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**Career Construction in the mathematics classroom: Using an integrated, qualitative+quantitative approach to enhance learners' sense of self**

Career Construction Counselling and Self-Construction Counselling aim to help learners script their career-life stories. This approach is suitable for exploring personal meanings and for helping learners deal with many of the problems involving meaning. The aim of the paper is to demonstrate the implementation of an integrated qualitative+quantitative approach in career counselling in combination with a parallel approach in mathematics to elicit and harness the learners' reflexivity, enhance their sense of self and, ultimately, enable them to participate more actively in their career and self-construction and in the writing of their emerging career-life stories. A brief case study will be discussed to demonstrate the approach. The results cannot be generalised, but it seems that drawing on an integrated qualitative+quantitative approach in mathematics classrooms holds much potential to enable the learners in a variety of contexts to improve their mathematical performance and, more importantly, help them to make and execute informed decisions about their career-life journeys.

*Keywords: career counselling, career construction, sense of self, career-life stories*