



What if the Teachers Joined? A Study of Collaboration on Career Learning

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Abstract

This paper analyses a collaboration between two career counsellors and five teachers on career guidance in the classroom in an upper secondary school in Norway. The analysis shows that the teachers' attendance and participation is a resource in the planning and implementation of career guidance. The teacher functions as a door opener, educational and didactic sparring partner, and role model. The teacher's competence is valuable. It supplements the competence of the career counsellors and can facilitate the implementation of career guidance. The key concept in the narrative on this collaboration is that the teacher is the oil in the engine. The importance of the teacher's presence and participation in career guidance in the classroom is discussed in relation to the whole school approach to career guidance in school. The paper concludes that in a whole school approach to career guidance it is important to identify and acknowledge each expert's competence and facilitate proactive inter-disciplinary collaboration.

Keywords: career guidance, career learning, whole school approach, collaboration, career counsellor, teacher(s)

Background

School is a relevant and important arena for career guidance. This paper reports a study conducted in Norway on the important role that the teacher could play in facilitating career learning for students. The findings while contextualised to Norway, could have relevance to a wide range of schools in multiple cross-country contexts.

Career learning occurs continuously through both random and structured experiences (Krumboltz, 2009). School is one of the arenas for structured career learning. Within the institutional framework the intention of career guidance is to support pupils in situations involving choices and transition phases so they develop relevant career development competencies that will benefit them in their

own careers (Organisation for Economic Co-operation and Development & European Commission, 2004). One of the responsibilities of the school's career guidance service in such a perspective is to facilitate learning experiences that are relevant in a career context (Krumboltz, 2009), and facilitate career learning opportunities for the pupils, to allow their career competencies to improve (Law, 1999).

Career guidance programmes for pupils are organized in different ways around the world, just as enrolment in upper secondary school also varies. In Norway all young people have the right to

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free upper secondary education and training, and the vast majority avail themselves of this right. Thus, the school career guidance programme reaches a high number of young people. Norwegian schools traditionally have career counsellors employed at the school. They have a delegated responsibility for the school's career guidance programme. Recently the focus in the Norwegian school system has shifted from an individual approach with focus on specific career choices to a more collective approach with the focus on career learning and career competence (Bakke et al., 2020). The traditional career guidance interview between an individual pupil and career counsellor is now being supplemented with other more collective approaches. A change in focus from career choice to career learning may make it easier to involve the whole school (Skovhus, 2018), and a teacher's involvement in such an approach can be strengthened when career learning is seen as part of the education programme (Lam & Hui, 2010). In this way career learning activities become integrated with the school's core duties.

Norway, in 2016 issued the first Official Norwegian Report on career guidance (NOU 2016:7) which was developed by a government appointed expert committee. Accordingly, the intention is that career guidance should be a task for the whole school. Career guidance as a collaboration between various professionals and agencies in school is also embedded in the Regulations relating to the Education Act (Forskrift til opplæringslova, 2006, section 22-3). The aim is to offer pupils a comprehensive education programme. National surveys nevertheless show that despite positive attitudes in the practice field, career guidance as a whole school task is more of a slogan than an established practice (Buland et al., 2015).

In an international context the term "a whole school approach" is used to refer to a collective approach to career guidance in school, and outside Norway there are examples where the whole school

approach has become an integral part of the school framework. Relevant examples are the Irish "A Whole School Guidance Framework" (National Centre of Guidance in Education, 2017), and "Career Education and Guidance in New Zealand Schools" (Ministry of Education, 2009). Common to these policies is that they give the teacher a specific and substantial role in pupils' career development. This is also the case in "the whole school approach to guidance and discipline" in Hong Kong (Education Bureau, 2011). While Hong Kong has not established as clear a framework when it comes to career guidance as in Ireland and New Zealand, the teacher's responsibility in the student's holistic development is clear, and the entire teaching staff is expected to promote a whole school approach to guidance and discipline (Education Bureau, 2011).

