

Education & Career Guidance Conference 2009

23 - 24 February, Republic Polytechnic



Guidance Branch
Education Programmes Division
Ministry of Education

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Education & Career Guidance (ECG) 2009 Conference

Conference date and time:

23 Feb 2009: 0830 hrs – 1730 hrs

(conference registration & breakfast start from 0745 hrs, delegates to be seated by 0815 hrs)

24 Feb 2009: 0830 hrs – 1300 hrs

(conference registration & breakfast start from 0745 hrs, delegates to be seated by 0815 hrs)

Conference Venue:

The Republic Cultural Centre @ Republic Polytechnic
9 Woodlands Ave 9, Singapore 738964

About the Conference:

The Education and Career Guidance (ECG) Conference 2009 is part of the Ministry of Education's effort to build the capacity of school personnel involved in implementing ECG in schools.

Theme

"Raising Awareness, Exploring Possibilities, Planning the Future".

Objectives

The objectives of the Conference are for participants to:

a. Be aware of the ECG Developmental Model

- b. Gain knowledge of the latest developments and emerging trends in ECG from renowned local and overseas professionals in the field of ECG; and
- c. Learn from identified schools on their good practices in ECG.

Speakers and Schools Presenting

This inaugural conference consists of a special talk by Dr. Beh Swan Gin from Singapore Economic Development Board, a keynote address by Dr. Richard Lapan from University of Massachusetts Amherst and plenary sessions by Dr. Michael Goh from the University of Minnesota and Dr. Scott Solberg from the University of Wisconsin, Madison.

Besides the keynote address and plenary sessions, the Conference also consist of breakout sessions. Participants will attend various concurrent sessions lectured by renowned local and overseas ECG experts including Dr. Esther Tan and Dr. Elena Lui from National Institute of Education (NIE), Dr. Josephine Kim from Harvard Graduate School of Education and Dr. Laura Nota from University of Padova. Schools are also invited to share good ECG practices during the concurrent sessions. More information about the speakers and the sessions can be found in the detailed synopses.

Events @ A Glance



| Time | Programme for Monday, 23 Feb 09 | Session Code | Speaker | Location |
|---------------|---|---|--|---|
| 7:45 | Conference Registration & Breakfast | | | TRCC Foyer |
| 8:30 | Opening Address and Launch of ECG Portal by G.O.H | | Mrs Tan Ching Yee (Permanent Secretary, MOE) | TRCC Theatre |
| 8:50 | Talk by Guest Speaker | | Dr. Beh Swan Gin (Managing Director, EDB) | TRCC Theatre |
| 9:10 | Keynote Address | | Dr. Richard Lapan | TRCC Theatre |
| 10:30 | Morning Tea Break | | | TRCC Foyer |
| 11:00 | Plenary Session 1 | | Dr. V. Scott Solberg | TRCC Theatre |
| 12:30 | Conference Lunch | | | TRCC Foyer |
| 14:00 - 15:30 | Concurrent Session 1 | CS1-A CS1-B CS1-C CS1-D CS1-E CS1-F CS1-G | Dr. Richard Lapan Dr. Michael Goh Dr. Esther Tan Dr. Lui Hah Wah Elena Good ECG Practices in Schools Dr. Laura Nota Dr. Josephine Kim | TRCC Theatre TRCC Studio TRCC Lab Dance Studio 1 Agora Hall 1 Dance Studio 2 Agora Hall 4 |
| 15:30 | Afternoon Tea Break | | | TRCC Foyer |
| 16:00 - 17:30 | Concurrent Session 2 | CS2-A CS2-B CS2-C CS2-D CS2-E CS2-F CS2-G | Dr. V. Scott Solberg Dr. Michael Goh Dr. Esther Tan Dr. Lui Hah Wah Elena Good ECG Practices in Schools Dr. Laura Nota Dr. Josephine Kim | TRCC Theatre TRCC Studio TRCC Lab Dance Studio 1 Agora Hall 1 Dance Studio 2 Agora Hall 4 |
| 17:30 | End of day 1 | | | |

Information accurate at time of print Updated as @ 9 Feb 09



| Time | Programme for Monday, 23 Feb 09 | Session Code | Speaker | Location |
|---------------|-------------------------------------|---|--|---|
| 7:45 | Conference Registration & Breakfast | | | TRCC Foyer |
| 8:30 | Plenary Session 2 | | Dr. Michael Goh | TRCC Theatre |
| 10:00 - 11:30 | Concurrent Session 3 | CS3-A CS3-B CS3-C CS3-D CS3-E CS3-F CS3-G | Dr. Richard Lapan Dr. V. Scott Solberg Dr. Esther Tan Dr. Lui Hah Wah Elena Good ECG Practices in Schools Dr. Laura Nota Dr. Josephine Kim | TRCC Theatre TRCC Studio TRCC Lab Dance Studio 1 Agora Hall 1 Dance Studio 2 Agora Hall 4 |
| 11:30 | Morning Tea Break | | | TRCC Foyer |
| 12:00 | Panel Discussion | | Chaired by Mr. Puvan Ariaratnam, DDNE, MOE | TRCC Theatre |
| 12:45 | Closing Remarks | | Ms Sum Chee Wah, Director, Education Programmes, MOE | TRCC Theatre |
| 13:00 | End of day 2 | | | |

Information accurate at time of print Updated as @ 9 Feb 09



About the Conference Speakers



Dr. Beh Swan Gin

Dr Beh was appointed as Managing Director of the Singapore Economic Development Board from 1 August 2008.

He joined EDB in November 1992 and has held various portfolios within EDB, ranging from industry development to planning & policy, and from corporate development to global operations. These included leadership roles in the development of Singapore's Biomedical Sciences industry cluster from 2001 to 2006, as well as overseas assignments in EDB's North American operations from 1995 to 2000.

Between October 2006 and January 2007, Dr Beh was concurrently Executive Director of the Biomedical Research Council at the Agency for Science, Technology & Research. In addition, he was concurrently Director of the Ministry of Trade & Industry's Energy Planning Division between June and December 2006.

Dr Beh is a medical doctor by training and graduated from the National University of Singapore. He is also a Sloan Fellow with a Master of Science in Management from Stanford University's Graduate School of Business.

He is on the Board of Directors for Singapore Health Services, International Enterprise Singapore, Bio*One Capital and EDB Investments.



Dr. Richard Lapan

Dr. Lapan is a professor and head of the Department of Student Development and Pupil Personnel Services (SDPPS) at the University of Massachusetts Amherst. He earned a Ph.D. with Distinction from the University of Utah in 1987 and has been a licensed psychologist since 1992. Dr. Lapan is one of the leading authorities on comprehensive counselling and career guidance programs and practices. He has extensively studied career development across the K-16 (kindergarten to university) years and the transition to young adulthood. His research interest focuses on helping young people learn the strengths-based career development skills necessary for success in young adulthood and on enhancing academic achievement at every level of education.

Dr. Lapan has published numerous empirical studies on the impact of comprehensive guidance and counselling programs on student academic achievement, social/emotional development, and career development. Dr. Lapan has served as Editor of the leading journal on school counselling in the United States – Professional School Counseling. In addition, he has considerable experience as a practising counsellor and psychologist and has worked in a variety of settings (e.g., public and private schools, juvenile justice programs and psychiatric hospitals), with diverse student groups, and has carried out a wide range of school-based and clinical treatment interventions (e.g., individual, group, family counselling and guidance classroom curriculum). The department he heads focuses on the development of the individual student within the context of a variety of formal educational settings and operates the Center for School Counseling Outcome Research.

About the Conference Speakers



Dr. Lapan received a Distinguished Service Award in 2000 from the Guidance Division of the Association for Career and Technical Education and the Counselor Educator of the Year Award in 2006 from the American School Counselor Association. Dr. Lapan's book, 'More than a job: Helping your teenagers find success and satisfaction in their future careers' helps parents work with their teenagers to create meaningful and satisfying educational and career futures. Dr. Lapan is also the author of 'Career development across the K-16 (kindergarten to university) years: Bridging the present to satisfying and successful futures.' Dr. Lapan's new book 'Strengths-based career development through comprehensive guidance and counselling programs' will be published in January 2009.



Dr. V. Scott Solberg

V. Scott Solberg is currently the Director of Wisconsin Careers, a unit within the Center for Education and Work in the University of Wisconsin – Madison School of Education. Dr. Solberg is an active member in the Society for Vocational Psychology, a Section in Division 17 (Society for Counseling Psychology) of the American Psychological Association. He is also a member of the International Association of Applied Psychology, International Association for Educational and Vocational Guidance and National Career Development Association.

