Future Ready: Implementing the National Career Education Strategy

A starting point for school leaders

April 2019
INTRODUCTION

Career education is in place in Australian schools in a multitude of forms, from systemic state-wide approaches, to local adaptations of global programs, and community-driven collaborations. This resource brings together a diverse selection of current initiatives to highlight how schools can address the six objectives of the National Career Education Strategy (NCES).

The NCES has been developed by the Australian Government to increase awareness and improve national consistency of career education. It reflects nationally agreed objectives for governments, schools and employers to support provision of high-quality career education for all school students. The six objectives are:

1. Students have transferable skills that equip them for the future of work
2. Career education meets the needs of all students
3. Partnerships thrive between schools, education and training providers, employers, parents and the broader community
4. Communities create local solutions and flexible pathways to meet the needs of students and employers
5. Everyone is informed and involved
6. There is a strong evidence base.

When career education is delivered well it is likely to embody many, perhaps all, of these objectives. Each of the examples of practice in this resource addresses multiple NCES objectives. However, to illustrate what the six objectives look like in practice, each example has been aligned to a single objective.

The career educators, school leaders, and policy makers consulted during the collection of these examples emphasised the value of holistic approaches to career education, encompassing all NCES objectives. They identified existing tools and resources that can be used to guide the implementation of comprehensive approaches to career education. These include:

- Australian Blueprint for Career Development
- CICA School Career Development Benchmarking Resource
- Career Education Self-Assessment Tool for Schools
- Preparing Secondary Students for Work
- Core Skills for Work Developmental Framework.

This resource includes multiple examples of practice for each objective to show how different approaches to career education are needed for different learner cohorts, learning contexts and communities. Through research and stakeholder consultation, key considerations have been identified under each objective for school leaders to think about when planning an approach to career education that takes account of local student needs and available expertise. The practice examples illustrate how schools have addressed the key considerations in the development and implementation of their career education initiatives.
NCES OBJECTIVE 1

Students have transferable skills that equip them for the future of work

When designing or implementing career education that addresses objective 1 of the NCES, key considerations for school leaders are:

- Who are our students? What transferable skills will they need?
- Where in our learning program can these skills be developed?
- Who is equipped to help our students develop these skills?
- How will we know that our students have developed the required skills?

The following examples of practice illustrate approaches for addressing NCES objective 1. The examples listed in bold text have been investigated in greater detail to gather information on how the key considerations were addressed in the development of the initiative.

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My Education - Mapping transferable skills

My Education provides comprehensive career education for all students in Tasmania from Foundation to Grade 12. Through My Education students develop the knowledge, skills and attributes they will need to make the most of their educational opportunities, and the decision-making skills needed to successfully plan and manage their career over a lifetime.

**Approach**

Introduced in high schools in 2016 and in primary schools in 2017, My Education takes career education from an adjunct role of a specialist and redefines it as a central element of the curriculum and the purview of every teacher. This assumes that every teacher has the resources, professional learning and community connections needed to bring the right focus to their teaching. The Tasmanian Department of Education has put significant thinking, funding and resources into setting up the systems, professional learning and teaching and learning resources to ensure that schools and teachers have the tools they need.

Teacher overload is one of the challenges of introducing a new initiative in schools. To find a way to prioritise career education in Tasmania’s schools and to ensure teachers were supported, the Department of Education invited a senior member of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to Tasmania to help look at how career education could be embedded into the Australian Curriculum in primary schools. With understanding gained from ACARA, the My Education team was able to help teachers throughout the state focus attention on the general capabilities as a mechanism for addressing learning content across the curriculum.

As the first two general capabilities, Literacy and Numeracy, are already well supported by the education system in Tasmania, My Education focusses on how the remaining general capabilities could be used to address career education.

Key stakeholders, in consultation with the Department of Education, developed a suite of resources to support career and life planning from kindergarten to year 12. This included a Framework for Career and Life Planning, scope and sequence documents, learning resources and an online planning tool. All resources allow schools to embed My Education in a way that is contextually relevant to the school and their local community. The teaching and learning resources have been mapped to the Australian Curriculum subject areas, General Capabilities, Early Years Learning Framework, and the Australian Blueprint for Career Development.

