

The development of strong career learning environments

Citation for published version (APA):

Draaisma, A., Meijers, F., & Kuijpers, M. (2018). The development of strong career learning environments: The project 'Career Orientation and Guidance' in Dutch vocational education. *Journal of Vocational Education & Training*, 70(1), 27-46. <https://doi.org/10.1080/13636820.2017.1392995>

DOI:

[10.1080/13636820.2017.1392995](https://doi.org/10.1080/13636820.2017.1392995)

Document status and date:

Published: 01/01/2018

Document Version:

Publisher's PDF, also known as Version of record

Document license:

CC BY-NC-ND

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

<https://www.ou.nl/taverne-agreement>

Take down policy

If you believe that this document breaches copyright please contact us at:

pure-support@ou.nl

providing details and we will investigate your claim.

Downloaded from <https://research.ou.nl/> on date: 04 Dec. 2022

Open Universiteit
www.ou.nl



The development of strong career learning environments: the project 'Career Orientation and Guidance' in Dutch vocational education

Aniek Draaisma^a, Frans Meijers^b and Marinka Kuijpers^{a,b}

^aWelten Institute, Open University, Heerlen, The Netherlands; ^bResearch Group Pedagogy of Career Development, The Hague University of Applied Sciences, The Hague, The Netherlands

Journal of Vocational Education and Training, 2018
VOL. 70, NO . 1, 27–46
<https://doi.org/10.1080/13636820.2017.1392995>

ABSTRACT

Schools are increasingly acknowledging their responsibility to guide students in their career development. However, the guidance that is provided in the Netherlands, as well as in other Western countries, focuses for the most part on helping students towards their academic achievement, and not on helping them to develop competencies to manage their own career. In order to promote this type of career guidance, 37 secondary vocational schools in the Netherlands participated in a project that offered a training programme, aiming to teach teachers how to conduct career dialogues with students. The programme offers expert guidance to integrate a dialogical approach to career guidance and a more enquiry- and practice-based curriculum in the school's vision and policy. In this article, the results of semi-structured interviews with 50 teachers who participated in the project are presented. These interviews were conducted right after the start of the project, to study how teachers perceive the initial situation regarding career development in their schools, as well as their perception of the initiated plans and ambitions for development, both in their own learning environment and the learning environment of their students.