Norway does not have a specific framework for career guidance in school, but rather refers to an inter-sectorial framework for all who offer career guidance, regardless of the arena (Bakke et al., 2020). However, the national framework in Norway supports a collective approach to career guidance in school.

It is beneficial when career guidance can be made available in the spaces and arenas where the target group for the activity is situated, and preferably in contexts where several people can be guided at the same time (Thomsen 2012). According to Thomsen, in a collective approach to career guidance in school, it is useful for the counsellor to leave the office, and practise career guidance in the school environment. Moving career guidance out into the school's collective arenas will make it easier to collaborate on the career programme offered to the pupils. One relevant collective arena for career guidance is the classroom. Here the teacher has a substantial role to play, and when using a broad and collective approach to career guidance in school the teachers are important agents and relevant collaboration partners with the school's guidance counsellor(s) (Hearne & Galvin, 2015). Teachers are the group of professionals who have the most contact with pupils on a daily basis. Involving the

teachers in career guidance will mean that a large group of professionals in school can offer career guidance to a large group of pupils (Lam & Hui, 2010). The purpose of this study is to explore an interdisciplinary collaboration on career guidance between the school counsellor and the teacher. In this article I therefore use a thematic analysis of empirical data collected in an action research project on interdisciplinary collaboration on career guidance in an upper secondary school to explore the impact of the teacher's presence and participation when career guidance is carried out in the classroom. In cooperation with practitioners, I examine the impact using a bottom-up approach through development of practice where it is performed. In a top-down approach we would lose some of what we have deemed important in this study, namely, the teachers' contribution and sense of ownership when it comes to testing new practice (Hearne et al., 2017).

The study has been limited to examining how such collaboration is experienced by the informants, i.e., counsellors and teachers. In this study the pupil's voices are not part of the data material. The extent to which the pupils are involved in this study is as an active part of an arena where the collaboration between the counsellor and the teacher plays out.

Method

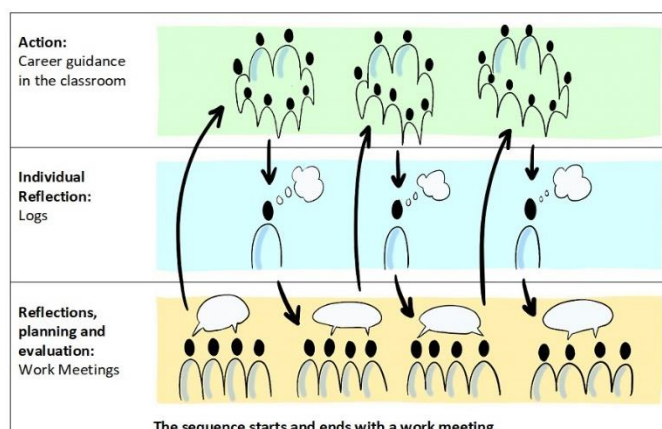
Using an action research approach I have analysed the collaboration between counsellors and teachers on career

learning in upper secondary school. In the school where this collaboration took place, part of the career guidance programme for pupils was that the career counsellor visited the classroom, and the pupils participated in career guidance and learning activities together. When the career counsellor came to the classroom, the teacher typically chose to spend time doing something else and left the room. What we were testing in this study was what happened if we invited the teacher to stay in the classroom and gave him or her an active and participating role in the activities.

The collaboration described and analysed in this article is part of a larger qualitative study with overarching focus on a whole school approach to career guidance. This collaboration is one of several actions we have carried out to explore how such an approach could unfold in practice. The participants are five teachers: Andrea, Halvor, Lena, Kristin and Kristoffer, and two career counsellors: Einar and Trine. Their names are changed to preserve confidentiality. They have cooperated on planning, implementing, and evaluating a career learning programme in three classes. It was 15-30 students in each class, all of them in the first year of upper secondary school. The career learning sessions have been carried out in the classroom with all the pupils in the class attending as participants.

Figure 1 illustrates the action research sequence.