He currently serves on the editorial boards of the Career Development Quarterly, Journal for At-risk Youth, and *Giornale Italiano de Ricricae Applicazioni*, and an ad-hoc reviewer for the Journal of Vocational Behavior. Dr. Solberg has published more than 40 professional articles, chapters, monographs and technical reports that focus on vocational guidance, career and workforce development, preventing school dropouts, and developing resilience skills among at-risk youth.

Dr. Solberg recently served as the Chair for the American Psychological Association's Coalition for Psychology in Schools and Education. He has served in leadership roles with the Milwaukee Partnership Academy and Milwaukee Public Schools Small Schools reform movement and is author of *Success Highways*, a proven drop-out prevention curriculum for at-risk middle and high school students.

About the Conference Speakers



Dr. Michael Goh

Dr. Michael Goh is an associate professor in the Counselling and Student Personnel Psychology Program, Department of Educational Psychology at the University of Minnesota. He is currently the program coordinator and director of doctoral clinical training. Prior to joining the University of Minnesota, Dr. Goh was a faculty member in the Division of Psychological Studies at the National Institute of Education (NIE), Singapore. Dr. Goh's teaching, research and service are focused on improving access to mental health services for ethnically diverse, new immigrant and international populations. His current research program includes cultural competence in mental health practice, multicultural master therapists, the use of interpreters in mental health counseling, career development, and help-seeking behavior and attitudes across cultures and countries. He has published in the *Journal of Multicultural Counseling and Development*, *Cultural Diversity and Ethnic Minority Psychology*, *Journal of Mental Health Counseling*, *Journal of Career Development*, *Journal of Muslim Mental Health*, *International Journal for the Advancement of Counseling*, and the *Asia Pacific Education Review*. Dr. Goh's multicultural research program has won him two President's Faculty Multicultural Research Awards and two Grants-in-Aid of Research, Artistry, and Scholarship at the University of Minnesota. His passion for teaching led to a Teacher of the Year award in 1998 and a Distinguished Teaching Award in 2006. For his multicultural education efforts, Dr Goh was appointed a University of Minnesota Multicultural Teaching and Learning Fellow in 2003. In 2006, he was recognized by the Minnesota Psychological Association for his Distinguished Leadership in Psychology and Mental Health. In 2008, Dr. Goh was appointed a University of Minnesota President's Distinguished Faculty Mentor.



Dr. Laura Nota

Laura Nota, PhD., is Associate Professor at the Faculty of Psychology, University of Padova, Italy. She is the Director of LaRIOS (Laboratory of Research and Intervention in Vocational Guidance, Department of Developmental and Socialization Psychology). Dr. Nota is a member of SIO (Italian Society for Vocational Guidance). She is also a member of the Society for Vocational Psychology, a Section in Division 17 (Society for Counseling Psychology) of the American Psychological Association and of the International Association for Educational and Vocational Guidance. She serves on the editorial boards of Italian Journal of Vocational Psychology, and is an ad-hoc reviewer for the Journal of Career Development and International Journal for Educational and Vocational Guidance. Dr. Nota has published more than 40 professional articles, chapters, monographs that focus on vocational guidance, career development, and developing decision making and social skills among youth. Her research efforts are directed toward the analysis of relationships between perceived support, efficacy beliefs and levels of school-career indecision; the setting up and efficacy verification of interventions aimed at favouring decisional competencies in middle and high-school students; and the analysis of the concept of work and time perspective in persons with and without disability. Dr. Nota's professional expertise includes the training of teachers, career service providers, and psychologists on issues of career guidance and career counselling.

About the Conference Speakers



Dr. Josephine Kim

Josephine Kim is a Lecturer on Education in the Risk and Prevention program at the Harvard Graduate School of Education. She earned a Ph.D. in counselor education from the Curry School of Education at the University of Virginia and is a Licensed Mental Health Counselor in the state of Massachusetts. She also is a National Certified Counselor whose clinical skills and experiences span many contexts including residential facilities, community agencies, and public and private schools. She has worked with multicultural populations through individual, group, and family counseling and has taught students of all ages in varied educational contexts, including private and public language schools and private and public colleges and universities. She has provided professional consultation and expertise on multicultural, mental health, career development, and educational issues to various media sources in Korea and in the U.S. She is USA Today's collegiate case study expert on school violence and has been featured in EBS (Education Broadcast System) programs in Korea related to self esteem and other developmental issues of youths. She is the keynote speaker at 80-100 parent, teacher, and youth conferences yearly in Asia and in the U.S. She has been called upon during national crises, being deployed by the Substance Abuse and Mental Health Services Administration of the federal government to work with Katrina victims during the summer of 2006 and the provost's office of Virginia Tech in the spring of 2007, directly following the campus massacre. She serves on the board of directors of several Asian American non-profit organizations and is the founding executive director of Mustard Seed Generation, Inc., a non-profit organization that aims to educate Asian Americans on issues of spiritual, cultural and racial identity, mental health and career development issues. She is the faculty advisor to Asian Coalition for Education, the Asian graduate student organization at Harvard Graduate School of Education. Her publications include "Ethnic Minority Counsellors as Cultural Brokers: Using the Self as an Instrument to Bridge the Gap" in American Counseling Association's VISTAS 2006: Compelling Perspectives on Counselling (2006); "Culture-specific Psychoeducational Induction Talk as an Intervention to Increase Service Utilization amongst Minority Populations: The Case of Korean Americans" in VISTAS 2005: Compelling Perspectives on Counselling(2005) and "Structural Family Therapy and Its Implications for Working with the Asian-American Family" in The Family Journal: Counselling and Therapy for Couples and Families (2003).



Dr. Esther Tan

An academic and a registered psychologist trained in Toronto, Canada, Dr Tan has more than 30 years of working experience in the fields of education and counselling. She holds a BA (Hons) in English Literature from the University of Hong Kong (1964), a Master's degree in Social Work (1968) and a doctorate in Counselling Psychology (1988) from the University of Toronto. Her working experiences include high school teaching in Hong Kong, school counselling in Canada, teacher training and counsellor education in Singapore. Prior to joining UniSIM, Dr Tan has served more than 30 years as a teacher educator at the National Institute of Education where she was Head of Psychological Studies from 1990 to 2003. She was a pioneer in spearheading counselling training for school teachers and postgraduate training for practising counsellors and psychologists in Singapore. Her research interests are in the areas of stress management, career counselling, juvenile delinquency, and parenting and family issues. To date, she has published more than 60 journal papers and three books: *Counselling Pupils* (1983), *Winning Ways with Teens: A Practical Guide for Parents* (1997) and *Counselling in Schools: Theories, Processes and Techniques* (2004). Currently in her capacity as Adjunct Associate Professor and Programme Consultant at the School of Humanities and Social Studies at UniSIM, Dr Tan is actively involved in developing a Bachelor degree programme in counselling, the first of its kind in this part of the world. She is also a much sought-after public speaker on issues pertaining to parenting, family life education, social and emotional education, values education, school counselling and juvenile delinquency. Her community services include serving as advisor to the juvenile court, voluntary mediator at the Family Court, Board member of Students Care Service, Visiting Justice to Changi Women's Prison and resource person to MCYS, MOE and Teen Challenge. She is the recipient of two National Day awards (PB in 1986 and PBM in 1993) and has been appointed Justice of the Peace since 1998.

About the Conference Speakers



Dr. Lui Hah Wah Elena

Dr. Lui Hah Wah Elena is an Associate Professor with the Psychological Studies Academic Group at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. She has three postgraduate degrees from Michigan State University (PhD, Ed'al Specialist & MA) and a B.Soc Sc (Social Work) degree from Chinese University of Hong Kong. She plays significant roles (designing, coordinating and teaching) in the Diploma in School Counselling and MEd – Guidance & Counselling. She conducts lectures and supervises teachers and counsellors in postgraduate and in-service training programmes. She is a Registered Social Worker (RSW), a Registered Counsellor (RC), and the Principal Investigator (PI) of OSCAR (a web-based career guidance system) in NIE. Her research interests are mainly in adolescents' self-esteem and well being, career guidance, service learning and lifelong learning. She is a member of the Ministry of Education (MOE) Committee in the Review of Education and Career Guidance. Dr Lui is the co-editor of two local publications: "Reflections on Counseling – Developing practice in schools" and "Youth Guidance – Issues, interventions & reflections". Her most recent publication is ".05 Significantly Yours – a guide to reflection on lifelong learning". In her more than 30 years' service-learning, she has contributed to the management and development of some 15 voluntary organizations. She was conferred the NIE / NTU 30 years long service award, in 2006, Singapore Public Service Award (PBM) in 1998, and the Hon. Chairman of Singapore Professional Centre in 1996. She is one of the founders of Singapore Action Group of Elders (SAGE) and the Fulbright Association (Singapore). She is a past president of University Women Association of Singapore and a life member of Singapore Association for Continuing Education. Currently she serves in the Board of United Nations Association of Singapore, Executive Committee of Singapore Association of Social Workers. She was the Hon Auditor of Singapore Association for Counselling in 2006 - 2007.

