

# An Example of Teaching Material for Career Education in a Graduate School of Teacher Education

Tomoe Kawasaki, Masahito Yoshimura, Takashi Nakai, Tokuhiro Ikejima, Toshihiro Matsukawa,  
Makoto Yoshida, Yoshinobu Yamamoto, Wakio Oyanagi, Toshiya Miyashita, Takashi Kasuya,  
Yasuhide Kawai, Takeshi Kitagawa, Hidefumi Matsui, Takazo Higuchi

School of Professional Development in Education, Nara University of Education

## 1. Introduction

As the importance of career guidance has gradually recognized in school education in Japan, the teacher education is expected to deal with the students' abilities accordingly in its professional development curriculum for teacher candidates.

We have a reality, however, even in graduate school of teacher education that not a few students are unprepared for learning to provide career guidance. That is, they themselves have not acquired knowledge and skills concerning self-understanding and prospects for their life career, which are considered to be part of quite basic abilities for career development. If it is difficult for them to reflect their own career development, it could be more difficult to acquire abilities of career guidance, which would be necessary for their jobs in the future.

## 2. Career education project in Graduate School of Education, Nara University of Education

We, as teacher educators in a graduate school, have started a project to develop a program for both their career development and the abilities of career guidance, which could be integrated into the existing curriculum of professional development in education that we have now in our graduate school.

So far, we have made a research on a curriculum for both their career development and the abilities of career guidance through the following steps. First, we developed a basic concept model integrating self-development and caring (Kawasaki, 2011), based on the perspectives and notions, such as "Life career rainbow" (Super, 1980), "integrated life planning" (Hansen, 1997) and "self development and caring" (Noddings, 1984).

Second, we have modified the model according to the Japanese education context and created a new model focusing on the teacher education. And third, we have developed a course called "Career Design I" based on this model. "Career Design I" was designed as an intensive course of three days for the first year students (M1) in April immediately after their entrance. The aim of this course is to understand what "career" means, and to look back on career pathways, and to have prospects of their own career. This course has been implemented in the Graduate School of Education, Nara University of Education since 2013.

## 3. Developing a career education workbook "Career Pathways for Professional Development in Education"

When we planned to conduct "Career Design I" we thought it was necessary for us to make the contents of this course easily understood by the students and also to record students' learning and changes in detail at the same time. In order to meet these needs, we developed teaching material, a workbook named "Career Pathways for Professional Development in Education." By keeping records in this workbook of not only what students learn in their specialized fields but also what they do as participants in practical activities or volunteering programs, s/he can become aware of comprehensive pictures of her/himself, including her/his competence as a teacher and development as a citizen and a human being.

In this report, we will show the workbook as it is from the next page as a research document, so that the readers in the similar context could make copies and use in their own courses.



# *Career pathways*

for  
Professional Development in Education

“Career Pathways” means paths to your respective professions in education, or a series of records leading to your respective futures as educators .

By keeping records of not only what you learn in your specialized fields but also what you do as participants in practical activities or volunteering programs, you can become aware of comprehensive pictures of yourself, including your competence as teachers and your development as human beings and citizens.

Career Pathways are paths you have followed, you are taking, and you are going to pursue.

Now, please forge your own Career Pathways.

## Contents

- 1. About Career ..... 1<sup>st</sup> Day**
  - 1) Career and career development
  - 2) Career and education
  - 3) Career formation at schools of professional development in education
- 2. Looking Back on Your Career ..... 2<sup>nd</sup> Day**
  - 1) Looking back on yourself in the past
  - 2) Self-introduction
    - i. Self-promotion (About yourself in the past and present)
    - ii. Your image of an ideal teacher (About yourself in the future)
    - iii. One-minute speech
- 3. Career Creation: Path to a profession in education ..... 3<sup>rd</sup> Day**
  - 1) Teachers and good manners
  - 2) A frame of reference for thinking about your career: "Career triangle"
  - 3) Vision of Career

## 1. About Career

### 1) Career and career development

What comes to mind when you hear the word *career*?

What words do you associate with *career*?

## About Career

### Etymology

★It comes from the Latin words, “carrus (camion),”  
“currere (run),” or “carriage (carriage).”

★It has changed its meaning from “walking along the  
street,” “lifetime,” to “career.”