Figure 1. The Sequence



As the figure shows, we have shifted between action (career guidance in the classroom), individual reflection from teachers and career counsellors (logs) and audio recorded reflections from work meetings between teachers, career counsellors and the researcher. This

constitutes a reiterating action research cycle (McNiff, 2017, p.12). Audio-recordings from the meetings, notes from observations in the classroom and the written logs constitute the data that has been analysed. Figure 2 lists the data that was analysed.

Figure 2. Data source overview

Activity:	Data material
First work meeting	Audio-recording 50 minutes
Career guidance in the classroom (three classes), followed by individual reflection.	Career guidance sessions, 45-90 minutes Seven logs (seven pages)
Second work meeting	Audio-recording 100 minutes
Career guidance in the classroom (three classes), followed by individual reflection.	Career guidance sessions, 45-90 minutes Seven logs (seven pages) and researchers observation notes (nine pages)
Third work meeting	Audio-recording 75 minutes
Career guidance in the classroom (three classes),	Career guidance sessions, 45-90 minutes Seven logs (seven pages)
Final work meeting	Audio-recording 80 minutes
Member checking (in the end of the analysis)	Audio-recording 90 minutes

A thematic analysis of the data (Braun & Clarke, 2006, Braun & Clarke, 2019) was conducted, and the analysis has been informed by a socio-culture perspective on learning and development (Vygotsky, 1978). In the final phase of the analysis the participants collaborated on members checking the narrative that emerged from the analysis to establish credibility (Lincoln & Guba, 1985). Four overarching topics were generated:

1. The teacher as door opener,
2. The teacher as educational and didactic sparring partner,
3. The teacher as role model, and
4. The collaboration between teacher and counsellor.

In the presentation of the findings, names and other relevant identifying factors have been changed. Small adjustments have been made in some of the extracts to improve readability when the text has been translated from Norwegian into English.

Results

Results

In this section I will present the results of the analysis. Each of the four mentioned topics is presented individually but must of course be seen in the context of each other.

“I'll give you one class period” - The teacher as door opener

The analysis shows that the teachers functioned as door openers to provide the career counsellors access to pupils in the classroom. The career counsellor’s wish to have as much time as possible with the pupils in the classroom is a recurring theme throughout the collaboration. However, they also express respect for the teacher’s time with the pupils, understanding that they are not entitled to this time, and consider themselves as visitors in the classrooms. Trine, one of the counsellors, said: *“We’re like the occasional guest”*. They make as much use of the time they get as possible. The other counsellor, Einar, put it this way in the first work meeting, *“We really try to squeeze in as*

much as possible in the time we have at our disposal, you know". Einar collaborates with vocational teachers, who have more teaching hours with the pupils for whom they are form teachers, in contrast to teachers in programmes specializing in general studies. There is a tendency in the collaboration where time is more of an issue when making agreements for implementation of classroom-based career guidance activities for pupils taking programmes for specialization in general studies. When Trine, the counsellor in the specialization programme (SSP), asks to use some time in the classroom, Andrea is nevertheless very positive. *"Yes, of course, please help yourself! You can probably have one of Halvor's classes"*. Halvor and Andrea are form teachers (homeroom teachers) together, but Halvor has the most time with the class each week. The interesting point here is how Andrea calls the teaching hours "Halvor's". The teachers have a sense of ownership over their teaching hours, where it is easy to assume that this is related to a relatively strict scheduling practice. This makes it more difficult to "give away classes" to career guidance activities, if the teacher only has a few classes available, as in Andrea's case. But she is still positive to letting Trine have a class when Trine says: *"One of course needs to invest in a few extra classes,"* to which Andrea replies: *"Oh yes, sure, but that's okay. These are worthwhile things, so it isn't so... Would have been worse if they were trivial things"*. The analysis of the collaboration makes it clear that the counsellors in practice are quite dependent on collaboration with the teachers, quite simply when it comes to getting access to the classroom and the pupils. Thus, the teachers are quite literally door openers. They also open doors more metaphorically when they give the career guidance counsellor access to knowledge about the pupils and the class, enabling the counsellor to adapt the career guidance in the best possible way for the pupils and the class as a whole group.

