

DOCUMENT RESUME**ED 098 408****95****CE 002 513**

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TITLE Comprehensive Career Education. School Administrator's Guide.
INSTITUTION Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
PUB DATE Aug 74
GRANT OEG-0-72-4683
NOTE 32p.; For other materials in the series, see CE 002 514-517
AVAILABLE FROM Curriculum Development Center, Room 151, Taylor Education Building, University of Kentucky, Lexington, Kentucky 40506 (Single copies only, \$2.00)
EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS *Administrator Guides; Career Awareness; *Career Education; *Curriculum Development; Educational Development; Educational Needs; Educational Objectives; Elementary Education; Formative Evaluation; Junior High Schools; *Program Development; Program Planning; *Relevance (Education); Secondary Education; State Programs
IDENTIFIERS Kentucky

ABSTRACT

The first of five documents developed as an outgrowth of funded programs for career education in Kentucky, the school administrator's guide offers an overview of career education covering goals, curriculum relevancy, components, roles, and stages of development. Some basic conceptual components proposed are: (1) self-awareness, (2) career awareness, (3) appreciations and attitudes, (4) economic awareness, (5) skill awareness and beginning competence, (6) decision-making, (7) employability skills, and (8) educational awareness. A holistic approach to the education of youth is suggested, integrating the home, school, and community into a total educational effort as a major goal of career education. The responsibilities of all members of the educational team from the board of education to the guidance counselor are described to insure cohesiveness in the step-by-step process of career development. In conclusion, the three phases of career education are defined: (1) the awareness phase in grades K-6, (2) the exploration phase at the junior high level, and (3) the preparation phase at the high school level. (NH)

CURRICULUM DEVELOPMENT CENTER

VOCATIONAL EDUCATION

UNIVERSITY OF KENTUCKY

LEXINGTON, KY. 40506

COMPREHENSIVE CAREER EDUCATION

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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CE 002513

This guide was developed as partial fulfillment of a grant pursuant to contract No. OEG-0-72-4683 with the Curriculum Center for Occupational and Adult Education, U.S. Office of Education, Department of Health, Education, and Welfare by the Curriculum Development Center in Kentucky. Funds were provided by P.L. 90-576, Part I, Sec. 191 (a).

(This page was prepared at the Clearinghouse due to the marginal reproducibility of the cover.)

PREFACE

This is one of five documents developed as an outgrowth of funded programs for career education in Kentucky. These documents are:

- I. Comprehensive Career Education
- II. Implementing Career Education--Procedures and Techniques
- III. Career Awareness--Suggestions for Teachers
- IV. Career Exploration--Suggestions for Teachers
- V. Career Preparation--Suggestions for Teachers

We wish to thank the following members of the Committee for Career Education Publications for their contributions in reviewing and making recommendations for this document.

D.C. Anderson
Owen Collins
Arthur Cotterill
Doug McKinley
Floyd McKinney
Otto Mattei
Lou Perry

Curtis Phipps
C.E. Rall
Robert Schneider
Robert Spillman
Charles Wade
Judy White
Randy Wicker

Lynn Wood

We would like to express our appreciation to Owen Collins, Otto Mattei and Judy White who helped write sections of this document and to Tom Vantreese, Media Specialist of the Curriculum Development Center, for designing the covers for all five publications.

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AN OVERVIEW OF CAREER EDUCATION

Career education can be defined as a systematic program of educational experiences which focuses on general and specific knowledges, skills and abilities as they relate to the values of a work-oriented society.

It is designed to assist all individuals from the time they enter school until old age, if need be, to interact with the economic structure of our society.

Bits and pieces of career education have been prevalent in the pragmatic philosophies permeating general education in our country since the last half of the eighteenth century, but recently they have coalesced into a movement of considerable force and magnitude. Among the prime reasons for the proliferation of career education programs in this country are: (1) a growing awareness among educators of youth's disenchantment with our society and our educational institutions in particular; (2) a growing awareness of the large number of young people (both drop-outs and graduates) who are totally unprepared to enter the world of work as producers of goods or services; (3) a growing awareness of the large number of young people with negative attitudes toward even entering the world of work; and (4) a growing need to make the acquisition of knowledges and skills more relevant by emphasizing the utilitarian value of these knowledges and skills in adult life. Career education seeks on the one hand to reaffirm the human need to be productive, and on the other, to restructure education so that it indeed becomes relevant, practical and purposeful.

Career education in its broadest conceptual framework is all encompassing and is a life-long process of education/training, re-education/retraining with an open entry-open exit systems approach permeating the

total educational program as some jobs become obsolete while new jobs emerge. One of the prime concerns of all education, and career education in particular, is to help the individual become self-motivating in fulfilling a role in the process of becoming a constructive producer of goods and/or services, a member of a family group, a participant in the life of the communities, and the avocational activities of society as well as a participant in the aesthetic, religious, and moral life within the community. In order to attain this goal, career education has some basic conceptual components which are:

1. Self Awareness. The entering student has some knowledge and attitudes about himself, what kind of person he is and what he hopes to become.

Through career education and his home and community experiences, the learner should become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity; that is, he knows who he is, what he is like, and has developed a reasonable, consistent, internalized value system.