Synopses

How career development can play an essential role in improving the academic achievement, social/emotional development, and workforce readiness for all youth.



Keynote Address: Dr. Richard Lapan

About the presentation:

Strengths-based Career Development Through Comprehensive Guidance and Counselling Programs.

Synopsis:

This presentation will focus on how career development can play an essential role in improving the academic achievement, social/emotional development, and workforce readiness for all youth. Leading research studies will be summarized and reviewed for participants. An evidence-based framework for strengths-based career development will be presented. Promising school-based practices will be highlighted. Evaluation and accountability strategies to ensure that students benefit from career development activities will be suggested.

Objectives of presentation:

1. Facilitate awareness of how career development can play a central role in enhancing academic achievement, social/emotional development, and workforce readiness for all students.
2. Facilitate awareness of the supporting research and the best school-based career development practices that will assist schools and educational professionals to facilitate the development of youth who are proactive, resilient, adaptive and responsible future citizens.

Synopses



How SEL and Career development can be used effectively to help at-risk students become more motivated to be successful in school.

Plenary Session 1: Dr. V. Scott Solberg

About the presentation:

How Education and Career Guidance can be used as a powerful tool to motivate students at risk to aspire for their future.

Synopsis:

This presentation will focus on how career guidance activities can be designed to effectively engage and inspire students to achieve academic and life success. The focus will be on describing how the career educator can establish an optimal learning environment that helps students perceive the relevance of their academic work, establish career goals and aspirations and optimise their school opportunities to achieve those goals.

Objectives of presentation:

1. Facilitate awareness of how SEL and Career development can be used effectively to help at-risk students become more motivated to be successful in school.
2. Facilitate awareness of how ECG activities can transform disengaged youth into proactive, resilient and adaptable citizens.





Scholars and practitioners in Singapore have effectively adopted and adapted career guidance practices to work in Singapore's context



Plenary Session 2: Dr. Michael Goh

About the presentation:

The Social and Cultural Context of Educational and Career Guidance in Singapore.

Synopsis:

At the geographical crossroads of Southeast Asia, Singapore is likewise a nexus of Eastern and Western ideas for applied career development. Consequently, educational and career guidance (ECG) in Singapore is inevitably influenced by extant career development theories and models, many of which originate outside of Asia. Nevertheless, scholars and practitioners in Singapore have effectively adopted and adapted career guidance practices to work in Singapore's context while at the same time growing a career development research program for Singapore. This plenary session is an invitation to critically and cross-culturally imagine the past, present and future of ECG in Singapore.

Objectives of presentation:

1. Facilitate awareness and knowledge of social and cultural factors that influence educational and career decisions in Singapore.
2. Facilitate an appreciation for how career development is conceptualized in Singapore and by her multicultural constituents.
3. Facilitate a critical review of what works, why and how it works, and encourage future thinking about ECG in Singapore.

Synopses



Looking at career
development
through an
existential lens.

Concurrent Session: Dr. Josephine Kim

About the presentation:

Reframing “What do I want to be when I grow up” to “Who am I?”
Looking at career development through an existential lens.

Synopsis:

The issue of career development is not simply about answering the question “What do I want to be when I grow up?” Rather, it is an existential issue that has profound connections to the question of “Who am I?” Hence, looking at career development education through an existential lens alters the role of counsellors and teachers from one that focuses solely on exposing children and adolescents to career options to one that is more concerned with increasing their self-awareness and self-exploration. Traditional career counselling is implemented during late adolescence; however, career development education seeks to promote introspection and reflection from an early age, thereby, viewing career development as a life-long process instead of an isolated stage.

Objectives of presentation:

1. Present a comprehensive framework of holistic career development education that fosters and promotes self-awareness and self-exploration;
2. Present practical methods of implementing career development education via large and small group sessions; and
3. Facilitate discourse about how career development education can be infused into the K-12 (kindergarten - post secondary) curriculum





Assessment procedures and preventive activities that can be considered to help career development and personal adjustment of the students.

Concurrent Session: Dr. Laura Nota

About the presentation:

Improving problem solving, decision-making and assertiveness skills of undecided adolescents.

Synopsis:

Research studies have highlighted that a large number of adolescents are undecided about their future career. This is often associated with to other difficulties that may hinder these adolescents' professional development and personal and social adjustment. To prevent that, interventions to be realized in schools have been devised with the aim of helping to strengthen adolescents' decision-making abilities and the ability to manage difficult situations, among which is career choice. The presentation will provide a description of our interventions and an evaluation of their effectiveness.

Objectives of presentation:

1. Facilitate awareness of problem solving and decision making difficulties that adolescents can manifest.
2. Present some assessment procedures and preventive activities that can be considered to help career development and personal adjustment of the students.



Synopses



Integrative Life
Planning's six
critical tasks and
circle of life.

Concurrent Session: Dr. Michael Goh

About the presentation:

Integrative Life Planning: A Social and Cultural Framework for Thinking about Career Development in Singapore.

Synopsis:

Integrative Life Planning (ILP; Hansen 1997) is a holistic approach to career development that encourages individuals to consider how they weave their lives into a meaningful whole through career decisions. ILP's six critical tasks appear to reflect a lot of the values inherent in Singapore's social fabric such as pluralism, connecting family and work, and an emphasis on civic responsibility. Participants will be introduced to the roots and rationale for ILP and consider how ILP may be applied in ECG.

Objectives of presentation:

1. Facilitate understanding of ILP principles.
2. Facilitate understanding of ILP's six critical tasks and circle of life.
3. Facilitate discussion about how ILP may be incorporated into ECG in Singapore.





The important role of school counsellors in facilitating the career development and career planning of students in schools.

Concurrent Session: Dr. Esther Tan

About the presentation:

The Role of School Counsellors in Career Counselling.

Synopsis:

The scope of school counselling covers the educational development, career development and personal development of students in schools. This workshop will focus on what school counsellors can do to facilitate the career development of students and how to guide them to engage in meaningful career exploration and make informed career decisions. Beginning with a presentation of main career development theories, Dr Tan will link theory with practice by reviewing the applicability of these theories in the Singapore context based on local research. As the focus of the workshop is skill-based learning, she will introduce participants to both quantitative and qualitative approaches to career assessment through hands-on activities. She will also present a variety of career guidance techniques to cater to the various age groups in schools

Objectives of presentation:

1. Highlight the important role of school counsellors in facilitating the career development and career planning of students in schools.
2. Present quantitative and qualitative approaches to career assessment.
3. Explore career guidance techniques and intervention strategies for different student groups.

Synopses



21st Century skills that are needed for optimal workforce readiness.

Concurrent Session: Dr. V. Scott Solberg

About the presentation:

Preparing students with 21st Century workforce readiness skills

Synopsis:

This presentation will describe a set of 21st Century skills that are needed for optimal workforce readiness. The presentation will also describe how ePortfolios can be used to help students demonstrate that they possess these skills. 21st Century skills incorporate social emotional learning, career awareness and academic skills. The presentation will discuss these skills in relation to the ECG Developmental Model outcomes associated with pro-activity, resilience and adaptability.

Objectives of presentation:

1. Facilitate awareness of the academic, social/emotional and career readiness development skills needed to be ready to enter the world of work.
2. Demonstrate how ePortfolios can be used to help students effectively communicate the range of workforce readiness skills they have achieved.



Milestones and key players in the changing landscape of education and career guidance in Singapore Schools and Communities.

Concurrent Session: Dr. Lui Hah Wah Elena

About the presentation:

The changing landscape of education and career guidance in the past two decades.

Synopsis:

Singapore as a young independent state has invested lots of resources in educating the young, to prepare them for the workforce as well as nation building. In the past 20 years, there were several milestones in guidance services achieved by the interplay of multiple factors. Participants will have some activities checking out occupations /careers information and resources in both OSCAR and the new e-portal.

Objectives of presentation:

1. Feature the milestones and key players in the changing landscape of education and career guidance in Singapore schools and communities.
2. Highlight the research and development of computer-aided career guidance and the links between the NIE OSCAR and the new e-portal of MOE.



Synopses



Strengths-based career development skills all students need for success in the 21st Century.