"Are you sure that's the way you want to do it?" - The teacher as educational and didactic sparring partner and facilitator

In planning the career learning sessions, the counsellors asked for input from the teachers to help them to adapt the programme to the classes they were going to visit. Einar, the counsellor for vocational subjects, says:

There are differences between the groups here, it makes a difference whether I'm with health, construction or electro. You know, they share some things, and then you may perhaps ... Here I would like input from you [addressing Kristin, Lena and Kristoffer, who teach vocational subjects], if that's okay. You know these groups relatively well, and how to approach them.

Kristoffer, one of the vocational subject teachers, answers:

I know that some [pupils] need some extra guidance to grasp this, really (...) I can reassure them and explain the questions to them, perhaps. And maybe get them started too. Because now there's one coming in who is quite new [referring to the counsellor, who has not met the class at this point].

The teachers offered input which was used as the grounds for didactic decisions made during the planning. They were quite specific several times when they felt there were circumstances the career counsellor should take into consideration. Kristoffer, for example, said: *"And then you need to be careful to not pile it on too much. At least not with these pupils,"* giving a clear signal to restrict the amount of material. Kristin said about her class that: *"I believe that in our class it would be better to do it in groups,"* relating to a discussion on whether the pupils should reflect on personal qualities individually or in groups. During the implementation the presence of the teachers also functioned as educational reinforcement. When Einar was given access to Kristoffer's classes, it seemed

like Kristoffer's presence made the pupils feel more at ease. *"I have close relationships with them, so being with you [addressing Einar], and having this relationship and being able to contribute through those..."*. Kristoffer indicates that his close relationship with the pupils benefits the collaboration. The participants state that good relationships are an important condition for good interaction in the classroom. Building relationships requires time, and form teachers are the ones who have the time to establish good relationships with their pupils. The career counsellors do not have the necessary time at their disposal to develop these deeper relationships. Trine, career counsellor, underlines how the close relationships between teachers and pupils may instil trust in the pupils:

At times it may be good [that the form teacher is there], because they have a very good relationship with the pupils (...) I have to make them trust me, you know, and that's difficult when I just pop in with a stunt, like, and I don't get the time that you [addressing Halvor] have to create relationships, you know.

The counsellors are also aware that the presence of the teachers gives them confidence. When evaluating the overall collaboration, Einar says that *"It has been very smart, and we have supplemented each other very well in two ways. It's much better for me as a counsellor who is not familiar with the class, and for the pupils that their teacher who knows them is there"*. Trine agrees, referring to previous experience: *"The teacher left, leaving me alone with them, and I didn't know the class. I completed my programme anyway. But there was a bit of chattering, restlessness and clowning, and things like that. It was easier when the form teacher was there"*.

The presence of the teachers thus functions as a trust- and confidence-building factor. The informants believe that it makes it easier for the pupils to participate actively. The teachers also talk about how they can contribute to trust- and

confidence-building by helping to make the career counsellor exercises less imposing. They did that among other things by acting as good examples in the classroom.

"If I show that I dare, then perhaps they dare too?" - The teacher as role model

The teacher as role model may in this context be understood in two ways: as a role model in a specific classroom activity, and on the overarching level by being an adult with one's own career narrative.

The participants' understanding is that the role the teacher plays affects classroom dynamics. In the first guidance session several of the teachers chose to adopt the same position as the pupils in the classroom. This means that they chose to play the role as participants in the guidance, not as a leader of the activity. This division of roles was agreed in advance. Teachers and career counsellors all found this role division relevant. *"I really believe in joining in. I think this is very smart, because it's like showing that we dare to expose ourselves in a way. And I think I have ...it may help open up the pupils,"* says Andrea, and this is confirmed by the other teachers.

