



The Role of Career Professionals in Secondary Schools and Their Relationship with Other Professionals: An International Comparison of Japan, the United States, England, and France

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ABSTRACT

This paper compares career professional systems in secondary schools in four countries: the United States (Ohio), France, England, and Japan (Nagoya). Career professionals can be categorized into three types: career guidance teachers (GT), career counselors (CC), and school counselors (SC). The comparison reveals that GT-type professionals collaborate more easily with teachers and staff, while SC-types are more effective in integrating developmental support across multiple fields, although their role boundaries often become ambiguous. CC-types have the capacity to focus on career guidance; however, the "division" with other professionals often takes precedence over collaboration. Standardization contributes to equal access to career guidance services but may hinder flexibility tailored to regional or school contexts. Internal placement facilitates collaboration with other members of the school team, while external placement enables professionals to maintain appropriate independence from the school.

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