Concurrent Session: Dr. Richard Lapan

About the presentation:

Preparing students with strengths-based career development skills needed for success in the 21st Century economy: Cases, best practices, and evaluation.

Synopsis:

This presentation will elaborate on strengths-based career development skills all students need for success in the 21st Century, global economy. Examples of high school students attempting to learn these skills will be presented. Best practice school-based career development interventions will be detailed. A framework to guide the development of evidence-based career interventions will be suggested. Participants will learn a useful program evaluation strategy they can implement in their schools, i.e., IDEAS! facilitate awareness of how schools and educational professionals can implement career development interventions to enhance the academic, social/emotional, and workforce readiness skills students need to be ready to successfully enter the world of work.

Objectives of presentation:

1. Demonstrate through examples of high school students how educational professionals can implement effective school-based practices.
2. Introduce participants to a useful evaluation strategy: IDEAS!.

Good ECG Practices in Singapore Schools

Schedule of Sharing Sessions:

Concurrent Sessions 1E:

- Gan Eng Seng Primary School
- Bedok Town Secondary School
- Millennia Institute

Concurrent Sessions 2E:

- Gan Eng Seng Primary School
- Bedok Town Secondary School
- St. Hilda's Secondary School

Concurrent Sessions 3E:

- Gan Eng Seng Primary School
- St. Hilda's Secondary School
- Millennia Institute

Bedok Town Secondary School

At the secondary school level, the awareness of occupations/ careers progresses to the stage of exploration, where students begin to explore the various careers and how it fit their interests, values and abilities. At Bedok Town Secondary School, students are first made to assess on their career interests using career assessments. With their career profile, the 3NA students get to explore their preferred career choices through student attachments programmes at ITE & Temasek Polytechnic. The 3NT students were involved in F & B Internship Programmes. The rest of the school population visited education institutions to find out more in-depth the education options required for them to arrive at their preferred careers.

*Presenters : Mdm Yusnita Binte Zaini &
Mdm Wong Piang Thye Rachel*

Gan Eng Seng Primary School

Gan Eng Seng Primary made waves when it began offering its students an annual career seminar. It has been an opportunity for students to learn more about different vocations and professions from an early age, and for staff to help guide their students' career decisions. The annual seminar, themed in line with the school motto "Believe", comprises talks by invited speakers, and, "hands-on stations" where students have been able to glean insights into a particular career path. To date, they've enjoyed talks by the likes of a national footballer, a marine biologist, a SAF pilot, a gourmet chef and a nutritionist. On top of providing information on the different careers open to them,



Good ECG Practices in Singapore Schools



confidence and resilience are strong core values reiterated amongst the students.

Presenters: Mrs Veronica Png & Ms Surya Tambunan Bt Rosman

Millennia Institute

Moving on towards the upper Secondary and Pre-U levels, the emphasis will shift to that of helping students make plans about their preferred careers and the corresponding subject choices. Over at Millennia Institute, the ECG programme spans the three years that a student is with the institution. In year 1, students are guided into establishing a personal roadmap that encourages self-discovery which allows students to identify their personal work values, interests and preferences. There is also the sharing of various industries and practitioners, and a job attachment with various firms and organisation. Students are made to update their portfolio, which at a later stage of career exploration, will help them to crystallise their education plans to arrive at their preferred career options.

Presenters: Mdm Siti Zubaidah Bte Abdullah, Anna Low Li Leen & Siveraman Pillai

St Hilda's Secondary School

Different students, different strokes. For some students, to deal with the presenting issues, examining past events and behaviour has limited impact. Instead of over-examining past issues, one way forward is to get them to see what they can do with their potential. In the past, counsees may be asked to go through some survey tools. These tools may provide them with a range of career choices but give little clue as to why these choices would suit them. The ECG portal goes a little further when the counsellor can explain to the counsees why the career choices may fit them.

Presenters: Mdm Lee Pei Choo Joanne & Mr. Lim Kim Seng

Keynote Address Slides



Dr. Richard T.
Lapan, PhD
Keynote Address

Strengths-Based Career Development Through Comprehensive Guidance and Counseling Programs

Goals of Presentation

1. Demonstrate how career development can play an important role in enhancing the Academic Achievement, Social/Emotional Development, and Workforce Readiness for all students.
2. Present a holistic, strengths-based model of career development
3. Discuss how comprehensive guidance and counseling program can help all students to learn and use these strengths
4. Overview research connecting career development to student success
5. Highlight 5 promising school-based career development practices that help students become proactive, resilient, adaptive and responsible future citizens

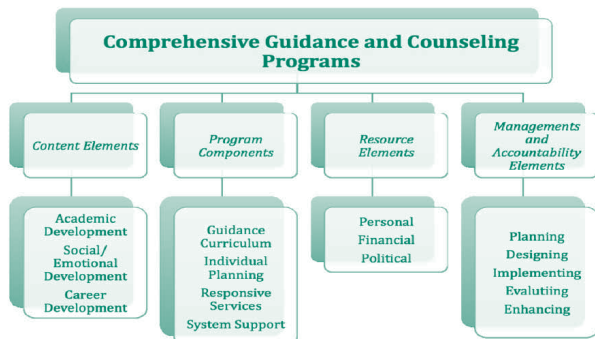
Keynote Address Slides



Three Parts

1. Strengths-based career development and comprehensive guidance and counseling programs
2. Research supporting connection of career development to student academic achievement, social/emotional development, and workforce readiness
3. Five promising school-based practices and research supporting connection to student success

Part 1: Strengths-Based Career Development and Comprehensive Guidance and Counseling Programs





American School Counselor Association National Standards

Academic Development

- A. Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

Personal/Social Development

- A. Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals and take necessary action to achieve goals.
- C. Students will understand safety and survival skills (American School Counselor Association, 2003).

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Identify the “traits and trends of development observed in adolescence” (p. 18) that lead young people to more stabilized vocational patterns in adulthood.

Super (1954)

Given the world our young people will enter, we need to rethink Super’s question

- By the time adolescents graduate from high school, what **strengths** do they need to have integrated into their everyday style of managing present tasks and settings (e.g., school) and how should they be approaching their futures (e.g., postsecondary options)?
- How will you help all students to both learn and use these strengths?

A proactive, resilient and adaptive orientation to the present and the future characterized by growth in:

- Purpose and direction
- opportunity and choice
- agency and empowerment
- commitment and maturity
- motivation and hopefulness
- perseverance and an ability to overcome obstacles
- creativity and curiosity
- entrepreneurship and a caring for others and the environment



Integrative/Contextual Model of Career Development(Lapan, 2004)



Motivating Students to Take Charge of their Educational and Career Planning: Creating a Possible Career-Self

1. **Possible Selves** - emerging self-understanding of the kind of future I might want for myself, the kind of person I might want to become (Markus & Nurius, 1986)
2. **A bridge** from the present to the future - helps adolescents frame their behavior to plan for and guide future actions
3. **Possible career selves** - a powerful self-regulating strategy through which young people can express and pursue their aspirations, goals, and values

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4. **Kerpleman, Shoffner, & Ross-Griffin (2002)** - possible career selves a good way to understand the different beliefs and strategies African American mothers and their daughters used to empower daughters to reach their career goals
5. **Closely related ideas**
 - Super - goal is to consistently strive to create an optimal fit between purpose and possibilities where we express a personally meaningful self-concept in a career pattern
 - Aristotle - we are "beings in the process of becoming" (the teleological view)
 - Tolman - learning is purposive, it is much more than stimulus-response mechanisms
6. **Making an educational and career plan** - putting a strategy in place to help students achieve a personally valued, possible career-self

Developing a Career Plan: A 3 Phase Process

Phase 1: Exploring

Gathering information about oneself and the world of work

Phase 2: Creating Meaning

Contextualizing and making sense out of this information

Phase 3: Making a Plan!