★The path behind us, because of which we are here  
now, and a path in front of us to create

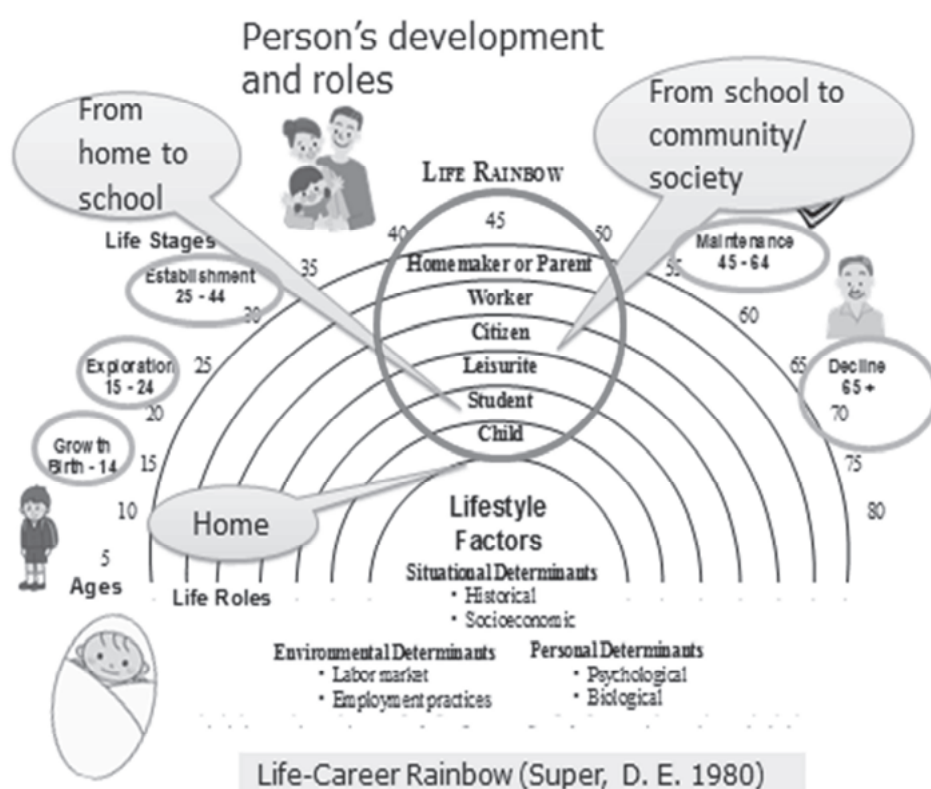


### The current four meanings of the word “career”

- \* An upward trajectory
- \* A specialized profession
- \* A lifetime job
- \* A body of experience relating to one's lifetime role

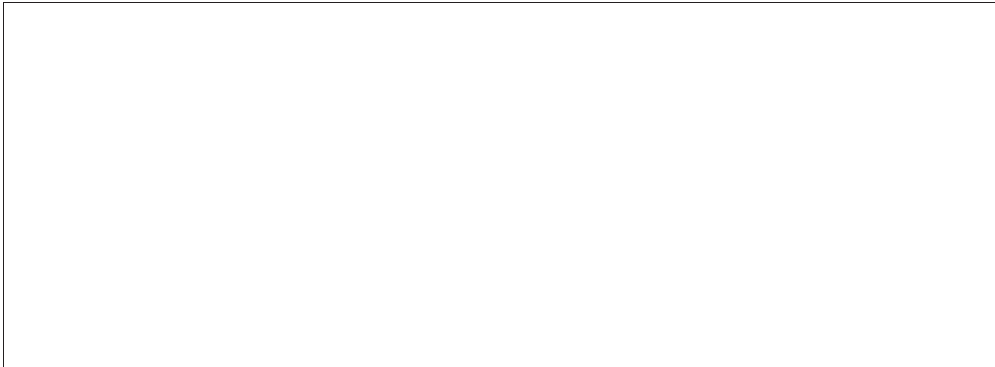
This figure is based on the idea of Hall, D.T. (1976).

Where and how do you think career development takes place?



Life Roles Rainbow DISCOVERY & PASSAGE ©2004 UNIVERSITY OF OREGON FOR THE OREGON CAREER INFORMATION SYSTEM

Please make a list of keywords that are useful when considering *career*.



**About career: Life career**

Every person, every student from grade school to college, has his or her own career (or path.)

Length: Past, present, and future

Width: Life roles

## 2) Career and education

What connection do you think the notion of career has with education at school? Please discuss this issue.

Hansen (1997)

Integration of "life-career"

When it comes to life roles, we should focus on the integration of the four factors of "labor," "learning," "leisure," and "love."



## Career in Education Laws and Regulations

### Basic Act on Education (Act No. 120 of 2006)

- To develop the abilities of individuals while respecting their value; cultivate their creativity; foster a spirit of autonomy and independence; and foster an attitude to value labor while emphasizing the connections with career and practical life. (Item 2, Article 2, Chapter 1)

- To foster an attitude to value justice, responsibility, equality between men and women, mutual respect and cooperation, and in the public spirit, to actively participate in and contribute to the building and development of society. (Item 3, Article 2, Chapter 1)

These items were added when the Act was revised in 2006.

