

THE POSSIBILITIES OF INTEGRATING CAREER GUIDANCE INTO TEACHER TRAINING

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és további két anonim lektor...

Absztrakt

A PÁLYAORIENTÁCIÓ BEÉPÍTÉSÉNEK LEHETŐSÉGEI A TANÁRKÉPZÉSBE

A társadalom és a szakma komplex szakmai elvárásokat fogalmaz meg a pályorientációs szakemberekkel szemben. Fontos az interdiszciplináris megközelítés és a szükséges szociális kompetenciák megléte. A tanári pálya fejlődése szorosan összefügg a társadalmi elvárásokkal. Az iskolarendszerű pályaválasztási nevelés eredményes működése csak akkor lehet sikeres, ha ez a tevékenység beépül a napi pedagógiai feladatok rendszerébe.

Kulcsszavak: pályorientáció, pályadöntési nehézségek, pályaválasztás, pedagógusképzés

Diszciplína: pedagógia

Abstract

Society and the profession formulate complex professional expectations for career guidance professionals. Possessing an interdisciplinary approach and having the necessary social competencies is important. The development of the teaching profession is closely related to social expectations. The effective functioning of school-based career education can only be successful if this activity is integrated into the system of daily pedagogical tasks.

Keywords: career guidance, career decision-making difficulties, career choice, teacher training

Discipline: pedagogy

Olteanu, Lucián Liviusz (2024): The Possibilities of Integrating Career Guidance into Teacher Training. *OxIPO – interdiszciplináris tudományos folyóirat*, 2024/3. 79-88. Doi: <https://www.doi.org/10.35405/OXIPO.2024.3.79>

When a child thinks about their future, they cannot rely on life experience or representations, only on their own vision. The more consciously they work on this, the more reliable decisions they can make. To successfully realize their vision, it is essential to provide appropriate professional support. They should understand the decision-making mechanisms behind school choice, career selection, and future employment. The foundation of well-functioning education, and specifically well-functioning career guidance activities, is a well-prepared professional (Borbély-Pecze and Suhajda, 2017). They should be knowledgeable about the education system, well-informed about further education opportunities, the labor market, and the needs of various special target groups. Their digital competencies should provide them with up-to-date knowledge. Any resources invested in teachers will pay off, as children benefit from these investments.

The professional development of teachers is closely linked to societal realities. Increasingly, participants in the educational process expect public education institutions to adapt as effectively as possible to societal changes.

Upon reviewing the above complex system of expectations, it becomes clear how comprehensive the knowledge must be for a teacher to successfully fulfill career

guidance tasks. The development of the teaching profession is closely tied to societal expectations. There is growing pressure from those involved in the educational process for teachers to adapt their competencies as much as possible to social changes. The child's personality and the impact on the community must be treated as a prominent aspect.

Given the societal characteristics of the modern era, expanding teachers' competencies is essential. Therefore, I will attempt to review the possibilities for integrating career guidance knowledge into teacher training. In Hungarian schools, any career guidance model can only be successful if a collection of career guidance tasks is created for teachers, and those tasks are linked to everyday realities. School-based career guidance should not be interpreted as occasional factory visits, completing psychological or pedagogical tests, or as a form-master's task (Borbély-Pecze and Suhajda, 2017).

Continuing Career Guidance Training for Teachers

If teachers wish to expand their knowledge related to career guidance, there are two options for further training. These courses enable teachers to acquire knowledge and broaden skills that allow them to provide support to upper primary

students, secondary school students, and vocational students in public education.

The specialized further training program that prepares for a teaching qualification in career guidance provides the most thorough preparation in this field, with 3-4 semesters of complex theoretical and practical training. Participants learn about the decision-making mechanisms behind school choice and career selection, the education system, further study options, and labor market characteristics. The program prepares teachers to manage pedagogical, developmental, organizational, and performance evaluation systems in institutions and provides support in change management. The aim of the specialized further training program is to train professionals who are prepared to continuously monitor the labor market, address personal problems related to career guidance, career correction, career changes, and employment. The training prepares participants to establish personal connections, helping and supporting those seeking assistance in their professional socialization process. The description of the training highlights that participating teachers receive high-quality, top-level education. The following institutions offer these programs:

- University of Debrecen, Faculty of Child and Special Education
- Óbuda University, Kandó Kálmán Faculty of Electrical Engineering
- University of Pécs, Faculty of Humanities and Social Sciences

- Szent István University, Faculty of Economics and Social Sciences

- Eötvös Loránd University, Savaria Regional Pedagogical Service and Research Center

Those completing the training are equipped for:

- responsible and independent work in the teaching profession,
- supporting students in individual and group career decision-making preparation and counseling,
- managing decision-preparation and operational process coordination tasks,
- conveying knowledge about the vocational training system and the world of work,
- continuous self-improvement, adequate oral and written communication,
- supporting students with special educational needs,
- developing their own professional identity.

They will acquire knowledge about:

- the functioning of puberty and early adulthood, and the characteristics of their social relations,
- psychology-based social psychology relationships,
- adequate techniques for information gathering,
- the legal framework of various levels of education,
- demands and opportunities related to career choice and the education system,
- the basic principles of educational organizations and institutions' operations,

- planning strategies and self-evaluation methods.

Career Guidance Consultant and National Career Guidance Portal User Training

Another option is the project identified by TÁMOP-2.2.2-12/1-2012-0001, titled "Development of the Content and Methodology of the Career Guidance System," a priority project planned for the 2012-2015 period, based on blended-learning methodology. However, the project's foundations were already outlined between 2007-2012, initially divided into three phases over 3+3+2 years. Eleven modules totaling 330 hours were developed. In the second stage, this content was merged into a single training program. The international evaluation of the first phase's results praised the project's alignment with European career guidance policies (Borbély-Pecze, 2013). The goal of the second phase was to equip future career guidance consultants to perform career guidance tasks, hold consultations, and provide guidance related to the world of work and learning. Successfully completing the accredited training program allows professionals in education, social services, and public administration to fulfill their continuing education requirements ("National Career Guidance Portal," n.d.).

The 30-hour training focuses on individual and group practical tasks. The first module (10 hours) is completed via e-

learning over one week, with support from advisors. The remaining modules (20 hours) are covered in a three-day in-person training based on the training methodology.

From the above, it is evident that there is already an established and functioning professional infrastructure for career guidance training. However, it is also clear that only those who are dedicated to the cause can currently access career guidance knowledge. Completing the specialized further training program for a teaching qualification in career guidance requires significant resources (capacity, time, finances). Without adequate support, the shortage of career guidance professionals will not decrease significantly.

Career Guidance Options in Teacher Basic Training

Career guidance knowledge must be an integral part of teachers' basic training so they can effectively handle these tasks in schools. A well-trained teacher is informed and can consider current labor market expectations. Experience shows that meaningful career guidance is lacking in public education, and as a result, higher education institutions do not produce professionals who meet labor market demands. The question arises as to how and to what extent career guidance knowledge is integrated into teacher training programs.

Career Guidance Courses in Basic Training

An examination of the curriculum networks of university teacher training programs reveals that only five universities offered courses dedicated to teaching career guidance knowledge. Reviewing the course descriptions, it is clear that four approached the subject from similar directions: focusing on theoretical and methodological knowledge, career psychology, and career guidance. This was done to equip future teachers with the skills to facilitate career decision-making and perform basic career counseling tasks. It is important that participants become familiar with the main trends and theoretical ideals of career psychology, the self-awareness foundations of career decisions, and methods for understanding key personality traits such as interests, abilities, work values, and work styles.

The following competencies are expected to be developed or enhanced during the training:

- understanding the concept, significance, and basic theoretical models of career guidance,
- acquiring skills in developing self-awareness for career decision-making,
- gaining the ability to apply related personality assessment tools.

The fifth course approaches career guidance from a slightly different perspective, but its goals are similar. The course aims to familiarize students with the modern theoretical, policy, and

institutional frameworks of career development, both domestically and internationally. Students receive an overview of career counseling content and tools. They explore individual, family, and community dilemmas arising from the tension between social division of labor, economic structures, and the idea of free career choice. Graduates will be able to assist in organizing school-based career guidance activities and establish connections with other stakeholders involved in career choice (regional chambers of commerce, pedagogical advisory centers, career guidance counselors, employers, etc.).