Generating and committing to a possible career-self

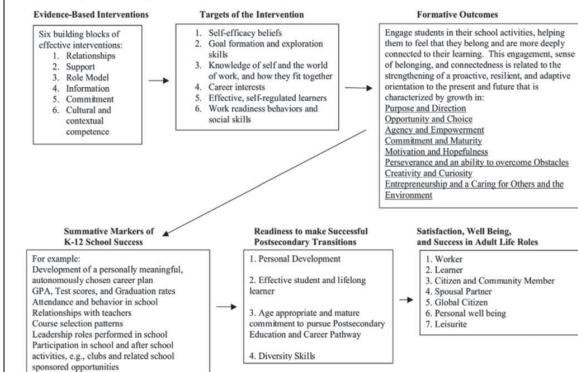


Six Building Blocks of Evidence-Based Career Interventions (Krane & Brown; Lee)

1. Build relationships with students
2. Build emotional and instrumental support for students in their immediate environments
3. Build relationships between students and role models
4. Build student understanding with accurate and up to date information about postsecondary options and the world of work
5. Build commitment of students to follow through on their decisions and plans
6. Build culturally and contextually competent activities, interventions, and programs

Part 2: Research Findings

Figure 2: Developmental Outcomes Enhanced by Evidence-Based Career Guidance and Counseling Interventions



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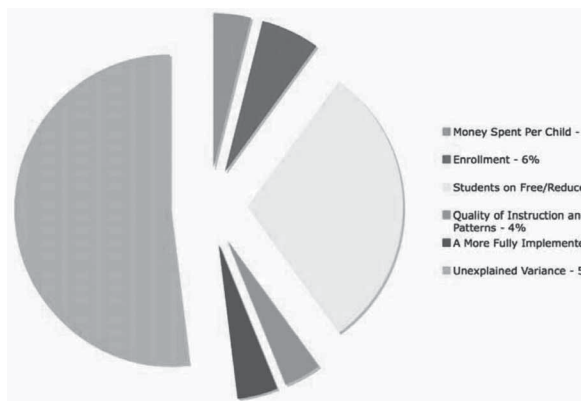


Missouri School Counselors Benefit All Students: How Implementing Comprehensive Guidance Programs Improves Academic Achievement for All Missouri Students

By Rich Lapan, Norm Gysbers, and Marc Kayson

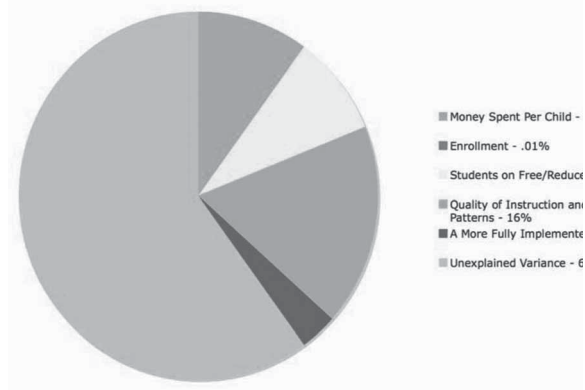
www.missouricareereducation.org

Question: Do more fully implemented programs promote higher 10th grade MAP test scores (Mathematics)?
Answer: Yes!





Question: Do more fully implemented programs help to reduce discipline problems in middle/junior high school? Answer: Yes!



Individual Planning

Individual Planning - aligning student schedules with their career goals, helping students create meaningful educational and career goals, assisting students to organize their course of study around a personally-valued career goal

Items - "The individual planning process aligned students' schedules with their career goals"

"The individual planning process helped students create meaningful educational and career plans"

"The individual planning process helped students organize their course of study around a career goals that was important and interesting to them"

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Paving the Road to College: How School Counselors Help Students Succeed

Findings

1. CPS high school counselors play an important role promoting student academic achievement
2. CPS counselors impact how students plan, prepare, search, apply, and enroll in college
3. CPS counselors play a vital role in helping 8th grade students successfully transition into high school
4. An implementation gap exists across CPS high schools in the organization and delivery of a comprehensive program, thus advantaging some students and disadvantaging others

Recommendations

- Close the implementation gap in the organization and delivery of a comprehensive guidance and counseling program across CPS high schools
- Get principals to support implementation
- Establish working alliance with each 8th Grader
- Reduce Non-Guidance tasks
- Enhance Individual Planning skills of school counselors and educational professionals for a global, 21st century economy
- Increase parent involvement in career planning and college counseling process



Setting the stage: Career development and the student engagement process by Kenny, Blustein, Haase, Jackson, & Perry (2006)

Study: Examined the relationship between career development (planfulness and expectations) and student engagement (belonging and valuing of school)

Sample: A multiethnic sample of urban 9th grade students

Findings: Higher levels of career planfulness and expectations were associated with increasing student engagement over the course of the school year

Implications: Establishing the value of career development activities and curriculum as a useful and necessary component in educational reform efforts

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The ambitious generation: America's teenagers, motivated but directionless

By Schneider & Stevenson (1999)

Alfred P. Sloan Study of Youth and Social Development

Problem: High schools that don't encourage and emphasize student planning for the future were more likely to have students with "misaligned ambitions" (i.e., a mismatch between the amount of education an adolescent expects to attain and the education required for the occupation the student wants to enter)

Solution: High schools that emphasize educational and career planning help students to develop personal agency and encourage them to take responsibility for their education and the decisions they are making about their futures

Support for career planning from child development experts outside the field of career development



Part 3: Five Promising School-Based Practices

- Individual Planning
- Guidance Curriculum
- Community Career Partnerships
- Transition support into high school and postsecondary education
- Parent Involvement

Summary and Recommendations

1. Strengths-based career development helps schools and students to be successful
2. A comprehensive guidance and counseling program is a good multifaceted strategy to empower educational professionals to promote student development
3. We must be very intentional to make sure we meet the needs of all students
4. School leaders and all educational professionals need a common, organized, and unified approach to meet student needs
5. Enhance the Individual Planning skills of educational leaders and professionals to help students prepare for and successfully transition into the global, 21st century economy
6. To optimize student talents, ambitions, and aspirations, working alliances between counselors/educators and students need to be developed and maintained

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7. Develop a Results-Based evaluation and accountability strategy to consistently strive to improve services to students (Find out what works best for which students under what contexts and circumstances)
8. Paradigm/conceptual shift - career development is not something “nice to do” or a “luxury” or an “add on” . It is an essential component of what every successful school provides to all students. It is something every school should take pride in.

Modest Proposal: Strengthen high school diplomas by requiring a half year credit in guidance and counseling program of study

- Course: Career Planning and College Readiness Counseling
- Integrated into academic curriculum (e.g., language arts, math, science, and technology)
- Implemented through 4 program components of a comprehensive program (Guidance Curriculum, Individual Planning, Responsive Services, and Systems Support)
- Involves teachers, administrators, counselors, parents, and related school professionals
- Delivered through strategies that we have good evidence can be effective (e.g., small group advisories and career classes)
- Tailored to the culture, context, and needs of each individual school building and community
- Addresses the needs of all students - e.g., 4-year college going, career and technical education students, special needs students, and adjudicated/incarcerated youth (All Means All!)



If students are not engaged in effective goal setting and information oriented explorations, then less likely to make good high school and postsecondary choices

- A) Part of our strengths-based curriculum and it really matters!
- B) Moves school counseling from an ancillary support service to an instructional program central to the success of each student in every effective school
- C) Helps students to discover a direction and a passion that leads to the realization of their hopes, dreams, and the full utilization of their talents

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Plenary Session 1 Slides



Dr. V. Scott
Solberg, PhD

The Promise of Educational and Career Guidance

Motivating At Risk Students to Aspire for their Future

Main Points

- ECG Developmental Model links SEL, Career and Workforce Development
- Courage is needed to address at-risk populations
- Use scientifically validated capacity building strategies

Vision

- Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.
- A bird does not sing because it has an answer. It sings because it has a song.
- Be not afraid of growing slowly, be afraid only of standing still.

Preparing Youth for Modern World of Work

- High technology and speed of information
- Rapid change in world of work
- Rapid social change
- Time and space altered through technology – global interactions
- Allows disembedding of identity from traditional expectations



| Core SEL Skills | Relationship to Career Development |
|-----------------------------|--|
| Self Awareness | Self-perception; recognising strengths, needs, values; self-efficacy |
| Social Awareness | Perspective taking; appreciating diversity; respect for others |
| Self Management | Impulse control and stress management; self-motivation and discipline; goal setting and organizational skills |
| Relationship Management | Communication; social engagement, and building relationships; helping, seeking, providing |
| Responsible Decision Making | Problem identification and situation analysis; problem solving; evaluation and reflection; personal, moral, and ethical responsibility |