The career counsellors mention that the teachers are important sparring partners in the activities taking place when they make themselves accessible as participants in the career counselling. They can for example speak up if none of the pupils respond to the counsellor's invitation to reflect together. It is also pointed out that the teacher's participation through reflections and questions might suggest more and different perspectives to the pupils in the guidance topics. As Einar said:

You have been useful sparring partners for me when ... very nice when the pupils don't answer my questions I can ask you instead. But also that they get other perspectives. And you ask questions the pupils don't think about, but which they want answers to.

Both the teachers and the counsellors say that the teachers' participation helps to reinforce the signals informing the pupils that career guidance is a valuable activity. The teachers' participation also shows that career guidance is relevant for adults. Kristin is interested in informing the pupils about the teacher's own career choice and wants to function as a role model in this respect. *"Because it is permissible to say that I like being a teacher, but also wouldn't mind trying something else. I have several legs to stand on"*. When the teacher dares to expose her career choices to her pupils, she may make it easier for them to open up about their own reflections together. She also makes career guidance relevant in a perspective going beyond the situation they currently are in.

By demonstrating that they take career guidance seriously, the teachers may help to shape the pupils' attitude toward the subject. By attending and participating actively as they do in this collaboration, Andrea shows that this is something that is worth spending time on:

Because I think that this is also about making it clear that this is serious, not just a waste of time. And that it is also relevant for adults. I can say that. It is relevant for me too. It's not only a silly game, you know.

Here Andrea indicates that the teachers' participation may reinforce the perception that career guidance is relevant.

"We are not two separate entities that have nothing to do with each other" - Collaboration between the teacher and the counsellor

In planning the career guidance sessions in the classroom, the teachers and career counsellors agreed that it was a goal in itself to make their collaboration visible to the pupils. The analysis shows that this requires well-planned sessions with a clear division of roles. In the school studied here it was common practice that the teachers were allowed to choose whether they wanted to remain in the classroom. Kristin has the following to say about this:

I think that very many teachers, including me, may think like okay, but this [the career guidance], they [the career counsellors] can do that. Then I don't have to deal with it. I can spend the time doing something else. I don't need to take responsibility for this, there's so much. Without knowing what they actually turning their backs on or opting out of.

When we discuss what the teachers feel they gain by participating, they say that they have the opportunity to see their pupils in a new light. According to Andrea:

The first thing I thought about afterwards, and which I still think, is that it was incredibly informative. I gained more understanding of the class as a whole, and what they're like, what they think about school and education. And I believe that I got to know them better.

The other teachers confirm that there has been uncertainty about what is really going on when the counsellor comes into the classroom. Lena, who had chosen to remain in the classroom on a previous occasion, shares the following:

Before we started with the project you [Einar] came to the classroom to do some of the same. And I came with you into the classroom, but it was a bit uncomfortable, you know, because I didn't quite know whether I was supposed to be there or not (...). I didn't know the rules in a way.

If the teachers are to remain in the classroom, they need to know why they are there, which role to play and how to participate in the best possible way, Lena says: *"Sure, because I believe there's something about being told that it's important and useful and valuable that you stay"*.

When the teacher and counsellor collaborate on the career guidance they have the opportunity to see each other in interaction with the pupils. They also have

the opportunity to explore each other's contributions in the encounter with the pupils. The participants deemed this to be valuable. Einar, the counsellor, states that he is pleased to be acquainted with the teachers in another way than by just greeting each other when passing in the corridor:

As a counsellor you get a bit lonely, (...) It sounds a little sad, but it's not like things aren't good for me, but you [teachers] have your professional colleagues, a lot more, and collaborate more. So I think this is exciting, really. That I also see you in the classroom, not just saying hello in the corridors.

The analysis shows that counsellors and teachers come to the career guidance sessions with different kinds of competencies and backgrounds. This is appreciated in their collaboration. The term "sparring partner" is used to describe the collaborative relationship, and from a career counsellor perspective they point out the benefits from discussing the educational and didactic framework for the career guidance with others. This is how Andrea sums up the collaboration: *"The first thing that strikes me is that the career counsellor and I are on the same page, simply. That we are not two separate entities that have nothing to do with each other"*.

