

Ready, Steady, Grow: Preparing Students for Changing Career Requirements



Today's career landscape differs dramatically from those of the past. Constant changes in job requirements mean that students must be prepared to change too. These shifts add a new dimension to the definition of an adequately prepared worker: a person who is ready for change throughout his or her entire work life.

An Expanding Employment Environment



Jobs are likely to grow by nearly

12 MILLION

by 2026,¹ mostly in:



Health care



Services



Advanced manufacturing

Most jobs will require workers to learn new competencies over time—and these are likely to change 10 to 12 times over a worker's career.

✓ Almost **two-thirds of new jobs** will require **training or education** beyond high school.

✓ Many jobs will require **working in teams** or **managing a task**.

✓ Work will be increasingly **organized by modules or tasks**.²

Those Who Are Ready to Work Will Have Strong Skills in:³

- ✓ Reading, math, language arts
- ✓ Teamwork, problem solving, taking responsibility (soft skills)
- ✓ Ability to adapt and reinvent themselves over time



What Can Schools and Communities Do to Support this New Readiness?

- ▶ **Prioritize career readiness**, making it visible and supported by all staff for all students.
- ▶ **Prepare students for continual learning** through challenging classes that require students to discuss alternative approaches to problems or situations posed during instruction.
- ▶ **Use approaches to help students become researchers, discoverers, and communicators** of concepts in the classroom—not mere receptors of knowledge.
- ▼ **Create awareness** of the following:



Springboard jobs available locally, requirements for success, and jobs that will be static or in decline



Credentials that open doors locally and advance careers



Competencies that are especially valuable, according to labor databases, vacancy announcements, local workforce development boards, chambers of commerce, and economic development agencies

Endnotes

¹ Bialik (2010); Prince, et al. (2017); Lamback, et al. (2018).

² Prince, et al. (2017); McAfee (2013); Foresight Alliance (2016).

³ Fullan (2001); Prince, et al. (2017); OECD (2007); Hooker & Brand (2010); Mishkind (2014); Deming (2017); Jacques (2015); World Bank Group (2018); Carnevale et al. (2013); Trilling & Fadel (2009); Lamback et al. (2018); Deming & Kahn (2017).

⁴ Jacques STET original, Kivunja (2014); Laal (2011); Dede (2017); Farrington, et al. (2012).

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