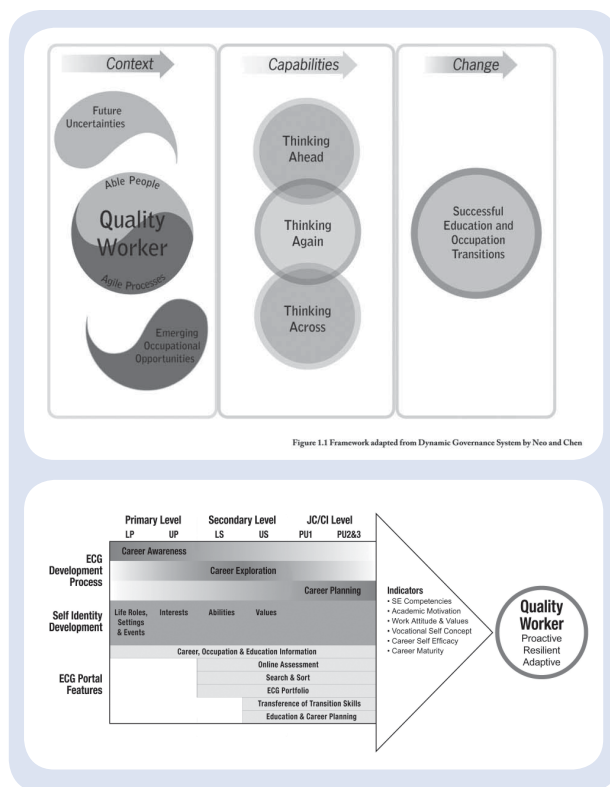
Optimal ECG Developmental Outcomes in Relation to the SEL Framework

- Engaging in planning and decision-making
- Establishing a sense of purpose
- Achieving agency or personal power
- Identifying and allocating resources
- Finding and using information
- Effective use of technology and media
- Understanding systems & complex relations

Plenary Session 1 Slides



21st Century Worker





Cluster Knowledge and Skills

- Academic Foundations
- Communications
- Problem Solving and Critical Thinking
- Information Technology
- Systems
- Safety , Health and Environment
- Leadership and Teamwork
- Ethics and Legal Responsibilities
- Employability and Career Development
- Technical Skills

21st Century Skills

- Academic skills
- Civic literacy
- Creativity
- Communicate effectively
- Collaborate well with others Flexibility and adaptability
- Self-direction and productivity
- Leadership and responsibility
- Information, media and technology skills.
- Financial literacy
- Health literacy
- Critical thinking and problem-solving

Plenary Session 1 Slides



Resilience

- Building Confidence
- Establishing Stronger Relational Connections
- Managing Academic Stress
- Promoting Well-Being
- Increasing Motivation

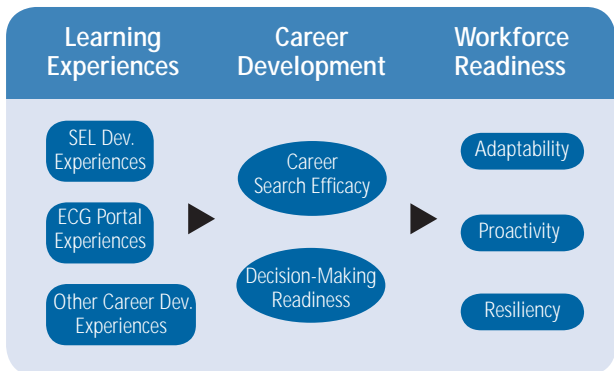
Four R's Definition

| | |
|---------------|---|
| Relevance | Perceived relevance promotes school engagement (Kenny et al., 2006) |
| Relationships | Students who feel connected to their teachers and peers experience school as enjoyable and meaningful |
| Rigor | Students who successfully master challenging activities become confident learners, and confident learners learn more, work harder, and stay in school |
| Resilience | (See next page) |



| Resilience | School | Work | Parenthood |
|--------------------------|-------------------|---------------------|------------------------|
| Self-Efficacy | Academic | Work | Parent |
| Motivation | Meaningful | Meaningful | Meaningful |
| Relational Bonds | Teachers Peers | Bosses Coworkers | Doctors New Parents |
| Stress and Health | Academic | Work | Parenthood |
| Goal-Setting | School | Career | Life Goals |
| Family | Family | Family | Family |

Connecting SEL, Career and Workforce Development



Plenary Session 1 Slides



Creating Developmental Opportunities

- Optimal Learning Experiences
- Optimal Classroom Environment
- Key Curriculum Ingredients
- Example: Success Highways

Strategies for Improving Quality of Services and Curriculum

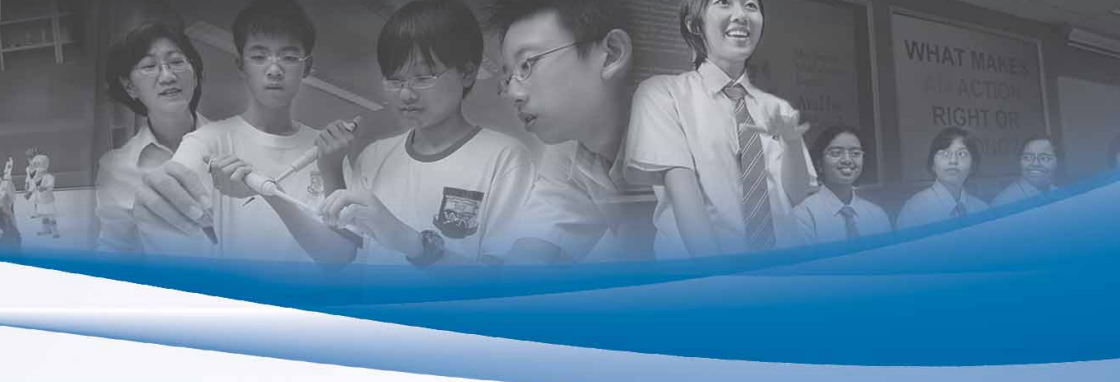
Nine empirically support curriculum ingredients drawn from:

- Social cognitive career theory
- Self-determination theory
- Meta-Analyses on Career Interventions

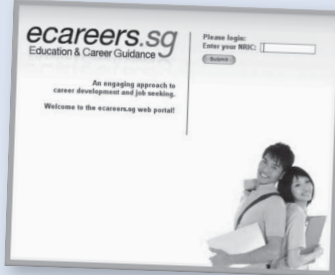
Key Curriculum Ingredients

- Written exercises,
- Individualized interpretations,
- Information about the world of work,
- Modeling exercises
- Building effective support systems
- Mastery Experiences
- Encouraging, mentoring adults
- Relational connections with peers

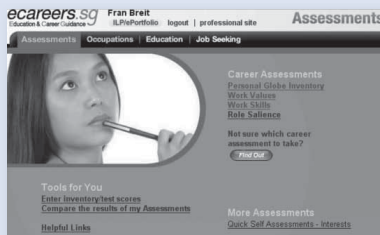
(Brown & Ryan Krane, 2000; Bandura, 1992; Deci & Ryan, 1985)



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Who Am I?



Occupations

Compare Occupations

| Chemical Engineers | Chemists | Network Architect (Profession) |
|---|--|--|
| <p>General Description</p> <p>Chemists of Engineers are involved in the design, development, the testing operation and maintenance of chemical processes in a variety of industrial settings. Chemical process industries are those which produce or manufacture the materials, gases, liquid and solids via suitable reactions and chemical processes.</p> <p>Personal Qualities</p> <p>Chemists of Engineers should possess the following qualities:</p> <ul style="list-style-type: none"> • Ability to conduct research • Aptitude for Chemistry and related sciences | <p>General Description</p> <p>Chemists work with all types of chemicals. They work across application areas, including research, synthesis, analysis, identification, characterisation and synthesis of both inorganic and organic compounds.</p> <p>Personal Qualities</p> <p>Chemists should possess the following qualities:</p> <ul style="list-style-type: none"> • Ability to conduct research • Aptitude for Chemistry and related sciences | <p>General Description</p> <p>Chemists for most are involved in product design and planning, and use theory and theory change to evaluate the theory, operations and implementation details concerning network architecture and service quality in the network. They are responsible for supervising staff of the network facilities and ensuring that structure closely meets all operational demands.</p> <p>Personal Qualities</p> <p>Chemists for most are involved in product design and planning, and use theory and theory change to evaluate the theory, operations and implementation details concerning network architecture and service quality in the network. They are responsible for supervising staff of the network facilities and ensuring that structure closely meets all operational demands.</p> |

Chemical Engineers

General Description

Chemical Engineers are involved in the design, development, testing, operation and control of plants, plants, plants and control of plants. They are involved in the design of plants and processes in a variety of industrial settings. Chemical process industries are those which produce or manufacture the materials, gases, liquid and solids via suitable reactions and chemical processes.