### School Education Law (Act No. 26 of March 31, 1947; Latest revision: Act No. 98 of June 27, 2007)

- To promote social activities inside and outside school as well as foster an attitude to actively participate in and contribute to the building and development of society based on a spirit of autonomy, independence and collaboration; norm consciousness; fair judgment; and the public spirit. (Item 1, Article 21)

- To develop basic understanding and skills regarding roles of families and their members; housing, food, clothing, information, industry, and other matters necessary for life. (Item 4, Article 21)

- To develop basic knowledge and skills regarding occupations; foster an attitude to value labor; and cultivate the abilities to choose future career paths according to individual aptitudes. (Item 10, Article 21)

These items describe part of the goals of education.

Have you heard the term *career education*? What is your perception of *career education*?

### Career education in Japan

“Education to equip individual students at primary and secondary schools with desirable attitudes towards work and occupations, to let them learn occupational knowledge and skills, and cultivate abilities and attitudes that enable them to understand their own personalities and choose career paths on their own initiative”

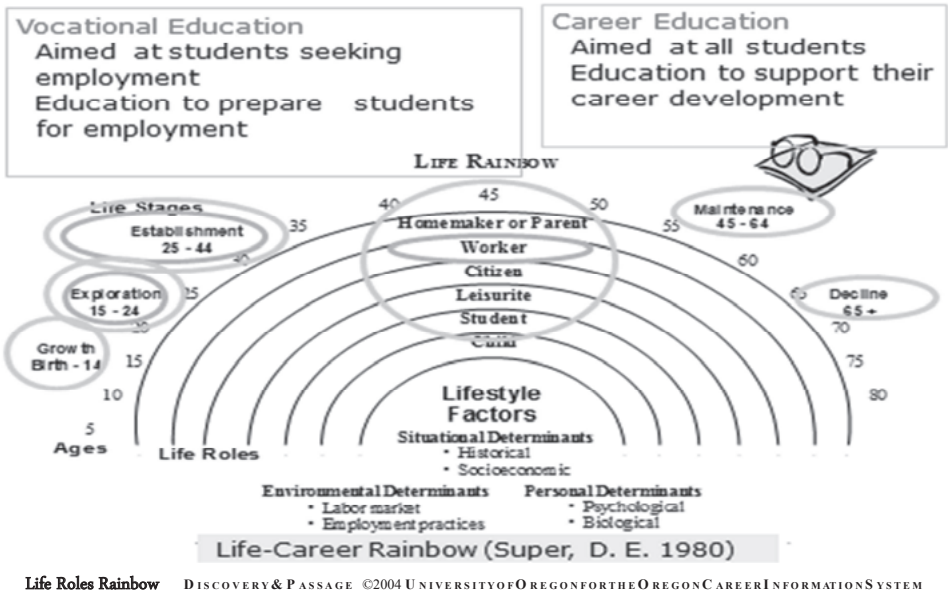
The 2004 Report of the Comprehensive Survey and Research Cooperators Conference on the Promotion of Career Education: In order to cultivate a vision of work and occupations in individual students at primary and secondary schools

### Definition of career education

A systematic and comprehensive method of education implemented at all levels from elementary, secondary, and higher education institutions to adult education programs in order to let people choose careers according to their respective development stages and prepare them for further progress in later life.

Dr. S. P. Marland, Jr., then U.S. Commissioner of Education

Differences between *Career Education* and *Vocational Education*



Differences between “*Ideal Career Guidance*” and “*Typical Career Guidance*”

	Guidance for Career Development	Guidance for Career choice
<i>Collective Guidance</i>	<div><div>Ideal Career Guidance (=Career Education)</div><div>Typical Career Guidance in Japan</div></div>	
<i>Individual Guidance</i>		

(The 2004 Report of the Comprehensive Survey and Research Cooperators Conference on the Promotion of Career Education: In order to cultivate a vision of work and occupations in individual students at primary and secondary schools)      Translation is Authors’

Typical Career Guidance: Focus tended to be placed on career choices students will have to make in the immediate future Career Guidance provided just before graduation