The four themes presented above help us to understand the impact of the teachers' presence and participation in the career guidance when it takes place in the classroom. In the narrative about the teacher's presence and participation, the teacher appears as a resource, and we have this image of the teacher as the one who ensures that the collaboration functions like a well-oiled engine, which becomes the key concept. The oil in the engine in this context a metaphor for a factor that enables the activity or process to run smoothly.

Discussion

When considering the vision of a whole school approach to career guidance it is important to discuss how "a whole school approach" should be understood, and what operationalization of this vision implies. Norwegian schools have a responsibility for providing education and training that shapes and educates the pupil in a holistic perspective (Norwegian Directorate for Education and Training, 2017). This requires that teachers, counsellors and other professionals working in school collaborate across subjects and professions. The collaboration analysed in this study is an example of this type of an inter-disciplinary approach to career guidance.

The analysis shows that if career guidance is to be organized as an interdisciplinary collaboration, this requires time, resources and support at the system level. This is consistent with other relevant research (Lam & Hui, 2010, Poulsen et al., 2016, Holman, 2014). Even if the teachers in this study were engaged and had a proactive approach to participating in the career guidance instruction, a whole school approach requires organizational facilitation, and the collaboration across subjects and disciplines should not depend on goodwill from teachers or others (Hearne & Galvin, 2015).

The Norwegian quality framework for career guidance has competence standards describing the competencies a career counsellor should have to guarantee the quality of the service. These multifaceted standards include, for example, competence in career guidance theories and methods, education and work, and ethics in career guidance (Bakke et al., 2020). This is a competence we cannot simply take for granted that teachers in Norwegian schools have. What we may assume, on the other hand, is that the teachers are competent in educative approaches and didactics. On the other hand, the school's career counsellors do not necessarily have this competence. The teachers moreover have knowledge about

the individual pupils and the pupil group receiving career guidance.

The analysis shows that comprehensive knowledge about the target group is necessary when career guidance in the classroom is to be planned and implemented in interdisciplinary collaboration. In the vast majority of cases form teachers will know the academic and social backgrounds and aptitudes of their pupils quite well. The pupil's background for learning is one of several significant factors in a teaching situation (Bjørndal & Liberg, 1978), and will therefore be an essential factor when career guidance is to be planned and implemented. A form teacher will normally also know the pupil group dynamics, in other words, have an informed opinion about how the pupils will function together. As we see in the analysis, it is not a given that the school's career counsellors have the same knowledge.

In addition to knowledge about the pupils and the group dynamics, teachers generally have educational and didactic competence. When we adopt a learning perspective in career guidance, important questions arise: How does learning take place? What is to be learnt? How and why should things be learnt? (Nielsen, 2020). When answering these questions the competence of the career counsellor and the teacher can supplement each other. This is easily visible in the analysis as the teacher and the career counsellor contribute to planning and carrying out the career guidance, each contributing their specific competence. The career counsellor contributes opinions about the kind of career competence that is appropriate for the pupils to acquire and offers thoughts on which exercises and activities may bring them to that point. The teachers contribute their familiarity with the pupils and their backgrounds, and also their educational and didactic input on how the activities can be adapted to the group.

The participants find that having two adults in the classroom at the same time is in itself a didactic and educational reinforcement. The counsellor receives a

boost in the classroom process when the teacher engages actively in the proceedings and serves as a role model for the pupils. The analysis shows that the participants experienced that the career counsellor and the teacher contributed to the activity in each their own way. The teacher's participation together with the career counsellor ensures that the pupils have additional "competent others" to learn from (Vygotsky, 1978). By participating in reflections and by referring to personal career history, the teacher becomes a "competent other" when it comes to career, future and the subjects. The teacher and the career counsellor become collaboration partners in the pupils' scaffolding (Bruner, 1985), and with their different competence and backgrounds they can supplement each other when erecting this scaffolding. Together the teacher and the career counsellor can support the pupils in their career learning processes through dialogue and interaction in the classroom. The analysis shows that the participants appreciate participating in activities in the classroom together, and the mutual learning they describe can be understood as their functioning like a more competent other for each other (Vygotsky, 1978). Moreover, the new competence they develop through the collaboration becomes something more than the total competence they had when they entered the collaboration.

