users
Standard 1.4:	• Accommodate diversity
Standard 1.5:	• Services are delivered via multiple channels, including through use of technology, to increase access and engagement (where this constitutes a viable option for service delivery)

Career Information Product Guidelines

Products are user-focused in design and content

Products align with career development theory, models. and frameworks

The product is inclusive & presented in a format accessible to the target population

The scope of information contained in products is fit for purpose

Career information used in products is specific to Saudi Arabia

Information is based on data collected from trustworthy, reputable sources

Information provided is clear, current, accurate, and unbiased

Ownership of information used in products is clearly attributed

Clear instructions on the intended use and limitations of the product are provided

Developmental Changes

United States – Encore Adulthood

- New developmental stage between child-rearing and old age
- Positive aging movement
- Fulfilling needs to contribute and feel purpose
- 64-75+ will experience faster rates of labor force growth than any other age group
- Will impact work, learning and communities
- https://encorenetwork.org/
- Dave's Army of Retiree Consultants

Career Development & the Greater Good

Social Justice (see Tristram Hooley's blog)

Young's five faces of oppression

- Exploitation
- Marginalisation
- Powerlessness
- Cultural imperialism
- Violence

A social justice model of guidance (see Tristram Hooley's blog)

Reframe	Reframe the concept of career more broadly
	Encourage people to learn about the world and build a critique of it
	Recognise power dynamics and be willing to discuss them.
Socialise	Encourage people to talk about their context and the people who matter to them.
	Think of social capital as a career resource.
	Build community capacity.
	Open up the possibility for collective solutions as well as individual solutions.
Act	Empower individually and collectively
	Advocate for those who can't speak for themselves
	Provide feedback at a system level (notice common problems)

Career Development & Mental Health

- Vast amounts of research on work and mental health / illness and some on career development and mental health / illness

- Australia, England, Finland, USA seem to be hubs of research – sociology, economics, occupational health & safety… very little career development focus, though

Practitioner Development

Discussion

What have you heard about that might offer ideas for Canada?

Where do you think we're lagging behind?

What do you think we're doing better than most?

Thanks!

- Dave Redekopp, PhD
- Life-Role Development Group Limited
- liferole@telusplanet.net
- www.life-role.com
- @liferole
- 780.451.1954