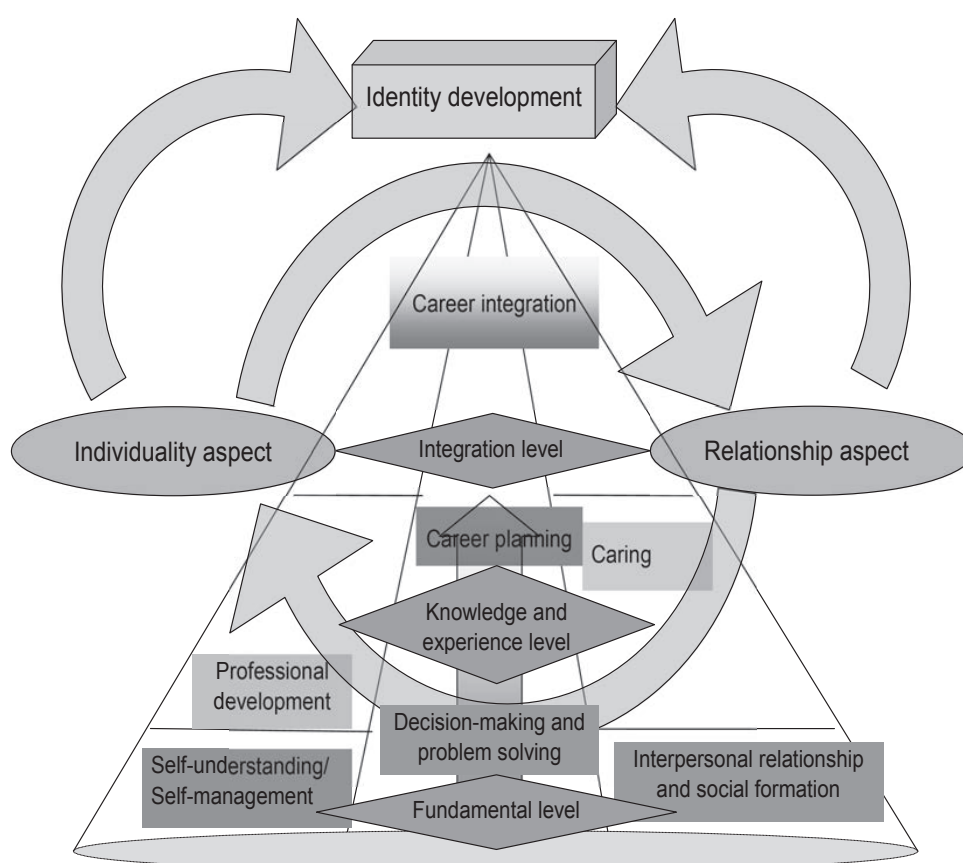
**Career Education:**  
**Education to support career development for all children**

### 3) Career formation at schools of professional development in education

It is believed that only those who think about their own careers can give career support to others. In order to support career development for children as a teacher, you have to build your own career.

Career formation at schools of professional development in education

Your own career formation → Career support for



From your own career formation to career support for others

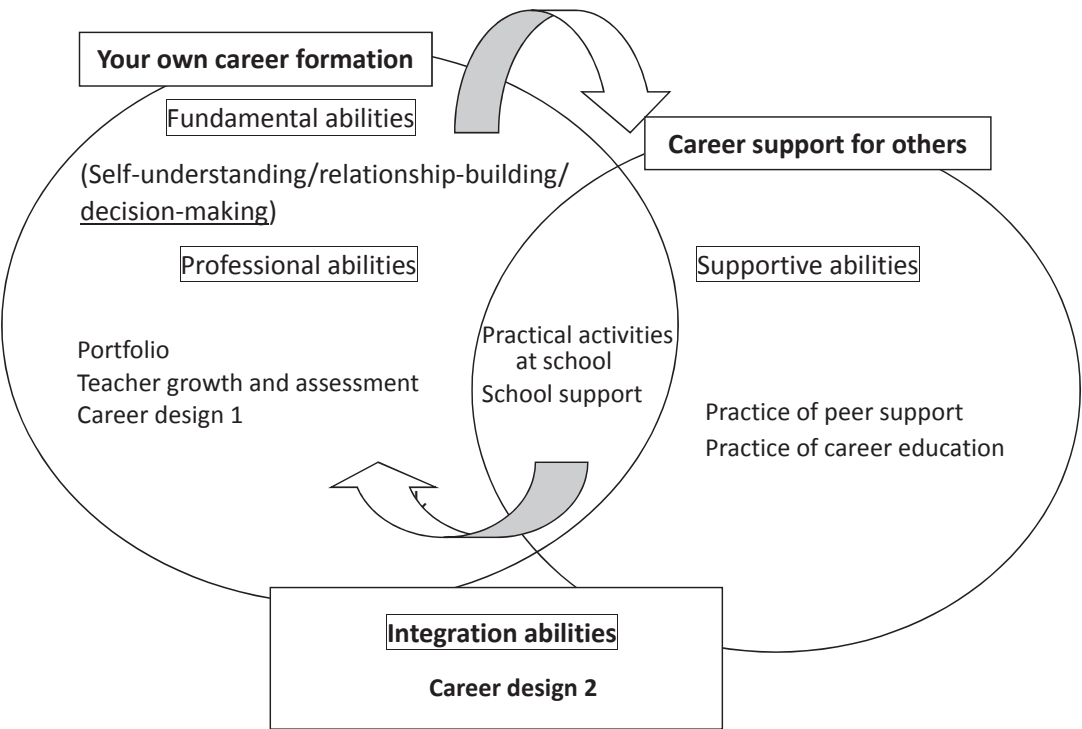
*First step* Looking Back on Your Career