Personal Qualities

Chemists of Engineers should possess the following qualities:

- Ability and results oriented
- Possess analytical approach
- Keep continuous improvement

Plenary Session 1 Slides



Work Readiness Skills

The screenshot displays the 'ePortfolio Individualized Learning Plan' interface. At the top, there are navigation tabs: 'INTRO', 'BUILD', 'DESIGN', and 'PREVIEW', with 'BUILD' being the active tab. Below the navigation is the title 'Individualized Learning Plan' and a sub-section 'Personal Information'. On the left side, there is a 'Quick Find' dropdown menu set to 'Personal Information' and a 'Who Am I?' sidebar with a tree view containing categories like 'My Information', 'My Skills & Abilities', 'My Career Exploration', 'My Academic Record', 'My Activities', 'My Accomplishments', and 'Where Am I Going?'. The main content area contains a form for 'Personal Information' with fields for Name (Fran Breit), Address (202 Glen Hollow), Phone (608-231-2025), Email, Parent/Guardian, Grade, and School Counsellor. Below this is a section titled 'Your Education Experience' with a table listing 'Harvard University (1983/09 - 1985/06)' and 'University of Wisconsin - Madison (1975/08 - 1980/05)'. There are 'Clear' and 'Save' buttons at the bottom right of the form area.

Guideposts for Success

- Framework for designing comprehensive services that are developmental and age appropriate
- Target services for specific populations
- Expand range of services



School Based Preparatory Experiences

- Academic programs based on state standards;
- Career and technical education based on
 - > professional and industry standards
 - > universal design
 - > work and community-based learning experiences;
- Learning environments that are small, safe and provide extra supports such as tutoring;
- Support provided by highly qualified staff;
- Access to an assessment system that includes multiple measures; and
- Graduation standards that include options.

Career Preparation and Work-Based Learning

- Career assessments to help identify students' school and post-school preferences and interests;
- Structured exposure to postsecondary education and other life-long learning opportunities;
- Exposure to career opportunities that
 - > lead to living wages,
 - > includes information about educational requirements,
 - > includes information about entry requirements,
 - > describes income and benefits potential, and asset accumulation; and
- Training designed to improve 21st Century job-seeking skills and work-place basic skills

Plenary Session 1 Slides



Youth Development/Leadership

- Mentoring activities designed to establish strong relationships with adults through formal and informal settings;
- Peer-to-peer mentoring opportunities;
- Exposure to role models in a variety of contexts;
- Training in skills such as self-advocacy and conflict resolution;
- Exposure to personal leadership and youth development activities, including community service; and
- Opportunities that allow youth to exercise leadership and build self-esteem.

Connecting Activities

- Mental and physical health services;
- Transportation;
- Tutoring;
- Financial planning and management;
- Structured arrangements in postsecondary institutions and adult service agencies; and
- Connection to other services and opportunities (e.g., recreation, sports, faith-based organizations).



Family Involvement & Supports

- High expectations that build upon the young person's: strengths, interests, and needs and fosters their ability to achieve independence and self-sufficiency;
- Involvement in their lives and assisting them toward adulthood;
- Access to information about employment, further education and community resources;
- Taken an active role in transition planning with schools and community partners; and
- Access to medical, professional, and peer support networks.

V. Scott Solberg, Ph. D., is Associate Director of Research and Director of Wisconsin Careers, a unit within the Center on Education and Work. He is also author of Success Highways, a research based dropout prevention curriculum for at-risk youth.

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Plenary Session 2 Slides



Michael Goh,
Ph.D.

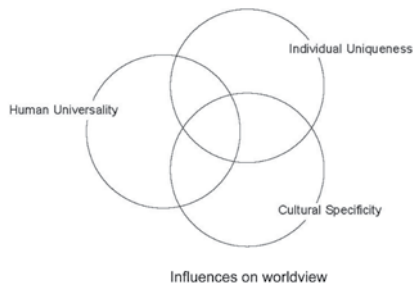
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The Social and Cultural Context of Education and Career Guidance in Singapore

Objectives

- Facilitate awareness and knowledge of social and cultural factors that influence educational and career decisions in Singapore.
- Facilitate an appreciation for how career development is conceptualized in Singapore and by her multicultural constituents.
- Facilitate a critical review of how ECG is delivered in Singapore schools.

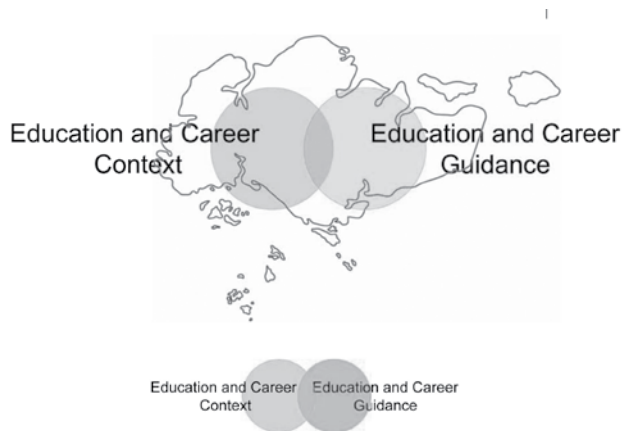
Influences on worldview





If vocational counseling was born from the changing demographics and economic needs of this [20th] century, then clearly career counseling will need to change in response to the changing needs of the coming century.

Bingham & Ward, 1994, pp. 168



Outline

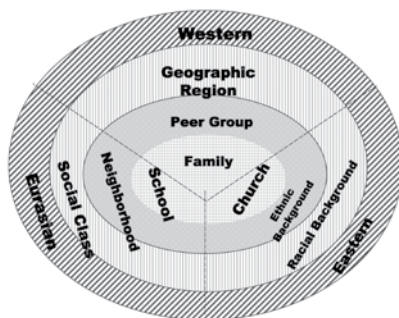
- Cultural Context
- Career Guidance
- Considerations for the Future

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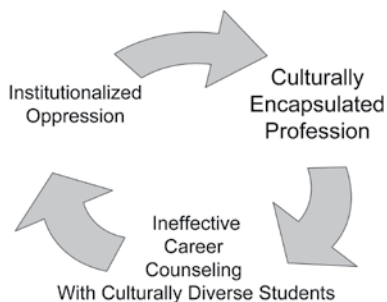


Social-Cultural Theory of Occupational Development

Peterson, N., & Cortéz González, R. (2005). The role of work in people's lives: Applied career counseling and vocational psychology (2nd ed). Belmont, CA: Thomson/Brooks



Consequences of Culturally-Biased Assumptions in Career Counseling
Lisa Flores University of Missouri





Core (Monocultural) Assumptions of Career Counseling

- Universal definitions of core constructs
- Emphasis on individualism, autonomy, and independence
 - > Career is an expression of self
- Affluence of clients
 - > People exercise volition when making career choices
 - > Threat of classism (Richardson, 1993; Blustein, 2001)
- Structure of opportunity open to all
- Centrality of work in life
- Linear, progressive, and rational process of career development

Pedersen, 1987; Gysbers, Heppner, & Johnston, 1998

New Assumptions of Career Counseling (Flores, 2006)

- Career development (and career counseling practice) takes place within a cultural context
- Meanings of constructs will vary based on an individual's worldview & life experiences
- Motivations to work will differ across individuals
- Variables to consider in career development may differ across cultural groups (and within cultural groups)
- Some students may encounter social barriers that may prevent them from realizing their educational and career goals
- Traditional theoretical models may not adequately explain the career behavior of everyone

Plenary Session 2 Slides



Multicultural Career Counseling Competencies (Hargrove et al., 2003)

- Career counselor awareness of own worldview toward educational and career-related behaviors, as well as career counseling interventions
 - > Your attitudes about work
 - > Meaning of work/career in your life
 - > Your definitions about success and failure

- Career counselor awareness of student's worldview toward education, work- or career-related behaviors, and career counseling interventions
 - > Past and current experiences with institutional systems
 - Public schools
 - Higher Education
 - Workplace
 - > Family members experiences in these settings
 - > Exposure to the world of work
 - > Attitudes about work, education
 - > Recognize within group differences

- Culturally appropriate career counseling intervention strategies
 - > Conceptualize presenting issues within student's cultural context.
 - > Educating students about social barriers.
 - > Inviting extended family members to be involved in the process.



