



SuccessBound

Myths and Misperceptions

Leaders from the Ohio Department of Education consistently hear about a common set of perceived obstacles educators say prevent them from spending time on career education. The purpose of this myth-fact sheet is to help educators overcome some of these commonly cited obstacles to career education by dispelling myths and misperceptions.



Myth 1: School leaders do not have enough time for career education.

Limited time and energy for local school leaders consumed by their existing requirements to try new approaches.



Fact: Any initiative takes time to get off the ground, but educators likely already have programs and strategies in place for career awareness, exploration and pathways. The reality is, once educators develop strategies and an integrated approach, the overall workload will become more manageable. Through career exploration, work-based experiences and hands-on learning, students develop a sense of purpose and focus, which positively influences their lives and the school community in ways that make other aspects of your work easier.

Myth 2: Not all students need access to career information.

Some educators believe only a select group of students should have access to career information, experiences and training.

Fact: All students benefit from having access to career information, experiences and training. Whether a high school graduate is entering the workforce or pursuing higher education, an awareness of careers, requisite credentials and experience is essential for success. These skills allow students to get entry-level jobs, advance in their careers and offset college costs. The research is clear, the sooner students have direction for their future career and education choices, the better (Center for Advanced Research and Technology, 2011).



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Myth 3: Career access initiatives and preparing students for college are mutually exclusive.

Pressure on educators to send more high school graduates to college, which creates more challenges for recruiting middle-skills jobs.

Fact: Preparing students for careers and sending students to college are not mutually exclusive. The ultimate goal of college is career readiness. Career access initiatives enable students to go to college with a purpose and offset college costs by leveraging work experience and credentials they gained while in high school. The purpose of career access initiatives is to prepare students for the careers they want regardless of the paths they choose to get there.

Myth 4: The business community has ulterior motives.

Educators' perceived lack of respect and appreciation from non-educators contributes to suspicion about non-educators' motives in engaging in school improvement efforts.

Fact: Members of the business community are motivated by building a skilled workforce. They can't grow their businesses without it. Businesses need people who can do the jobs they are hired to do and can advance in their careers. This is a universal goal. Teachers want the same for their students. They want their students to be successful later in life. Both business and education leaders are motivated by helping build their communities and prepare individuals for success in careers. Remember these shared goals when interacting with business leaders – you may find they are eager to help determine, rather than dictate, the types of skills required for success in your community.

Myth 5: Teachers aren't prepared for this.

Lack of awareness and confidence among educators regarding their role in making their students aware of available career pathways.

Fact: Teachers are prepared. No matter the subject or age of the children they teach, teachers are preparing students for their futures. Still, teachers are always learning and those who seek more knowledge of career pathways can lean on more experienced colleagues when it comes to career pathways, seek the training they desire, network with their friends and family in the business community or decide to start small by talking to their students about the paths they took to become teachers.