2. Career Awareness. The individual entering school possesses some knowledge about, attitudes toward, and interest in careers. He knows something about performances, associated life styles, rewards, leisure time, working conditions, and the education and training of some persons in some careers. Through education, home, and community the learner will acquire an understanding of the broad range of careers which are available, not only as they serve him, the community, or society at large, but also as they involve the development, growth, behavior, and rewards of persons engaged in those occupations. From this broad understanding of careers--career awareness--the learner will experience active career exploration and preparation which leads to career identity. Career identity is defined as the

individual's selection of a role or roles within the world of work.

3. Appreciations and Attitudes. The element, appreciations and attitudes, is a means of focusing attention on the affective component of career education. Through career education and supporting systems (such as civic groups, guidance and professional organizations, business and industry) the learner should develop an internalized value system which includes the valuing of his own career role and the roles assumed by others. These positive attitudes toward his own career role and the roles of others in society should lead to active and satisfying participation as a productive citizen and, thus, provide for both self-fulfillment and social fulfillment.

Self-Social fulfillment is defined as the internalization of a value system which activates the individual as a self-actualized, self-fulfilling member of the world of work with appreciation for his own role and the roles of others.

4. Economic Awareness. The learner has observed and participated in the economic system to some extent prior to school entry. Building upon this base of economic awareness, career education facilitates the learner's systematic and thorough exploration of the economic system, both as it relates to career development and the community and society at large. Economic understanding is defined as those constructional elements and networks which make it possible for the learner to "read" the economic environment and resolve personal and social economic problems.

5. Skill Awareness and Beginning Competence. The entering learner has some awareness of the skills performed by workers in certain occupational roles and career fields. Building upon this awareness, the career education program and its support systems will provide opportunities for the learner

to participate in both cognitive and psychomotor skill activities in order to develop employment skills. The development of these skills will both reinforce and be reinforced by learning experiences in other educational disciplines.

6. Decision-making. The entering learner possesses some decision-making skills. Through career education and supporting school and life experiences, the learner will develop increasing skill and experience in the rational processes of decision-making, will practice decision-making and will come to accept the responsibility for the outcomes of his decisions. The career decisions made during his progress through the comprehensive career education program will advance from very tentative and flexible career decisions to decisions which are increasingly irreversible or reversible only at some cost of time, effort, or money. A learner should reach a decision which represents a career direction-setting early enough to provide for the development of entry-level skills in a career plan prior to leaving school. Career decisions are defined as career direction-setting; the product of a rational process; a plan for immediate, intermediate, and long-term career development.

7. Employability Skills. Employability skills are those elements of career education which have to do with searching for, locating, and obtaining career placement, both on an initial and advanced basis.

8. Educational Awareness. The learner needs to acquire an understanding of the relationships between education and the life roles assumed by self and others. The learner will develop and refine a thorough understanding of the role education plays in relation to the "real world" and the changing world in which he will assume a more adult-oriented participation. Educational identity combines an understanding of the relationships between education

and life roles; a knowledge of himself as a participant in education; a knowledge of his learning style, pace, capabilities and capacities; and the ability to select and evaluate educational avenues for the development of his career plans.

Career education has been widely acclaimed nationally since the 1968 passage of the Amendment to the Vocational Education Act of 1963. Although vocational education is an integral part of career education, career education is much broader and seeks to serve all students with an emphasis on the development of positive self concepts among students and on teaching students decision-making and problem-solving skills related to the world of work. An effort is made in career education to expose students to a variety of work situations to a depth that they can intelligently appraise their own qualifications, abilities, interests and emotional makeup in relationship to the demands of several careers. This applies to all students, not just the twenty percent who plan to go on to college. It is assumed that somewhere in the educational continuum the student will have an opportunity to learn those practical human relations skills essential for the student while in school and vital to the student's success and well-being later as he/she enters the world of work. With career education the emphasis is on making the curriculum performance oriented and accountable so that all members of the community understand what is intended. An activity-centered curriculum must be designed that includes role playing, interviewing, simulation, research, hands-on activities as well as practical work experience. This necessitates an evaluation procedure with a broader base than the acquisition of strictly academic information.