Fundamental abilities

Self-understanding/relationship-building/decision-making

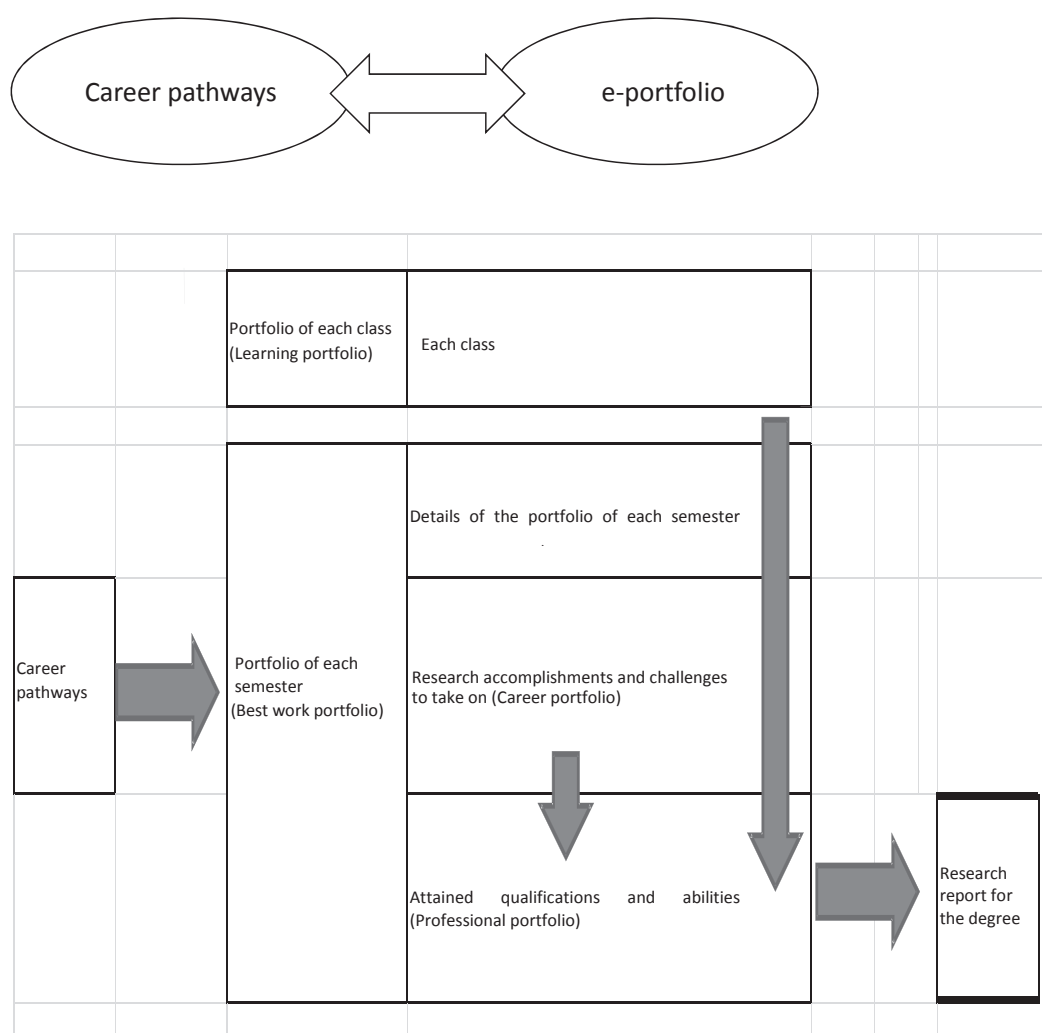


*Second step* Career formation at the school of professional development in education



*Third step* Career formation after completion of your degree

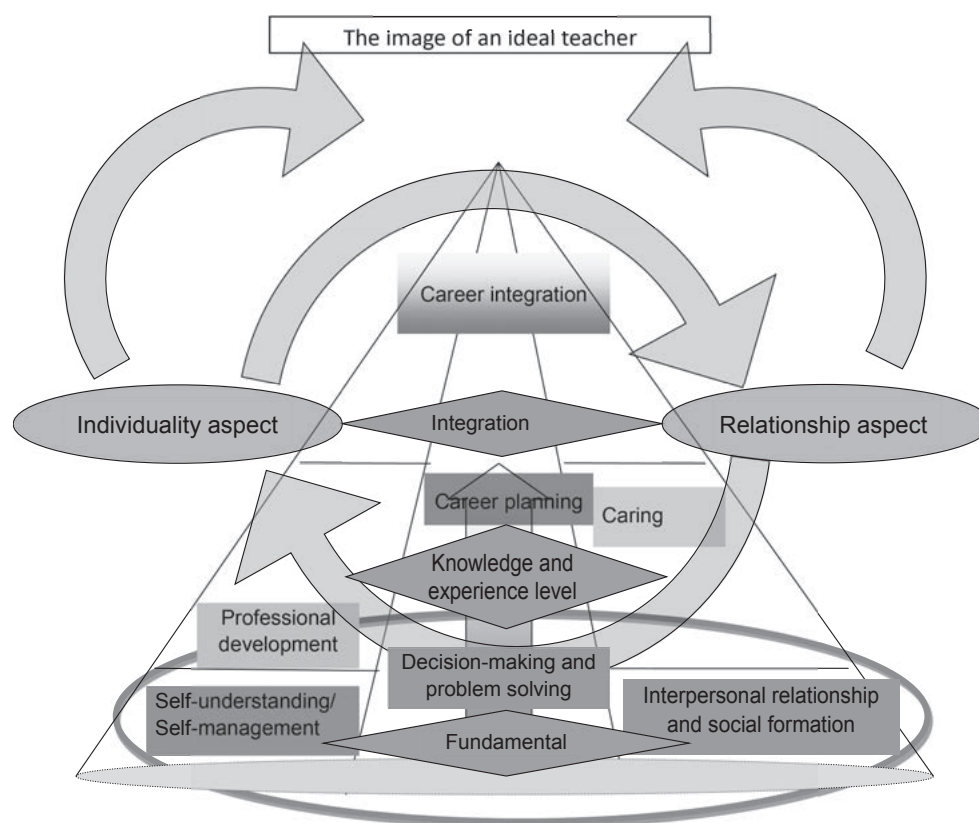
“Electronic portfolio” and “career pathways” to support career formation



