

Book Review by Mary McMahon

McCowan, C., McKenzie, M., & Shah, M. (2017). *Introducing career education and development. A guide for personnel in educational institutions in both developed and developing countries*. Brisbane, Australia: Inhouse Publishing.

Col McCowan OAM and Malcolm McKenzie are well known in Australian career development circles and have brought their years of experience together with that of Mansi Shah to produce an extremely valuable resource for career development practitioners. The authors take a holistic view of career education and development (CED) in schools, colleges and universities and recognise its benefits for individuals as well as broader systemic benefits related to the economy and policy imperatives such as workforce development and social inclusion.

Structured in nine logical parts, the book begins with the basics by providing a background to career education and development and the contexts in which it occurs. The authors explain their intentional choice of the term career education and development to reflect its emphasis on student learning and development.

The second section of the book provides a five pronged rationale for career education and development that includes personal development, social justice, institutional, workforce and economic rationales. Recognising the cost of implementing CED, the authors consider the return on investment and the benefits that accrue for students, parents and families, educational institutions, employers and the nation. Moreover, it outlines benefits for individuals who through CED will develop the skills to deal with pressure, cope with transitions, manage change and become self-reliant all of which are essential in the complex and rapidly changing world.

The third section of the book overviews the fundamentals of CED including definitions and an explanation of a range of different CED practices (e.g., career guidance, career education). Of particular use for practitioners, especially those new to the field, this section outlines a set of principles and components of CED. This section of the book also overviews the theoretical base of CED that emphasizes the inseparable relationship between theory and practice.

The fourth section of the book focuses on the requirements for effective implementation of CED by considering the requirements of the broader system as well as the requirements of educational institutions themselves. This section sets the scene for the fifth section of the book which considers implementation of CED programs. This very practical section provides very useful tips and ideas for career practitioners that includes case studies.

The sixth and seventh sections of the book takes an applied approach and provide many case studies, examples, sample resources, and sample lesson plans. Parts of the seventh section are devoted to career assessment, including quantitative and qualitative approaches, and subject selection.

The eighth section of the book addresses the often overlooked topic of reviewing practice e.g., through program evaluation or benchmarking. Again useful ideas and resources are provided including sample workshop evaluation forms and pre-and post-program measures. The ninth section of the book attend to the important professional issue of ongoing practitioner development through continuing professional development in its various forms. Of interest in this section is a self-audit tool that practitioners can use to identify the professional learning needs.

My intention in presenting this review according to the sections of the book was to demonstrate the richness of this book as a resource and the breadth of material it covers. Moreover, examples are provided throughout the book from many national settings including some from developing countries. In this way, readers may gain insight into and learn about CED in other settings. The book's international flavour and emphasis on developed and developing countries sets it apart from other texts. This highly readable book will be a valuable resource for all career development practitioners who work in education settings.