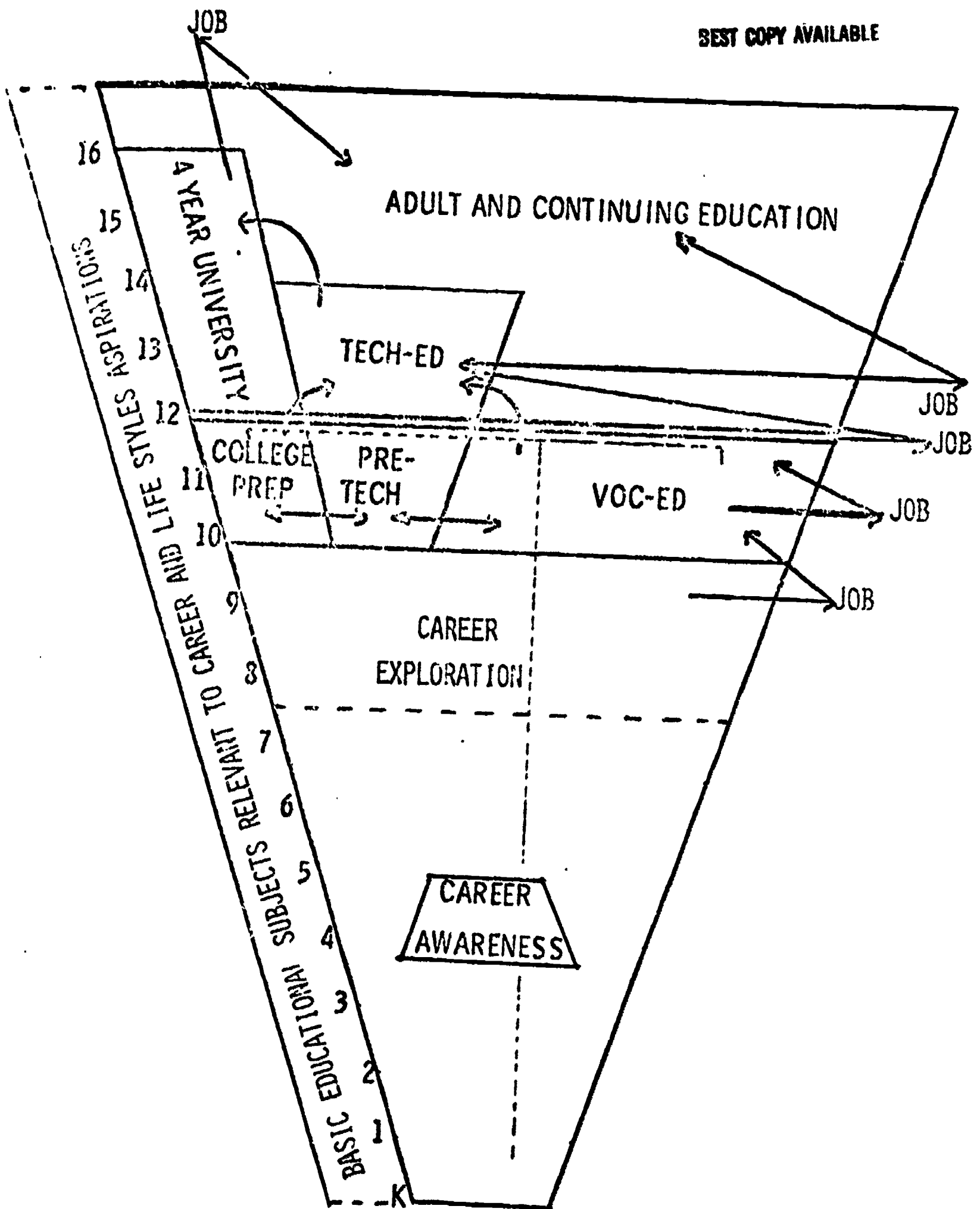
When implemented enthusiastically and well, career education can make

learning come alive both for the student and the teacher. The drop-out rate and absenteeism tend to decline. Parents and the community tend to support the school to greater degrees because of their involvement in the curriculum and their knowledge of what the school is attempting.

Career education does not mitigate the academic function of the school. Rather, it provides a vehicle, an approach, wherein the teaching of academic skills can be performed more effectively through a systematic approach for acquiring information, experiences and guidance for career development. This, in turn, allows the learner to make more realistic career decisions as he/she moves progressively from career awareness, through career exploration, career preparation, and career placement. Adult and continuing education are part of the total program and are designed to assist in the individual's advancement and to aid adults in discovering, analyzing, and preparing for new careers. Every individual should be provided the opportunity to secure those educational experiences necessary for him to attain the maximum employable potential indicated by his interests, needs, and capabilities and the employment potentials of the labor market.

Since the inception of career education many different models have been devised. The most commonly known one is the U.S.O.E. model illustrated on the following page. No career education model is of any value to any school system unless it helps that system move toward implementation, and implementation of career education cannot be developed until goals are established and the curriculum relevance is conceptualized and the components of career education are understood.

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GOALS OF CAREER EDUCATION

There is considerable confusion in education concerning program goals, implementation goals, overall objectives, global objectives, vehicular objectives, etc. "Goals" as described below will deal with the broadest aspects of the movement of career education.

Career education is essentially a holistic approach to the education of youth; i.e., the home, school, and community are integrated into a total educational effort, reinforcing each other rather than being non-supportive or negative in influence. And this holistic approach is in itself a major goal of career education. However, for the sake of analysis, each entity will be considered separately.

One of the goals of career education is in relationship to the home. The home influences on youth are powerful and direct; youth's attitudes toward productive work are normally a reflection of the attitudes of his or her parents. Thus it is virtually impossible for a school to formulate positive work attitudes in youth without the assistance of the home. Therefore, career education calls for extensive and intensive involvement of parents as resource persons in the classroom. Moreover, parents are encouraged to plan with teachers and their children in developing the curriculum to meet career goals. Finally, parents are encouraged, especially in the elementary grades, to lend assistance in planning and conducting field trips in the community in relationship to the world of work.