If school subjects and the future are to be united through a whole school approach to career guidance, mutual relevance will be an important concept. The experience of a horizontal connection between activities and subjects is a requirement for learning. This also applies to links between learning activities in school and the surrounding world (Dumont et al., 2010). For the pupils to experience this connection, it is reasonable to assume that the teachers and the career counsellors must also see it. The analysis shows that collaboration on career guidance gives a more holistic picture of the pupil for both parties, highlighting the mutual relevance between career guidance and the other school subjects.

Strengths and Weaknesses of the Study

Bearing in mind Tracey's (2010) quality criteria in qualitative research and Nind's (2017) perspective on inclusive research, I believe that including the participants has contributed to validity and quality in the research. They have seen the topic as relevant for them, and they have been engaged in it. When both the participants and I are engaged we pay attention and are committed to the research activity. In the research, the multi-voice contributions have provided richer material, and the informants have contributed important voices to this. If one of the goals is that the accounts given should be recognized by the practice field when presented, it is presumably advantageous that the practitioners take part in creating the picture. In this way the research can be a genuine contribution to where it has its origin. In further research on this topic it is important that the voices of the pupils should also be heard so that their perceptions of interdisciplinary collaboration on career guidance can be highlighted.

The narrative of the teacher as a resource in the classroom presents one particular collaboration involving seven specialists in different fields in one upper secondary school. With other actors in another context the collaboration could have appeared in a different way. The fact that I personally have participated in the collaboration and the analysis has undoubtedly helped to colour the picture that I have attempted to draw. Using a reflective topical analysis, I have worked actively to identify topics, and I have done so based on my interest in a collective perspective on career guidance in school. The findings from this study may not be generalizable, but they may be used as input in the discussion on the vision of career guidance as a task for the whole school. It can also be used as the point of departure for further research on this topic.

Summary and Conclusion

From a collective perspective on career guidance, where it is presented as a whole school task, collaboration between career counsellors and teachers is essential. This analysis shows that the teacher's educational competence is valuable for planning and implementing career guidance. The analysis also shows that the teacher's presence and participation when career guidance takes place in the classroom may function as the oil in the machine, contributing to a smoother and well-planned implementation of career guidance in the classroom. Clear collaboration in the classroom gives career counsellors and teachers the opportunity to offer the pupils a more holistic teaching programme, where the subject and the future can be in focus in the same arena.

A systematic literature review in Nordic context shows that studies that deal with collaboration on career guidance in schools, mostly deal with collaboration with external contributors (Holm-Nordhagen, 2020). This study contributes to the field of research on career guidance research in school, with important perspectives on internal collaboration. The study shows that close collaboration across subject fields internally in the organization is also extremely valuable, and that the teacher is a substantial resource in this context. In further research on this topic it will be important to listen to voices of the pupils so that we can also illuminate their perceptions of interdisciplinary collaboration on career guidance. This article has focused on how the teacher may be a resource when the career guidance is given in the classroom and has shown that career counsellors and teachers have competencies which supplement each other. This gives a good point of departure for exploring how we can work optimally by using an interdisciplinary approach when collaborating on career guidance in school. Perhaps "career guidance as a task for the whole school" is not about doing the same job, but rather about doing the job together, each with our different backgrounds and standpoints.

About the author

Anne Holm-Nordhagen is the programme coordinator of the master of career guidance degree at the University of South-Eastern Norway. Her background is many years of practice as a nurse, teacher and career counsellor. In her research, she is particularly concerned with career guidance in school, and a collective perspective on students' career learning.

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