1. Technical Schools in Mainland China

- It is called “技工學校” in Chinese, which is similar to ‘vocational school’ in the western context.

### Table 1. Statistic Data of Chinese Technical Schools from 2009 to 2014

<table>
<thead>
<tr>
<th>Indicators</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>2818</td>
<td>2882</td>
<td>2901</td>
<td>2924</td>
<td>3008</td>
<td>3077</td>
</tr>
<tr>
<td>Enrollment</td>
<td>1,244,065</td>
<td>1,334,957</td>
<td>1,570,564</td>
<td>1,639,038</td>
<td>1,590,000</td>
<td>1,567,000</td>
</tr>
<tr>
<td>Current students</td>
<td>3,389,696</td>
<td>3,865,864</td>
<td>4,238,051</td>
<td>4,304,232</td>
<td>4,221,000</td>
<td>4,153,000</td>
</tr>
<tr>
<td>Graduates</td>
<td>1,067,944</td>
<td>1,168,809</td>
<td>1,205,106</td>
<td>1,192,208</td>
<td>1,216,000</td>
<td>1,155,000</td>
</tr>
</tbody>
</table>

Table 2. Different features among Technical Schools, Higher Vocational Schools and Universities in China

<table>
<thead>
<tr>
<th>Types</th>
<th>Degree</th>
<th>Certificate</th>
<th>Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Schools</td>
<td>Nil</td>
<td>Diploma &amp; Qualification certificate</td>
<td>Ministry of Human Resources and Social Security</td>
</tr>
<tr>
<td>Higher Vocational Schools</td>
<td>Associate</td>
<td>Diploma &amp; Qualification certificate</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>Universities</td>
<td>Bachelor</td>
<td>Diploma</td>
<td>Ministry of Education</td>
</tr>
</tbody>
</table>

Table 1. Types of Technical Schools, Programmes and Major in China

<table>
<thead>
<tr>
<th>Types of Technical Schools</th>
<th>Types of Programmes</th>
<th>Categories of Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior technical schools</td>
<td>Programmes catering for Junior technical students</td>
<td>Machining (e.g. Machine cutting, Computer Numerical Control)</td>
</tr>
<tr>
<td>Senior technical schools</td>
<td>Programmes catering for Senior technical students</td>
<td>Electric and Electronic (e.g. Electrical Automation Equipment Installation and Maintenance)</td>
</tr>
<tr>
<td>Institutes of technology</td>
<td>Programmes catering for Technicians</td>
<td>Computer Information (e.g. Information Management, Game Design)</td>
</tr>
</tbody>
</table>

2. Reasons of Promoting Teacher Support for Students’ School-to-work Transitions

Social and Cultural Issues
- This population receives low social reputations.
- The majority of parents of technical students are with low SES. It is assumed that those parents cannot provide enough career-related informational, instructional and material support to their child.

School-based Issues
- Directed by the employment rate, technical schools pay more attention to employment quantity rather than employment quality;
- A lack of comprehensive career-related teacher support systems;
- A lack of professional career guidance teachers.

Personal Issues
- Technical students are in the important stage of 'Identity vs. Confusion' named by Erikson (1963, 1968).
- There are career confusions such as unrealistic outcome expectations, a lack of self-exploration, career commitment, and career planning.

3. Teacher Support and Relevant Research in Career Development Field
Through interviewing 45 sixteen-year olds students from inner London who were considering applying to medical school, Robb and his colleagues (2007) found out that students’ confidence, the incentives to achieve and considering a career were influenced by those teachers who were recalled to have characteristics in teams of:

a) inspirational, enthusiastic, knowledgeable, competent, and willing to invest extra time into supporting students;
b) providing specific input when students’ parents were unable to help with schoolwork or decision-making,
c) believing in students and rewarding them with high grades,
d) moving them to a higher set,
e) putting them on the ‘Gifted and Talented’ register,
f) giving extension work, and
g) praising them, especially valued them when it occurred in front of the class.

Even for students who have graduated from high schools 7 years later, they still mentioned that their career decision-making and career aspiration were influenced by high school teachers or coaches (Mortimer et al., 2002).