These courses are available at the following higher education institutions:

- University of Debrecen, Faculty of Child and Special Education
- University of Debrecen, Institute of Education and Cultural Studies
- Eszterházy Károly University, Faculty of Economics, Department of Social Pedagogy
- Szent István University, Faculty of Economics and Social Sciences
- Wesley János Lelkészképző College, Department of Education Science

The differences in approach likely stem from the different recommended and required readings used by the instructors. However, all four courses share the goal of equipping participants with up-to-date, practical career guidance knowledge.

*Integration of Career Guidance Knowledge
into a Form-master Module*

The form-master could simply be called the "all-rounder" of education. Their work involves much more than conducting administrative form-masters periods. The essence of their role is to provide space for students' multifaceted personality development in education, the teaching-learning process, play, and leisure time, all in line with key competencies. Teacher training programs do not adequately prepare future teachers for the role and responsibilities of form-masters. Occasionally, elements related to form-masters teaching appear in the broader context of teacher training, including self-awareness, communication skills, cooperation, and problem-solving abilities. However, the role of the form-master has become increasingly uncertain in recent years. Since the introduction of the National Core Curriculum (NAT), form-master responsibilities have become more dependent on the specific school curriculum and the opportunities provided by the institution. One major issue is that despite discussions about quality requirements and suitability for the role, form-masters teaching is not linked to any conditions. In most schools, nearly everyone is expected to take on the role of a form-master, regardless of whether they are suitable for it.

In schools, form-masters often bear the responsibility of filling parental competency gaps and meeting students' needs in various areas, from organizing per-

formances and lectures to providing sex education, career guidance, and conflict resolution, even involving agricultural work. Form-masters are tasked with handling all of this on their own. The role of the form-master is also a conflictual one since they maintain a close relationship with their students while, as members of the teaching staff, they evaluate and sometimes discipline those same students. It is essential for a form-master to have a strong sense of values and be a congruent individual. They need to be aware of their own abilities, as they can only take on tasks that they find a basis for in their own personality (Trencsényi, 1988).

The form-master is the educator who most directly experiences all of society's tensions and problems through the students and parents in their class. This direct access means that they are also the person who has the most significant influence on this micro-group within the school. It is crucial for the form-master to understand the life problems of their students, particularly those related to their personal relationships at different levels. The increasing complexity of issues has once again highlighted the importance of school-based education and the indispensable role of the form-master (Mező, 2003).

From this train of thought, it is also clear that the form-master is a key figure in school-based career guidance, especially since many institutions lack competent career guidance professionals. Therefore,

it seems advisable to introduce a form-master module into teacher training programs, through which all future teachers can learn about the responsibilities of form-masters. Teacher training and continuing education should prepare teachers for form-masters responsibilities and compensate for any gaps in the knowledge of practicing teachers. Consequently, it would be necessary to significantly increase the time allocation for form-masters teaching and the associated benefits. With the appropriate time frame in place, teachers assigned to this role could be expected to implement the school's educational program tailored to the needs of the student group.

The content of form-masters plans can be grouped into the following topics:

- situation analysis, goals, tasks, organizing and planning study trips,
- class visit plans,
- extracurricular activities,
- career choice,
- child protection,
- relations with families, surveys,
- collaboration with cultural institutions,
- planned class activities, tasks, and the system of responsibilities.

The next section will present the form-masters tasks that should be incorporated into this module. These tasks can be defined based on three main aspects:

1. Regular and occasional administrative and documentation tasks,

2. Organizational and coordination tasks,

3. Direct teaching and educational work.

In elaborating on these aspects, we must keep in mind that organizational and coordination tasks are closely linked to teaching and educational work, so they should be handled together.

1. Regular and Occasional Administrative and Documentation Tasks

- Filling out, maintaining, and checking the class register, consulting with subject teachers in case of missing grades.

- Regularly monitoring student records.
- Monthly evaluation of the class's behavior and diligence.

- Summarizing absences on a weekly, monthly, mid-year, and end-of-year basis.

- Completing and issuing mid-year reports, end-of-year transcripts, and report cards.

- Monitoring dropouts, documenting them, and implementing a development plan.