Another goal of career education is in relationship to the community. "Community" as used here refers primarily to the business, labor, and industry within a community. Career education cannot fully develop without the cooperation and support of the community. For example, one of the

goals of career education in the schools is to show the relevance of every subject to the world of work, and this cannot be effectively done without the community cooperating with the school on field trips, resource persons, and on-the-job training or observation.

In turn, through these cooperative ventures it is expected that the community will communicate informally to the school their expectations for youth who come to them seeking employment and that the curriculum develops in the student those skills relevant to the world of work. Not only will the school be helped by this cooperation, but also the community will be aided as it receives from the school youths who are better prepared and acclimated to the demands of a productive society.

Another goal(s) of career education is in relationship to the school. The main goal in this context is to cause a change in the schools--both in personnel and curriculum--so that youth becomes aware of the world of work; explores various career options; and prepares for a job, either immediately on leaving or graduating from high school, or long-range plans which will require further education and/or training. Finally, overlaying and interweaving these experiences of students is a strong emphasis on guidance.

Subsumed under this main goal are several secondary goals which merit consideration. First, the preparation of youth for a productive career entails more than just occupational information and technical job skills. Just as important is preparing youth with human relations skills and work attitudes that will equip him not only to secure a position but also to hold it and make it meaningful and satisfying. Thus, a goal of career education is to prepare youth emotionally and affectively, as well as cognitively and technically. Second, a goal of career education relating to

school is that each teacher in each subject matter area will show the relationship of his subject matter to a job in our society. This is a cornerstone of the career education movement and then enthusiastically approached by a school can make learning come alive. Third, schools need to develop a curriculum that is accountable. Neither the taxpayer nor youth is willing to tolerate a curriculum that is archaic, whose objectives are vague, whose teachers are immersed in pages of the textbook, whose administrators defend it on the basis of the process. The curriculum must become sharp in objectives, quantifiable, individualized, and purposeful in relationship to career goals and finally, as part of this accountability, a goal of career education is that the schools will serve all of the students who come to them: the potential drop-out as well as the college bound; the student adept in manipulative skills as well as the one who responds more to abstractions; the handicapped as well as the normal child. Thus more options are called for in the curriculum, from objectives to evaluation processes.

Permeating all career education are some broad general goals, a number of which are already emphasized in many educational systems. These are:

1. To assure awareness of positive relationships between educational experiences and the world of work.
2. To develop positive attitudes about the personal and social significance of work.
3. To develop the individual's self-awareness.
4. To develop and expand the occupational awareness and the aspirations of individuals.
5. To improve overall individual performance by unifying and focusing basic subject areas around a career development theme.

6. To instill in individuals realistic objectives in their occupational considerations.
7. To provide experiences to assist individuals in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
8. To provide individuals with opportunities for further and more detailed exploration of selected occupational clusters, leading to the tentative selection of a particular cluster for in-depth exploration.
9. To develop the individual's awareness of the future role that he is expected to play in the economic system, and the importance of occupational preference and vocational preparation to his future welfare in performing that expected role.
10. To establish opportunities for students to learn more about themselves, ways of working with others, and psychological aspects of jobs as they relate to their own temperaments, personalities, and values.
11. To provide in-depth exploration and educational experiences in one occupational cluster leading to entry-level skill in one occupational area and providing a foundation for further progress and entry to advanced work leaving open the option to move between clusters if desired.
12. To provide intensive preparation in specific occupations, selected by the students, which will lead to job-entry level skills at high school graduation or to further education.
 - to provide continuing occupational refresher, upgrade, or retraining opportunities for adults so they can be satisfactorily employed throughout their productive years of life.
 - to provide guidance and counseling at each stage of career development that will help all individuals make sound educational decisions regarding the options available to them (all options would be open for individuals to move from one occupational cluster to another, or specific job if they desired).
 - to provide appropriate job placement and follow-up services for each individual, which should furnish the feedback information needed to improve the occupational success of each individual and the effectiveness of the total educational program.
 - to improve over-all performance of students at all stages of career development by making the basic subjects more meaningful and relevant to each individual through the process of unifying and focusing them around criterion-referenced performance objectives which are related to career-oriented goals.

Few concepts in education have been so centrally directed at the needs of the individual as is career education. Because it is closely aligned with the career development needs of the individual and provides opportunities for all persons regardless of age or level, career education offers education in Kentucky a viable means for assisting each individual achieve maximum personal and effective growth.

CURRICULUM RELEVANCY

The surfacing of career education is the result of social and economic forces, as well as decades of effort to make education relevant. Despite out concerted attempts in recent years to make education more relevant, the record is still not very encouraging.

First, dropout rates have reached unacceptable proportions. Each year in the United States nearly 2.5 million students leave the formal education system without adequate preparation for careers. The statistics for the 1970-71 school year appear rather grim: 850,000 elementary and secondary school students dropped out, many finding school irrelevant; 750,000 general curriculum high school graduates did not attend college; 850,000 high school students who entered college in 1967 did not complete the baccalaureate or an organized occupational program.