**Outcomes**

To embed career and life planning into their teaching, teachers at a primary school in southern Tasmania use planning sessions at the start of each term to plan open-ended projects that will provide opportunities for students to collaborate, think critically and reach their own epiphanies and solutions.

Teaching staff have found the inquiry-based model powerful for developing transferable skills, such as creative and critical thinking. The learning is further strengthened where an inquiry rolls across subject areas. Rolling themes and more open-ended learning enable many students to take their learning well beyond the feasible scope of a specific subject’s content. This allows for teaching and learning programs to be differentiated to cater for diverse learning needs within classrooms and school programs.
As an example of how an inquiry-based pedagogy can integrate across subjects, in an inquiry ‘What is change?’ students investigated chemical and physical change in Science, created a soluble, organic cost-effective household cleaner suitable for use in the school which aligns with the Design Technologies curriculum, and marketed their product via English literacy. In this case, the General Capabilities focus was Critical and Creative Thinking; to seek solutions and put ideas into action.

**Success factors**
To ensure the support for My Education is consistent across Tasmania and the resources developed are used and known by schools, a structured approach to professional learning is delivered to both primary and secondary teachers throughout the year. The professional learning is designed to build teacher and leadership knowledge, skills and understandings about career and life planning and the changing world of work. Teachers who undertake the professional learning are responsible for coordinating My Education in their schools and working within their school context to embed career and life planning as a whole-school approach.

Professional learning has supported teachers with use of inquiry as a pedagogy. The inquiry approach requires teachers to have a clear understanding of the curriculum and the purpose of giving students time to explore and make their own connections. The process involves an element of risk that the intended learning outcomes are not achieved, but also brings opportunities to explore a topic in ways the teacher hasn’t initially envisioned. For instance, a health-related inquiry at the school morphed from investigating the health impacts of processed foods to a student-led project making and selling bees-wax wrappers (connected to the school’s sustainability focus). Posters were created during Art, and the idea was pitched to teachers and the student body during school assembly.

**Challenges**
Staff turnover is a challenge to maintaining a focus on transferable skills. Principals and school leaders play a significant role in directing and encouraging focus, which means established programs can flag during staff changeovers. Each school in Tasmania has at least one My Education contact person who liaises with the central team and coordinates the career and life planning program within their school context. Having the My Education contact person within each school helps to maintain staff focus and disseminate relevant information and support resources.

**Transferability**
Embedding transferable skills across multiple subjects and mapping them to the Australian Curriculum is feasible in other jurisdictions and school settings. However, it requires a willingness to focus on the general capabilities rather than just specific content knowledge at the departmental level and within each school.

**Further information**
My Education Website:  [https://my.education.tas.gov.au/Pages/default.aspx](https://my.education.tas.gov.au/Pages/default.aspx)
Email:  my@education.tas.gov.au
Phone: 03 6165 6172
Inspiring Curiosity – Making learning relevant and fun

Stella Jinman, the principal of Cecil Andrews College in Western Australia, is changing the way education is delivered in her school, ‘because in a very low SES school with 27% of our students Indigenous, as well as new migrants, refugees, and significant numbers of disadvantaged students, we can’t rely on resigned compliance to get these kids to study. We have to engage them. We have to make learning interesting and relevant and fun.’

To change its delivery focus, Cecil Andrews College is using vocational learning to develop transferable skills in all students from Years 7-12. The ACARA Work Studies curriculum has been contextualised for the school across all year levels. By backward mapping a post-school pathway, the College has identified opportunities and provided tools for students to use as building blocks towards successful career pathways. The Work Studies program undertaken in years 7-10 complements the upper school VET delivered to secondary students. The school also provides opportunities through a range of project-based programs that leverage industry collaboration, including FIRST Robotics Competition, and Pathways in Technology (P-Tech).

Innovative approaches using STEM have been enabled by the school’s new STEM centre, furnished with laser cutters, 3D printers, engineering software and electronics to create and work on a range of projects. The school has also recognised the need to foster creativity via the arts. An artist-in-residence grant allowed artist, Gary Cass, to help students explore new directions.

The aim at Cecil Andrews College is to inspire students’ curiosity and love of learning and help them envisage a place for themselves in the future world of work. For students with multiple challenges and a history of low achievement, the significance of developing ambition and building resilience, respect and self-worth cannot be overstated. Stella recounts an experience where one Aboriginal student burst into tears after being publicly praised for his proficiency in a drone program – he was far more accustomed to being in trouble.