Memo


## 2. Looking Back on Your Career: First Step

### 1) Looking back on your past



As the first step to career formation at the school of professional development in education, we would like you to look back on your past.

People experience their growth and development and compose their self-concept through interactions with others. What experiences have you had, and how have you come to aspire to be a teacher through those experiences?

You aspiration can be traced back to a successful experience, or experience in general, in your childhood or a meaningful encounter with others in your adolescence.



Please go back along the time line a little to trace your history.

		Elementary school	Junior high school	High school	From high school graduation to the present
<b>Successful experiences</b> What you devoted yourself to Interest					
<b>Failure experiences</b> What you did not want to do					
<b>Persons, books, or TV programs that influenced you</b>					
<b>Mood curve</b>	<b>Positive</b>				
	<b>Negative</b>				

- 1) To start with, please think back to the history of your moods. There were times when you felt happy, and in contrast, when you felt troubled or were struggling. Please draw a curve that indicates the fluctuations of your mood in the past.
- 2) Then, please remember what happened in the times indicated by the parts of the curve in the positive zone. You may have had some successful experience or been under the good influence of someone.
- 3) Please do the same with the times indicated by those in the negative zone.
- 4) Please form pairs, and share each other's history as much as possible. What your partner has to say should be listened to with empathetic understanding (or empathetic listening skills.)
- 5) Please talk about each other's impressions.

Please look back on your career in your high school days.

Admitted to [ ] High School  
in [ ]

	At school	Other
First year		
Second year		
Third year		

In my high school days, \_\_\_\_\_

Please look back on your career in your university days.

Admitted to [ ] University  
in [ ]

	At university	Other
First year		
Second year		
Third year		
Fourth year		

In my university days, \_\_\_\_\_

Please look back on your career after graduating from the university.

I was employed from [ ] to [ ]

	At workplace	Other

In my working days, \_\_\_\_\_

Please feel free to give other information such as events or experiences deserving special mention in the following form.

Time	Events or experiences	Note

Looking back on your past experiences, please underline the ones, if any, that you think have something to do with the reason why you are here to study to become a teacher.

Please talk about each other's careers in pairs.

## i. Self-promotion (about myself in the past and present)

Please introduce yourself while understanding your strengths based on your past experiences.

### Sheet for finding your strengths (for promoting yourself)

→ Effective self-promotion!

Strength	Details

#### Self-promotion report

(I had such and such an experience, which has made me able to do such and such a job.

More specifically, ...)

**ii. The image of an ideal teacher (Myself in the future)**

1. What is your image of an ideal teacher? Please envision that your ideas will come true and you will be such a teacher. Take some time and imagine yourself in the future. What image of your future self can you portray?
2. Please consider what goals need to be set in order to get closer to your future self or to make your aspirations reality. Plan small steps to achieve the goals, and set scheduled dates or deadlines for them as far as you are able to.

At present, my image of an ideal teacher is (\_\_\_\_\_).

**Specifically,**

\_\_\_\_\_

1. What commitments (to start doing or stop doing something) should I make in order to achieve these goals?
2. Please also provide details about commitments you should make to become a teacher with great humanity.
3. What career-related abilities are those commitments involved with?

	Commitments	Career-related abilities
1		
2		
3		
4		
5		

### iii. One-minute speech

Now you are working on a one-minute speech. Please give a brief summary of what kind of teacher you aspire to be, leveraging your strengths based on your past experiences, as well as what your plan is to realize your aspiration.

#### One-minute speech



Please write down your impressions of one-minute speeches made by your peers. Understanding others leads to a deeper understanding of yourself.