Although teacher support was proved to have several positive influence on a number of career development, comments about career counselors’ effects on vocational exploration or goal setting were negative (Mortimer et al., 2002)

Interviewer: Some people as part of these planning activities they talk to other people. Have you done that, guidance counselors or things of this nature?

Interviewee A: I had a guidance counselor in high school, but, yeah, I wouldn’t call that a relationship at all. ……. I don’t remember if they really guided me in any direction and in my planning tasks it was a very private thing actually. I don’t even think I ever showed anybody my lists much less talked to anybody about it.

Adopted from Mortimer, Zimmer-Gembeck, Holmes, & Shanahan, 2002
Negative Comments on Guidance Counselors

- Interviewee B: I graduated with a class of 360 and unless you took yourself to the guidance office they weren't coming to search you out.

Adopted from Mortimer, Zimmer-Gembeck, Holmes, & Shanahan, 2002

Research Gap

- Little research has been done on proposing a teacher support framework for promoting students' career development level in the technical school's setting in China.

Research Question

- How can teachers provide effective, comprehensive and systematic career-related supports to students in technical schools?

In the Perspective of Support Agents (Teachers)
- Career guidance teachers
- Professional teachers
- Other career-related tutors

Career Competencies (Adaptability)
Self-exploration
Exploration of the world of work
Career planning

Career Developmental Processing (Planning)
Career careers
Career current
Career curiosity
Career confidence

Supports to all students
Supports to part of students who have special needs

In the Perspective of Support Subjects (Students)

Career guidance teachers
Professional teachers
Other career-related tutors

In the Perspective of Career Competencies (Adaptability)
Career careers
Career current
Career curiosity
Career confidence

Supports to Students with General Needs:
- General career-related support, such as career-related curricula, activities, workshops, lectures, and events, etc. will be provided.

Supports to Students with Special Needs:
- Such types of students refer to those who might be from low SES families, with low confident and low career adaptability, have a problem of career-decision making difficulty, etc.
- Professional career-related interventions in terms of individual or group counselling should be provided.
- More regards and accessible should be kept in mind.

Metheny, McWhirter & O’Neill’s Teacher Support Model (2008)
Invested
- Perceptions of teachers’ assistance of students to gear toward future achievements and successes.
Accessible
- Perceptions of teachers’ openness and availability when students seek support or information.

Expected
- Perceptions of teachers’ conveyance of their positive expectations for students’ educational success.

Positive Regard
- Perceptions of teachers’ care to students, as well as emotional connection and availability to students.

In the Perspective of Support Subjects (Students)
Supports to General Career-related Activities:
- General career-related curricula;
- Career-related lectures;
- Career-related workshops;
- Individual career counseling.

Supports to Special Career-related Activities:
- Internship guidance;
- Professional career-related lectures;
- Career-related information;
- Professional career-related curricula.

Career-related curricula;
Career-related lectures;
Career-related activities (e.g., Mock interview);
Career-related workshops;
Individual career counseling.
In the Perspective of Support Agents (Teachers)

In the Perspective of Support Subjects (Students)

In the Perspective of Career Competencies (Adaptability)

In the Perspective of Career Developmental Processing (Planning)

Task 1: Self-exploration

Approaches: discussing themes such as ‘Who am I’, ‘What’s my advantage/disadvantage, value, competencies, interests’ etc., and conducting career self assessment.

Task 2: Exploration of the world of work

Approaches: discussing topics such as ‘What are my options’ by analyzing labour market information, information of the companies, exploring tasks of the position, etc.

Task 3: Career planning and management

Approaches: answering question ‘what do I need to do now’ by learning job searching skill, career and work-readiness skills.

Task 4: Career Confidence


Task 5: Career Curiosity


Task 6: Career Control

Themes and Activities: ‘Career decision-making training’, ‘time management training’, etc.

Task 7: Career Curiosity


Task 8: Career Concern

Themes and Activities: ‘Nurturing career awareness’, ‘Stimulating career developmental motivation’, etc.

Future research should focus on conducting empirical studies of career-related teacher support framework.