Second, thousands of young people who are products of the general education curriculum are underemployed or unemployed. The gap between youth and adult unemployment rates continues to widen. At the beginning of the 1960's, youth unemployment was 3.3 times that of adult unemployment. At the end of the decade, it was 5.5 times greater.

Youth unemployment is a challenge for the 1970's, since the number of teen-agers in the labor force will continue to be large. Though the rate of growth in the teen-age labor force will slow dramatically, approximately 15 million more people, most of whom will be young, will have to be accommodated in the labor force by 1980 when more than 100 million Americans will be working or seeking work.

Third, poverty remains a severe problem for many people in many areas

of the nation. Its increasing social and economic costs have brought too many of our cities to the brink of bankruptcy.

Fourth, the United States is finding it more and more difficult to compete effectively in the international market because of labor costs, job attitudes, and shortage of technically trained workers. The rate of increase in productivity has diminished in recent years. Its restoration to higher levels is needed for economic growth, lower costs and prices, and a higher living standard.

Fifth, women will continue to enter and re-enter the labor force in increasing numbers. They will participate more fully in the economy as broader opportunities become available to them and the needs for day care, retraining, and part-time employment are met.

Sixth, the general public is becoming disenchanted with a system of education that keeps reporting more student apathy, more absenteeism, more academic failures, more assaults on school personnel, and more vandalism.

Finally, the "now" generation, more interested in roles than in vague goals that may never be attained in a rapidly changing technology, is giving impetus to curriculum restructuring. The concept of work is being viewed by youth as the expenditure of time and energy for the benefit of self, family, and society. These social and economic conditions lend credence to the need for educational reform and to the attractiveness of career education.

Career education in the curriculum is much more than "teaching about jobs." It might be said that students prepare for four careers: a career as a producer of goods and/or services for economic reward, an avocational career, a family career and a career as a citizen. In essence, teachers should be concerned with the developing "life-style" of their students.

Some might call this "life-centered" education. By building the program around people in the community one is able to achieve an educational cohesiveness which heretofore had been impossible. In the process of making the curriculum relevant through career education every teacher, guidance counselor and administrator should be involved in the curriculum change and this change should permeate every classroom by impacting on every student.

COMPONENTS OF CAREER EDUCATION

To be most effective a career education program must be (1) comprehensive in the sense that it is broadly based, (2) dynamic with the capacity to grow, (3) programmatic in the total education and draws upon the resources of industry, the community and the home, and (4) sequential in that career development is a step-by-step process.

In order to insure cohesiveness in a career education program the roles of all members of the educational team needs to be defined. These responsibilities may be broken down as follows:

- (1) Board of Education. There needs to be a strong statement by the local board of education that career education shall be an integral part of instruction in all grades and subject areas.
2. The Superintendent. The superintendent is the key figure in initiating, implementing and expediting a career education program, through his/her leadership role with the board, the central office staff, the principals and teachers. Above all he/she must be committed to the principles inherent in a career education program. The superintendent's committed endorsement will evoke within the staff a sense of dedication and will forge a mutual "trust level," positive attitudes, a wholesome climate and an atmosphere in which experimental efforts can thrive. The superintendent is the prime change agent and establishes the "esprit-de-corps" for the entire system and particularly so where innovative programs are concerned.
3. The Supervisor. Supervisors have four major responsibilities as they assist in the development and installation of a career education system:
 - (1) to serve as a coordinator of the career education program and activities,
 - (2) to help set up and design the teachers' in-service, and act as an interpreter

of the school instructional career education system to administrative personnel and the public; (3) to coordinate and make available the instructional services of the school system to all personnel; (4) the responsibility to give individual help and stimulation to the teacher.

In order to adhere to these major responsibilities in a competent manner, the supervisor must perform many meaningful tasks. First, they will aid the teacher in having a better understanding of students needs, interests, and readiness for given activities. Experiences must be provided which will enable students to relate information to living, to the real-life roles which are part of living for all individuals. The teacher must demonstrate how career education makes school relevant to the total personal need. The curriculum will be functionally related toward the range of life-roles in which the individual may participate. A teacher must believe in equal educational opportunity for each individual to develop to his fullest capacity.

Second, the supervisor will assist the teachers in making more interesting and effective use of career education materials and audio-visual aids. This task is one which the supervisor will be called upon to perform by both experienced and inexperienced teachers. In fact, the supervisor should be available to demonstrate some of the many exciting motivating classroom activities. This is an area which may be of maximum help to the beginning teacher who is insecure in a first job, anxious to succeed, and limited in familiarity with the career education concepts.

Third, the wise supervisor can help the teacher see more readily interrelationships between subject matter areas and the integration of career concepts.

Fourth, the supervisor may assist the teacher in making the maximum use

specialized personnel. In addition to units prepared by the classroom teacher, career units may be prepared by the special teachers which are correlated with classroom activities. Music, art, physical education teachers and others can work wonders.

Fifth, the teacher should be able to obtain assistance from the supervisor in the evaluation of the progress of the pupils. Major emphasis should be to evaluate the affective, as well as the cognitive, domain.

Sixth, the supervisor will enthusiastically stimulate faculty groups to continuously plan career education curriculum improvements and assume a major responsibility in coordinating this work and improving teacher in-service.