### **3. Career creation: Path to a profession in education**

#### **1) Teachers and Good manners**

As students of a school of professional development in education, teachers in the making, or incumbent teachers, the first thing you have to learn is good manners for teachers. This constitutes a basis for career development and is an important element relating to your ability to establish human relationships.

You are learning good manners from a student of the school of professional development in education who has working experience.

1. How to greet people
2. How to receive or hand over items (such as visiting cards)
3. How to enter and leave a room
4. Polite way of talking

5. Appearance

6. Good manners on the phone

7. About e-mail

8. How to use a room

9. How to write a letter of thanks

10. Other

## 2) A frame of reference for thinking about your career: “Career triangle”

It is important to have a frame of reference for thinking about your career when you consider the past and future of your career formation.

For such a frame of reference, we are introducing the *career triangle* to trace your career path.

Various kinds of things that cannot be included in an e-portfolio may have significant meaning when they are viewed in light of the career triangle.

### ○ Career triangle

The career triangle can be seen as an intellectual frame of reference that enables you to understand your strengths. You can use this diagram for reference at every step in the process of career integration. This diagram as a whole is designed to lead you to career integration. Along the two sides, or the spokes of a wheel, you can find essential elements for career integration.

The left part and the right part of the triangle mainly include elements relating to individual development and relationship development, respectively. However, all these elements have flexible relationships with each other. Each student is supposed to create a unique “triangle” that reflects his or her specificity.

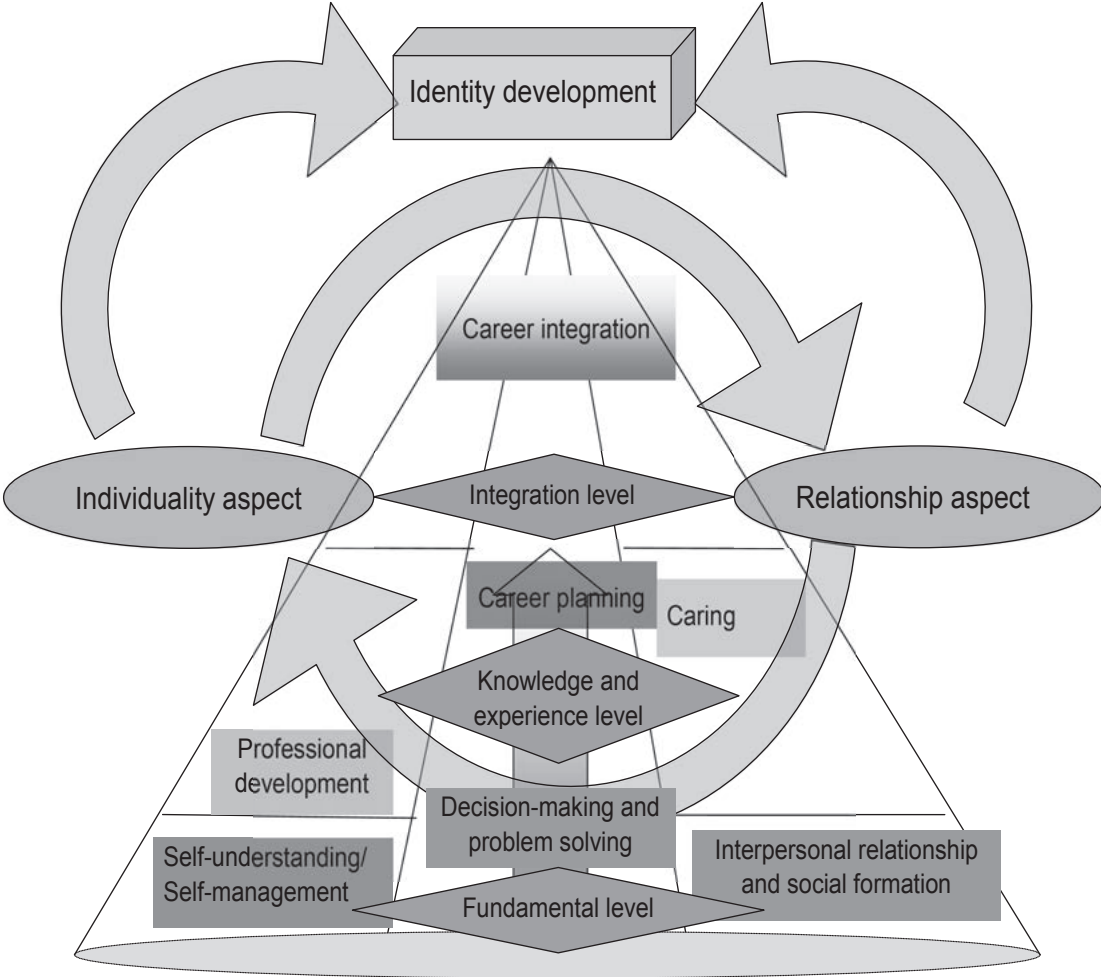
At the bottom left of the triangle is the “ability of self-understanding and self-management.” It concerns who you are, what you can do, and how you cope with issues. At the bottom right of the triangle is the “ability to establish interpersonal relationships and social formation.” Sometimes, you can see yourself from a broader perspective by gathering information on your experiences in work and life, your formal and informal teaching experiences, and opinions about you expressed by key persons (including your family members, friends, and work-related acquaintances.)