Meta-Analysis Study Race/Ethnicity and Career Variables(Fouad & Byars-Winston, 2005)

- Included 16 studies (1991-2004) that examined racial/ethnic group differences in career variables related to making an initial career choice
 - > No differences in...
 - career aspirations/choice
 - decision-making/exploration
 - > Differences in...
 - perceptions of career opportunities
 - perceptions of career-related barriers

Factors Related to Educational Success

- Structure and culture of educational system
 - > Access to opportunities
 - > Academic preparation
 - > Institutional climate
- Individual/family variables
 - > Parents' education
 - > Parents' support
 - > Ethnic/racial identity; acculturation

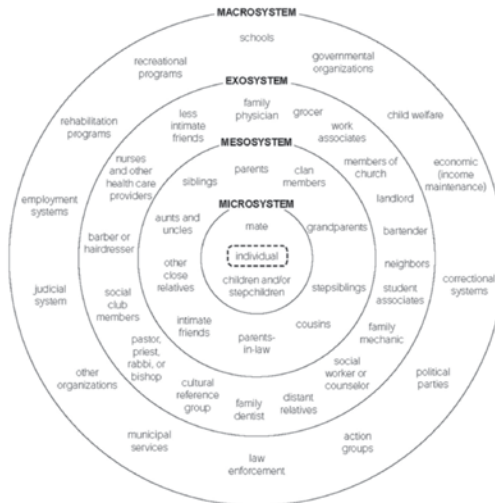
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Multicultural Career Counseling

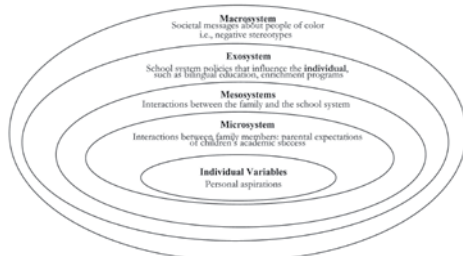
- Three Key Components
 - > Cultural context
 - > Students set culturally appropriate goals
 - > Counselor's use culturally appropriate career counseling techniques

Ecological systems map





Appreciating Career Contexts Bronfenbrenner's (1979) Ecological Model



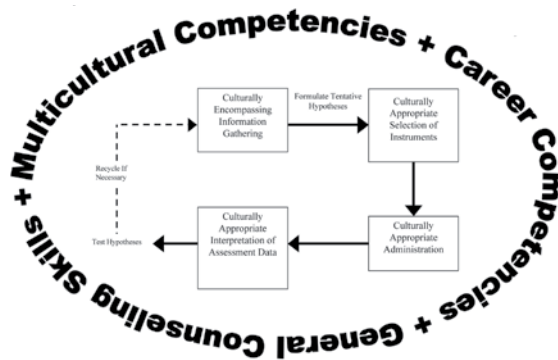
Culturally Appropriate Career Counseling Techniques

- Culturally sensitive career counseling models
 - > Culturally appropriate career counseling model (Fouad & Bingham, 1995)
 - > Model of career assessment for women of color (Ward & Bingham, 1993; Bingham & Ward, 1994)
 - > Integrative-Sequential Model (Leong & Hartung, 1997)
 - > Model of Career Intervention (Leung, 1995)
- Common Factors: Counselor self-awareness; understanding student's culture and worldview; creating culturally appropriate process and outcome goals

Plenary Session 2 Slides



Flores, Spanierman & Obasi, 2002



Culturally Sensitive Career Development Theories/Models (Flores, 2006)

- Race/Gender Ecological approach to career development (Cook, Heppner, & O'Brien, 2002)
- Social Cognitive Career Theory (Lent, Brown, & Hackett, 1994)
- Social Constructionist Approaches
 - > Lapan (2009)
 - > Solberg (2009)



Turner, S. L., & Lapan, R. T. (2004). Promoting career development and aspirations in school-aged youth. In R. Lent, & S. Brown (Eds.) Career development and counseling: Putting theory and research to work. New York, NY: Wiley and Sons.

- Career Development Tasks

- > Developing positive career related self-efficacy expectations and attributional styles.
- > Forming a vocational identity.
- > Learning effective social, prosocial, and work readiness skills.
- > Constructing a better understanding of one's self, the world or work, and one's fit in the work world
- > Crystallizing personally valued vocational interests.
- > Empowering all students to achieve academically and becoming self-regulated learners.

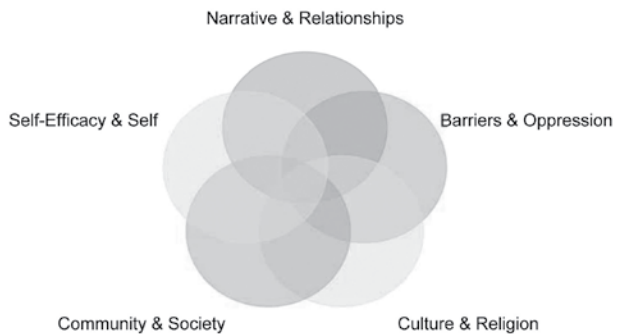
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Culturally Sensitive Tools

- Family Career Genogram
 - > Focus on educational patterns, career patterns
 - > Patterns for men/women across generations
- Multicultural Career Counseling Checklist (Ward & Bingham, 1993)
 - > Counselor Preparation
 - > Exploration and Assessment
 - > Negotiation and Working Consensus

Career-in-Culture Interview (Ponterotto, Rivera & Adachi Sueyoshi, 2000)





Career-in-Culture Interview

- Is there anything you would like to know about me and my role as a career counselor?
- What type of occupations were you aware of growing up?
- Tell me a little about your work experiences (past and present).
- Do you believe you can accomplish whatever goals you set for yourself? Why or why not?
- How has your family, both immediate and extended, influenced your career goals.
- How do your career goals match or conflict with your family's expectations?
- How would you describe your role/obligations in your immediate and extended family?
- Who are some of the people in your community and/or larger society who have influenced your career goals and why?
- What do you see as your greatest challenge to pursuing your career goals?

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SUMMARY: Career Counseling within Social Cultural Contexts (Flores, 2006)

- Be aware of your own, as well as students', culture, beliefs, and expectations about education, work, and career counseling
- Be aware of cultural influences but focus on students' special talents
- Establish a strong working alliance
 - > Attend to issues that may arise in the counseling relationship related to cultural differences between counselor and student
- Identify student's strengths and work from there
- Be aware of social and political influences and their impact on the career development and choices available to members of diverse populations
- Be aware of the perceived and real barriers that students may experience to develop an understanding of how these issues may relate to their career development.
 - > Work to eliminate structural barriers
 - > Help students to effectively deal with barriers



Summary, Continued

- Be aware that culturally effective career counseling may require non-traditional interventions
- Examine traditional practice interventions for their cultural appropriateness and contextual awareness
 - > Adapt interventions to meet needs of students
 - > Be flexible and willing to try different approaches
- Consult with experienced colleagues and others who might provide insight
 - > Receive on-going feedback and assessment on personal cultural competence
- Encourage the students to return for additional assistance if they experience obstacles after counseling has terminated
- Review current literature
 - > Affirm the importance of empirical research to culturally competent career counseling practice

Plenary Session 2 Slides



Singapore-focused Counselling Publications

- Khor, P. (1994). The occupational aspirations of Singaporean students: Circumscription and compromise.
- Lui, H. W. E. & Wong, S. S. (2006). Reflections on counseling : Developing practice in schools. Singapore: Pearson/Prentice Hall
- Tan, E. (2004). Counselling in Schools: Theories, Processes and Techniques. Singapore: McGraw Hill.

Hermans, H.J.M., & Kempen, H.J.G. (1998).
Moving cultures: The perilous problems of
cultural dichotomies in a globalizing society.
American Psychologist, 53(10), 1111-1120.

Three developments:

- cultural connections leading to hybridization,
- the emergence of a heterogeneous global system, and
- the increasing cultural complexity.



Leong, F. T. L., (2002). Challenges for career counseling in Asia: Variations in cultural accommodation. *Career Development Quarterly*, 50, 277-284.

- When transferring Western models to Asian countries. Leong suggests: "
 - > (a) identifying the cultural biases, cultural gaps, or cultural blind spots in an existing theory that restricts the cultural validity of the theory;
 - > (b) selecting current culturally specific concepts and models from the target culture to fill in the cultural gaps and accommodate the theory to racial and ethnic minorities; and
 - > (c) testing the culturally accommodated theory to determine if it has incremental validity above and beyond the culturally unaccommodated theory" (p. 283).

Acknowledgment



Organising Committee

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Ministry of Education, Singapore

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The Organising Committee of the Education and Career Conference 2009 wishes to express our heartfelt appreciation to:

Our Guest-of-Honour

Mrs Tan Ching Yee

Permanent Secretary
Ministry of Education

Our Guest Speaker

Dr Beh Swan Gin

Managing Director,
Economic Development Board

The Committee also wishes to thank:

- Anderson Junior College
- Bedok Town Secondary School
- Compassvale Secondary School
- Gan Eng Seng Primary School
- Hwa Chong Institute
- Millenia Institute
- St. Hilda's Secondary School

Chairpersons, Emcees, Facilitators, Panelists, Presenters, Speakers and all who have contributed in one way or another to make the Education and Career Conference 2009 a success.

Notes & Reflections





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