In-service training of personnel for career education must be a part of each developmental stage with a series of planned, sequential activities. The supervisor will work cooperatively with the instructional personnel to correlate many of the following career education tasks:

- Assessing the needs of learners and the community
- Focusing curriculum and instruction around an occupational cluster system
- Formulating objectives for career education
- Securing and utilizing community resources
- Analyzing clusters to determine learning modules/elements for individualizing instruction
- Integrating and correlating subject matter
- Designing student personnel services
- Evaluating and measuring achievement
- Selecting, collecting, and disseminating career education materials and media
- Articulating curriculum and instruction vertically and horizontally
- Counseling for occupational preparation
- Managing things, data, and ideas
- Placing students once competency levels have been reached
- Involving volunteer helpers in the education process

The successful implementation of career education depends on "people" and in large measure on leadership. The educational leadership must be challenged to provide career education for youth and adults in the community

and initiate a long range developmental system that exemplifies concern for maximizing the potentialities of people in that they may live productive and rewarding lives.

To achieve a truly career-oriented education requires new emphasis and innovations, a new relationship between academic, general and vocational education and a greater interaction among home, school and community. It requires more specific objectives, a change in philosophy and a new set of values. Career education's goal is to make work possible, meaningful and satisfactory to every individual, for the best measure of a man is what he achieves and how he serves. The supervisor must serve to provide positive leadership to attain the goals of a "people" centered program.

4. The Principal. The successful implementation of career education depends in large measure on the leadership of the building principal. As the educational leader for his school, the principal is responsible for coordinating the total career education program, and for its integration into the total curriculum. The principal is responsible for effecting change through the attitudes, understanding, and curriculum development skills of his staff.

The professional responsibilities of the principal may be listed as follows:

- Coordination of the total career education program within the school
- Provision of positive leadership
- Establishment of a cooperative working relationship between the classroom teacher and the guidance counselor
- Provision of supportive services
- Maintenance of the program from year to year
- Provision of liaison between student, teacher, parent, and community
- Provision for adequate training and planning time for the staff
- Provision of leadership in orienting the community to Career Education
- Coordination of school and community resources
- Establishment of a cooperative working relationship between and among the academic skills teacher, the guidance counselor, and the vocational skills teacher

5. The Teacher. The teacher, with the cooperation of the principal and supervisor, determines how best to implement career education in his/her particular classroom. The teacher determines the resource people available to the classroom through contact with parents and the community, does the unit writing, develops materials needed, locates visual aids, conducts the unit and does the evaluation. The teacher's attitude toward career education determines the ultimate success of the program.
6. The Librarian. The librarian serves as a resource person and media specialist for both teachers and students by providing career education materials and by suggestions for obtaining information and data.
7. The Guidance Counselor. The guidance counselor acts as a resource person for the students, teachers and administrators, and as a liason between the school and the home. The guidance counselor may be responsible for up-dating students' cumulative folders with student records of career education experiences, for helping the student develop a positive self image, and for helping the student in the decision making process.

Since career education is a life-centered program much of the subject matter taught in the schools can be integrated with occupational information; but no basic skills, techniques and knowledges in subject matter areas are neglected. Rather, career education complements the skills, techniques and knowledges acquired by exemplifying the function of education in the world of work. Career education can be divided into five phases--awareness, orientation, exploration, preparation and adult and continuing education. In its broadest context it is seen as a open entry-exit system which continually updates and re-educates citizens at all levels of the occupational hierarchy. However, for most school systems career education is divided into three phases: (1) The awareness phase in grades K-6, (2) The ex-

ploration phase at the junior high or middle school level, and (3) The preparation phase at the high school level.

The Awareness Phase

The awareness phase is usually associated with the elementary level, but in actual fact it runs through all phases of career education.

The major goal of a career education program in the elementary school is to create an awareness of the world of work within the student and to provide him with a variety of experiences which will help him to:

- develop a positive self-image based upon the knowledge that he will be a useful, contributing member of society,
- realize that work has dignity and is a social necessity,
- come into contact, whenever possible, with real work situations within the home, school, and community setting,
- become acquainted with the broad scope of possible career opportunities,
- realistically appraise his own abilities in the selection of his career,
- be aware that he is a consumer as well as a producer in our society,
- realize that the process of education is not terminal, but that he must continue to study to remain abreast of new ideas and innovations of his chosen career.

In the primary years, the student should be made aware of the roles of workers in his home, school, and community. During these formative years, emphasis is placed on the differentiation of the work of his parents and the work of others. Outcomes of the first three years of school should include:

- knowledge that many people contribute to his well-being and the welfare of the school community,
- recognition of workers in the school,
- knowledge of a variety and range of occupational skills,

- ability to differentiate job requirements,
- ability to share individual perceptions of the meaning of work,
- recognition of services provided,
- awareness and knowledge of the parents' occupations,
- respect for honest work having dignity,
- ability to interview human resource talent in respect to their occupations.

The role of the teacher in the primary years is to:

- provide career oriented experiences,
- develop an acceptance of responsibility within the student,
- develop an awareness of self within the student.