- Performing administrative tasks related to makeup exams and grading exams.

- Regular consultation with the class and teachers regarding student behavior and diligence.

- Conducting fire and accident prevention training at the beginning and end of the year.

- Administering the paperwork related to 8th graders' further education.

- Introducing the school's rules to students at the first form-masters period

of the year, notifying them of any changes during the year, and ensuring that the rules, especially regarding tardiness and absences, are followed.

- Regularly using praise and admonishment when appropriate.
- Notifying parents through the student's record of any insufficient grades before mid-year or end-of-year evaluations.

2-3. Organizational and Coordination Tasks in Direct Teaching and Educational Work

- Coordinating the educational influences in the class.
- Synthesizing the in-school and out-of-school educational factors.
- Planning, shaping, and analyzing the class's life in collaboration with students and ensuring that it integrates organically into the school's overall educational system.
- Extracurricular activities, organized by the form-master, provide excellent opportunities to get to know the students better and to shape the class community.
- In the interest of their effectiveness, teachers maintain relationships with students' parents, reinforce the educational influences from the family, and learn about the family's attitude toward the school and the child.
- A critical aspect of form-masters teaching is counterbalancing distorted family upbringing patterns and customs

and protecting against negative societal influences.

- Form-masters periods should be spaces for developing proper debate culture!
- The atmosphere in form-masters periods should be relaxed, allowing students to express their opinions without inhibition or fear.
- Form-masters periods should help students' socialization process and develop their social sensitivity, empathy, and tolerance for age-appropriate societal problems.
- The topics of form-masters periods should be planned in advance in the curriculum, but there should also be flexibility to include sessions based on current events or situations.
- Students should apply the norms and rules of social interaction in everyday life and real-life situations!
- Another task is to keep students aware of their responsibilities toward society, nature, and their environment.
- Students should develop the need and practice for a healthy lifestyle!
- The form-master should continuously monitor the development of students' career goals and align them with reality.
- A key task at all grade levels is to teach learning skills and address effective and efficient learning methods!
- Students' attitudes toward learning should be modeled in the direction of lifelong learning.

- Form-masters at each grade level should work as a team, share experiences with each other, and have a unified evaluation system!

- The mentoring and support of novice form-masters should be treated as a collective responsibility.

Conclusions and Research Perspectives

Based on the presentation above, it can be confidently stated that the tasks of a form-master require complex knowledge. Within the framework of the proposed module, teachers would acquire the specific content and formal requirements of administrative, documentation, and management tasks, as well as learn several practical teaching and educational aspects in coordination with pedagogical and psychological modules.

Due to the key position of the form-master, they maintain many relationships. Children and parents primarily want to connect with them. As a result, they can become a credible figure from whom students more readily accept career guidance advice and recommendations. It is crucial that teachers acquire these elements based on solid professional foundations, as both families and schools are currently facing educational problems, some of which stem from societal and global crises. This is why it is important for teachers to take on only as much personal involvement as they can "handle emotionally." There are still many teachers

who view their profession as a vocation and find meaning in the role and function of the form-master.

In his dissertation, "Educational Aspects of Career Choice," Olteanu L.L. (2022) presents new and interesting perspectives on career choice difficulties among high school students based on research results, which reflect students' current state at that time. The findings detailed in Chapter 2.3 of the thesis suggest that ingrained and outdated career guidance practices may be behind these results. According to these practices, students only begin dealing with career choices in the 11th and 12th grades. Another possible reason is the inadequate preparation of teachers for career guidance tasks. What may also significantly influence students' career choice difficulties is the current restrictive policy framework. These insights could serve as valuable foundations for further research, particularly if comprehensive, long-term interventions are undertaken.

When developing and designing the Hungarian career guidance concept, special attention must be paid to formulating a comprehensive concept that also considers appropriate content and methodological aspects. It is necessary to place greater emphasis on career guidance when defining the roles and responsibilities of teachers and school psychologists. More focus should be placed on supplementing the career guidance content in teacher training and continuing education, both in theoretical and practical

education. It would be worth considering the introduction of a complex form-master module in basic teacher training, as this role will eventually affect the majority of teachers. The situation could be significantly improved if career guidance were also included in the range of state-supported further training options.

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