

Module 3 – The Career Guidance Model

Definition: The elements of the Career Guidance Model are awareness, exploration, and preparation.

Performance Standard: At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the South Carolina Comprehensive Developmental Guidance and Counseling Program Model (SCCDGCPM).

The section of the SCCDGCPM dealing with Guidance Standards and Competencies is found in Section IV – “Guidance Curriculum Standards for Student Development” of the Program Model.

Explanation: The purpose of a comprehensive developmental guidance and counseling program in a school setting is to promote and enhance the learning process. To that end, a comprehensive developmental guidance and counseling program facilitates student development in three broad areas.

LEARNING TO LIVE (*Personal/Social Development*)

The development of personal/social standards is an integral part of an individual’s pursuit of success in life. To understand and respect self, relate positively to others, make informed and safe decisions, cope effectively with change, and become responsible citizens are essential to this process.

The content standards for personal/social development provide the foundation for personal growth. They enhance the personal, social, educational, and career development of the individual. Students acquire skills to foster relationships with self, others, the family and the community.

LEARNING TO LEARN (*Academic Development*)

The development of academic and educational standards is an integral part of an individual’s pursuit of life-long learning. Being able to achieve educational success, identify and work toward goals, manage information, organize time, and locate resources are essential to this process.

The content standards for academic development guide the student to get the most out of each learning situation. The student experiences success and maximizes educational potential through effort and commitment to producing high quality work. Academic development includes desired learning goals that require the student to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills.

LEARNING TO WORK (*Career Development*)

The development of career standards is an integral part of an individual's pursuit of success in the world of work. Being able to develop the knowledge and skills to make realistic career plans, make a successful transition from school to work, achieve interdependence, and compete in a global economy are essential to this process.

The content standards for career development provide the foundation for the development of skills that assist students in making a successful transition from school to the world of work, and from job-to-job, across the life career span.

Student Standards Organized by Student Development Areas

Standards in the **Learning to Live** (Personal/Social Development) area provide the foundation for personal growth and enhance the academic and career development of the student in prekindergarten through grade twelve.

LEARNING TO LIVE (Personal/Social Development)

- Students will understand and appreciate self.
- Students will understand and respect others.
- Students will understand and appreciate home and family.
- Students will develop a sense of community.
- Students will make decisions, set goals, and take actions.
- Students will develop safety and survival skills.

The **Learning to Learn** (Academic Development) area includes standards that require students in prekindergarten through grade twelve to have a command of decision-making, problem-solving, goal-setting, critical thinking, logical reasoning, and interpersonal communication skills. Standards in this area guide the student to maximize each learning situation. The student experiences success and enhances educational potential through effort and commitment to producing high-quality work.

LEARNING TO LEARN (Academic Development)

- Students will develop personal qualities that contribute to being an effective learner.
- Students will employ strategies to achieve school success.
- Students will understand the interrelationship among life in the school, home, community, and society as a whole.

Business and industry recognize the need for students to make successful transitions from school to work. Whether students choose to continue their education after high school or enter the work force, essential employment skills are necessary. The **Learning to Work** (Career Development) area includes standards that target a positive attitude toward work. This area emphasizes the development of skills that will enable students in prekindergarten through grade twelve to make a successful transition from school to the world of work, and from job to job, across the life career span.

LEARNING TO WORK (Career Development)

- Students will understand the relationships among personal qualities, education and training, and the world of work.
- Students will demonstrate decision-making, goal-setting, problemsolving, and communication skills.
- Students will explore careers and the connection of school to work.
- Students will demonstrate a positive attitude toward work and the ability to work together.
- Students will understand how community awareness relates to work.

From Section IV – “Guidance Curriculum Standards for Student Development” of the Program Model accessed at: www.ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Guidance/documents/Ann-4-SCCDGCPM06-23-08Final.pdf

Links:

Major Resources

www.ed.sc.gov/agency/Innovation-and-Support/Youth-Services/Guidance/documents/Ann-4-SCCDGCPM06-23-08Final.pdf

<http://cateresources.net/CGM>

www.knowitall.org/educatorplus/content/program.cfm?SeriesIDpassed=7

Additional Resources:

www.doe.sd.gov/octe/careerguidance/lessonPlans/index.asp

www.khake.com/page93.html

www.webpages.uidaho.edu/~pathways/index.html