The awareness stage of career education is broader and more comprehensive than either the exploration or preparation stages. It is also easier to teach because areas of the world of work are not covered in great depth, and very little is needed in the way of supplies and equipment.

The purpose of the awareness phase of career education is to help pupils become familiar with the values of a work oriented society. Psychologists tell us that attitudes toward work are generally fairly well set by the time a youngster has reached the age of twelve. If this is true, then the awareness stage of career education is vital if the schools are going to have a positive impact on the work force of the future and if they are to become a viable influence in developing a positive self-concept with regard to the individuals' contribution to our economic and social development. The concept that college-educated white-collar workers are somehow superior to other workers is based primarily on economics. Our society will need fewer white-collar workers in the future,

so it becomes mandatory that we restructure our thinking and our value systems away from economic considerations in making an occupational choice and toward personal satisfaction and happiness in a life role as a productive member of society.

Career education does not answer the question "What do you want to be when you grow up?" at the awareness stage. Rather, it supplies an awareness of the vast expanse of occupational choices open to an individual, the skills and knowledges needed to be successful and happy in given occupations, and a rudimentary awareness of "self" as a growing organism who will eventually make a contribution to society.

Relatively speaking, it is not difficult to facilitate the implementation of the awareness stage of career education in grades K-6. Essentially it embraces the concept that the teacher and the pupil will become aware of the wide range of career opportunities available in the various career clusters and will integrate this awareness with the learning skills normally incorporated in the curricula at a given grade. Many good teachers have been doing just that for years, especially at the elementary level. In career education there is, however, a shift in emphasis from the job itself to the individual in the job (firemen to a specific fireman and his career, for example.) Education for the "real world" of productivity and service becomes more relevant when pupils are more aware of the utilitarian value of education in various careers. Both the fireman and bank president need to know how to read, write, spell, compute, etc. The concept of human dignity can be interwoven with the concept that, at any payroll level, a person is a worthwhile member of society.

In order to most effectively teach career education, the teacher will have to give some thought to the resource people in the community

who can be called upon to discuss their careers with the class. The awareness stage of career education can be a sequential one moving from home to neighborhood, then to school, community, state, nation, world. Some planning needs to be done between grade levels within the school and agreement reached on the best approach for dividing up clusters of occupations by grade level, with a review of all clusters in the upper grades as preparation for the experiences in the exploration stage of career education at the junior high school level.

The teacher will also have to work out a plan whereby career education is integrated into the entire curriculum. It becomes necessary to identify the skills to be taught in the subject areas, the subject area content, the career concept to be taught, the techniques to be used and the activity to coordinate skills and career concepts.

The Exploration Stage

The exploration stage of career education is generally covered in grades seven, eight and nine. However, if the concept of career education is new to the school and/or the school system, an orientation period with an introductory unit, which will familiarize both the classroom teacher and the students with the world of work as outlined in the cluster system, seems to be beneficial. Essentially, the exploration stage is an in-depth study of careers. It varies from the awareness stage primarily in complexity and in the content of career education units. Not as many career education clusters are explored, and those which are explored are examined closely for the working skills and knowledge needed to be successful in a given career. These working skills and knowledges are acquired where feasible through what is commonly called in career education "hands-on" experiences, i.e., the student explores some of the actual

working conditions and techniques of a given job in an actual or a simulated situation. This presents some problems in logistics which seem overwhelming, but which are not unsurmountable. A good starting point would be the utilization of working parents as "teachers" of their own careers with additional parents supplying transportation to career sites for small-group study of the actual working environment and possible "hands-on" experience, such as actually helping bake bread in a bakery (or running a bakery for work experience and a study of economics in the school cafeteria during the school hours when meals are not being served).

Child labor laws and teacher liability, among other things, tend to inhibit teachers from exposing young people to situations containing real or potential danger, thus limiting "hands-on" experiences in many careers. However, a great deal about careers can be learned from observation at career sites even though the "hands-on" experiences are vicarious ones.

Simulated experience in career education is commonly practiced at the junior high school level. An example of the use of simulated experiences could be found in making a model house to scale (out of scrap or donated materials) to study the careers of architecture, draftsmen, contractors, carpenters, masons, roofers, electricians, plumbers, kitchen planners, the carpeting industry, landscape designers, etc. It is a relatively simple matter to decide where mathematics, history, English, art, social studies, etc., can be integrated with the unit. If a sound system is added, the science of acoustics as well as the acoustics industry could be studied, and this in turn could lead into the music field, the study of stereo, the recording industry, ad infinitum. If it is to be a long unit, homes in different cultures could be studied

with emphasis on the relationship between construction and environment. The possibilities for using career education as a vehicle for transporting the academic areas from the abstract to the utilitarian, for the sake of relevance, are limited only by the creativity of teachers and students. A school structured for self-contained classrooms or team teaching lends itself more readily to incorporating career education with the general curricula than does the departmentalized junior high school structure, but even in the departmentalized situation a teacher with ingenuity can accomplish much.

Since the exploration phase of career education is more in depth than the awareness phase some planning has to be done at the administrative level to avoid excessive overlapping or repetition of occupational information and experiences. One approach is to divide the fifteen clusters into three groups of five clusters each. Then one group of clusters can be introduced and explored in the seventh grade, another in the eighth grade, and the remaining group studied at the ninth grade level. If a team-teaching approach is used, the responsibility of each team member needs to be defined.