Formal and informal teaching experiences can contribute to the “professional development ability” you can see at the upper left of the triangle. School support and other activities relate to the “ability of caring” at the upper right.

The “career integration ability” at the top ensures that you can have a vision of your career or design your career in relation to various roles you are expected to play. In order to command this ability, you need to develop many other abilities.

I am sure that you can complete your own career triangle. From now onward, you will gather information (on learning and experience) by element in accordance with this frame of reference. In that process, you can clarify your career goals, which provide the basis for career integration.

The career triangle frame of reference is useful in understanding your strengths both as a teacher and a human being. The use of the career triangle enables you to gather information related to professions in education, evaluate it, and set new goals. In accordance with this frame of reference, please write down important findings you will encounter in future activities.



### o Seven clusters of abilities

- Ability of self-understanding and self-management: The ability to manage yourself by controlling your emotions and behavior while taking action on your own initiative based on positive understanding of yourself and your potentials.
- Ability to establish interpersonal relationships and social formation: The ability to have good communication with others based on the understanding of their diverse thoughts and positions while actively contributing to building the future of society as a cooperative and collaborative member.
- Decision-making and problem solving ability: The ability to identify and analyze various issues, devise appropriate plans to cope with them, and find solutions.
- Career planning ability: The ability to responsibly select and decide your future career based on varied information collected appropriately by yourself, and to plan and prepare towards it.
- Professional development ability: The ability to develop your own professional competencies while learning various work-related skills.
- Ability of caring: The ability to support the growth and development of others, or to contribute and reach out to society.
- Career integration ability: The ability to perform a lifelong and repeated process of integrating various elements into your career while thinking about your way of life in terms of both self-development and care-giving to others, based on the understanding of your career's relationship to roles and responsibilities you are expected to fulfill.

The school of professional development in education offers various courses which fit the needs of students aspiring to meet their own images of an ideal teacher. The syllabus shows the connection between each of those courses and the clusters of career-related abilities.

The curriculum is structured in such a way as to ensure students' comprehensive career development through, for example, a variety of experiences, support activities, and SPDE Time.

However, it is up to you to ultimately integrate what you learn and experience into your career.

As tools for the integration of your learning and experience, please utilize the e-portfolio templates "Achievements and future plans (Career portfolio)" and "Learned competencies (Review and vision)."

1. Ability of self-understanding and self-management

Date	Details	Seal

**2. Ability to establish interpersonal relationships and social formation**

Date	Details	Seal



3. Decision-making and problem solving ability		
Date	Details	Seal

4. Career planning ability

Date	Details	Seal

**5. Professional development ability (Please note that you should give information on outside class activities only. Information on class activities should be given in an e-portfolio.)**

Date	Details	Seal

6. Ability of caring

Date	Details	Seal

7. Career integration ability

Date	Details	Seal

3) Vision for career

Through SPDE Time, practical activities at school, Career design 2, and other opportunities  
Vision for life-career: Learn from [ ]

Date

Details

Make a turning point or crisis in your career an opportunity to...

**During the first three years after  
the completion of your degree**

**3) Career essay (Report on career formation and vision)**

Self-evaluation:  
After reviewing your points of growth and changes in your way of thinking or perspective, please describe your vision for your career.




### Acknowledgement

This work was supported by the Ministry of Education, Science, Sports and Culture, Grant-in-Aid for Scientific Research (B) (23330260, Tomoe Kawasaki).

### References

- Hall, D.T. 1976 *Careers in organizations* Glensview, IL:Scott, Foresman.
- Hansen, L. S. 1997 *Integrative Life Planning: Critical Tasks for Career Development and Changing Life Patterns* San Francisco, CA: Jossey-Bass.
- Kawasaki, T. 2011. Conceptualizing of the Ability Area and Construction of the Curriculum Framework on Life Career Education, *The Japanese Journal of Career Education*, **29**(2), 57-69.
- Noddings, N. 1984. *Caring: A Feminine Approach to Ethics and Moral Education* University of California Press.
- Super, D.E. 1980 A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behavior*, **16**, 282-298.
- University of Oregon for the Oregon career information system 2004 *Life Roles Rainbow* [http://oregoncis.uoregon.edu/pdf/curriculum/Life\\_Roles\\_Rainbow\\_MS.pdf](http://oregoncis.uoregon.edu/pdf/curriculum/Life_Roles_Rainbow_MS.pdf) 2014. 1. 20