The mechanics of the exploratory phase are determined by the number of qualified staff, materials, and schedules. The ideal situation would be to have opportunity for exploration of all cluster areas; however, because of staff limitation, facilities, and equipment, it is not always feasible to attempt all at first. It would also be the ultimate goal for students to be able to experience all clusters for a brief period of time, and then choose the cluster/s which interest them for a longer period of exploration. Again, though, this might be determined by outside factors: staff, schedule, etc.

Even though the awareness phase of career education is continued in the academic classes at the junior high, the program is not limited to this area. The expanded efforts include emphasis upon appreciation and attitudes, self-awareness, decision-making, educational awareness, economic awareness, skill awareness, and employability skills. Departing from the assigned grade level cluster concept at the elementary school, the junior high academic teacher is free to relate an academic concept being taught to any cluster in which the concept is utilized as a skill on the job. The classroom teacher may not write career education units, but instead write academic units with specific objectives and activities relating to the career elements.

The Preparation Phase

The preparation phase of career education may begin at grade ten and end either at graduation, in post secondary programs, at the end of a continuing education program with a baccalaureate degree or beyond. The preparation phase may be a continual cycle as some jobs become obsolete and new jobs emerge. During this phase the student makes positive (or tentative) career decisions and prepares himself for a specific occupation or for continued education if the career chosen requires a higher degree or specialized training.

If career education concepts are new to the school and/or school system it may be beneficial to have a orientation period which familiarized both teachers and students with the concepts involved in career education and particularly with the cluster system of job identification and description. An expanded and intensified guidance program may need to be developed, and the guidance counselors may need to be relieved of quasi administrative duties in order to devote more time to administering occupational pre-

ference tests, counseling students concerning their career choices and career capabilities as well as helping students develop skills in the decision making process.

It is not here implied that each student will make a hard and fast decision on career choice in the 10th grade, and spend the remainder of time in school preparing for that one career, though in some instances this may be the case. In all probability a student will change his/her mind about a career choice several times during these formative years. This is not wasted time. It is equally important to know what one does not enjoy doing as it is to discover what type or types of career activity the student finds satisfying.

Ideally these last few years in high school should be years in which the students will have many options about how to spend their time in more productively preparing for adult life. This self determinator helps develop decision making skills. Students should have the option of learning skills related to their career choices in order to develop a more marketable self when the time comes to enter the world of work.

It is not here implied that any academic area should be neglected with regard to content, though the emphasis may shift to demonstrate the utilitarian value of acquiring knowledge. For some students the pleasure of accumulating knowledge for the sake of it remains. Certainly no one wishes to discourage the potential scholar nor water down content to the detriment of the college-bound student. Only 40 of the 168 hours in a week will probably be devoted to career activities during ones working years. Assuming 56 hours per week are devoted to sleep, there remains 72 hours per week that could be productive in terms of intellectual pursuit,

worthy a vocation, recreation and/or creative endeavors. Students need preparation for these important areas of their lives also.

How teachers in specific academic areas incorporate career education with their area is largely an individual matter, but it should be remembered that the emphasis is not on the job per se, but on the person doing the job. Probably the best starting point for the teacher would be to examine the job clusters individually, and the careers found therein, to determine which clusters best lend themselves to the academic area. Next, determine which occupations can be found in the local community so the teacher can have readily accessible resource people and students can acquire some on-site career knowledges and experiences. The prevailing tendency toward population mobility makes it advisable to include in the curriculum a study of careers not native to the local situation. Obviously actual experience in these careers will be limited if not prohibited. Simulated experiences can however be developed for some careers and free films from business and industry can be utilized.

The role of the teacher and the guidance counselor during the preparation phase is many faceted. One of the primary roles is aiding the student in the decision making process of correlating his abilities, capabilities, likes and interests with an occupational choice. This may involve detailed exploration of careers which will perhaps enable the student to make a decision, however tentative. Next, it is necessary that specific career experiences be provided in depth to develop the skills and knowledges needed to help the student enter the world of work or college preparation. Experiences with real work situations within the school and community settings can be provided. This, in turn, may make the subject matter areas of the current curriculum more relevant as the utilitarian value of skills

and knowledges becomes more evident.

Present trends indicate young people today may expect to change careers a number of times. A knowledge of many career opportunities becomes essential if career changes are to be made with a minimum degree of stress. Consequently, some segments of the orientation and exploration phases of career education will remain as part of the preparation phase especially with regard to rapidly changing technology which creates new jobs while making other jobs obsolete. One of the prime concerns of occupational counseling should be that of helping the students determine intelligently what skills and knowledges they could develop which would be transferrable from one career to another.

Methods of implementing the preparation phase of career education varies from school system to school system. Since the orientation and exploration phases remain as part of the preparation phase the implementing techniques used in these other phases will be included in another document in this series titled "Implementing Career Education--Procedures and Techniques" and in "Career Preparation--Suggestions for Teachers." If additional information is needed contact:

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