Approach

Cecil Andrews College regards itself as a professional learning community and has actively engaged in industry and community collaboration since 2013. Partnerships with South Metropolitan TAFE, Curtin University, and local primary and high schools are key to creating successful pathways for students. The school has a STEM focus and actively participates in opportunities for project-based teams to develop transferable skills, such as inter-school or state-wide competitions. Opportunities that the school has pursued through the Marine Industries School Pathways Programme, under a National Partnership Agreement, include the Subs in Schools and 4x4 in Schools programs supported by Re-Engineering Australia Foundation. In 2017, the school’s 4x4 engineering team won a number of regional awards in the established international FIRST Robotics Competition.

Cecil Andrews College is one of a number of Australian schools implementing a Pathways in Technology (P-TECH) program with support from industry partners and the Australian and Western Australian governments. P-TECH originated in the USA as a program to increase the take-up of STEM subjects and careers by young people through direct engagement with industry. Through the program at Cecil Andrews College, students in years 9-12 work with industry experts on real-world challenges. The school’s industry partners include ship-builder Austal, contractor Civmec, defence electronics business Thales Australia, IT companies Datacom and HP, and financial advisory firm
Deloitte Australia. Industry supported learning experiences, including site-visits, work experience and hands-on activities at school and in the workplace, help students to better understand the relevance of their learning and how it can be applied in the workplace.

One of the industry experts partnering with the school is Western Australia’s 2018 Professional Engineer of the Year, Craig Power. Craig mentors year 10 and 11 students working on STEM projects and has a passion for getting girls and young people from disadvantaged backgrounds interested in STEM-based careers through hands-on access to 3D printing, laser cutting technology and drones.

The school has used art within STEM activities to drive tangible approaches to innovation and creativity. The 4x4 team created Indigenous art work for their vehicles instead of using typical stickers, and the drone team recently worked with a dance troupe to choreograph a performance incorporating dancers and drones. Artist-in-residence, Gary Cass expanded student thinking by combining science and art in projects such as getting the students to convert their own DNA into a musical score, and a project that considered how to explain concepts of science using Aboriginal perspectives.

Teachers at Cecil Andrews College are blending 21st century technology skills into the curriculum by mapping learning area content and general capabilities to real world skills. By focusing on student engagement in all learning areas, the school has seen substantial improvements in literacy and numeracy levels. Cecil Andrews College was ranked as one of the most improved schools in the 2018 NAPLAN results.

**Outcomes**

In addition to improving NAPLAN results, the school’s efforts to use STEM to inspire students about their future have resulted in many individual and group achievements. Parents are reporting that their children are excited to learn and be involved in school activities, and industry partners are noticing too.

> I was particularly impressed by the quality of many of the projects, the ability of the students to articulate their work, and the additional skills deployed.

*Shell executive referring to student work on Shell’s NXplorer’s program*

Project-based learning has allowed students to develop transferable skills through exploring options, trying out ideas, failing and problem-solving. When things go wrong, students need to find a solution. This is especially true for the many competitions Cecil Andrews College students now attend. ‘If the robotics project isn’t working on the day of the comp, instead of fighting, panicking or giving up, we’re seeing the teams get to work and find a fix,’ says Stella.

Teachers have also found that shyer students, who previously stayed in the shadows, now feel they have something to contribute. They are willing to present information on their projects and the process of creating them. So, as a result of engaging with tech projects, many students are displaying great leaps in their communication and confidence levels.
Success factors

Collaboration has been central to success at Cecil Andrews College because it allows the school to provide students with learning opportunities that are exciting and relevant to the real world. Through the P-TECH program the school has been able to get students working ‘shoulder-to-shoulder’ with industry experts. According to Stella, this has been instrumental in changing student attitudes to learning by helping them identify meaningful career pathways and lifting their aspirations.

Access to specialist expertise has also been important for the school. Stella has gone to great lengths to hire and inspire staff with industry experience, often from elite schools, who are passionate about exploring STEM possibilities with students. The role of STEM Pathways Coordinator has been an important one for connecting the school with industry expertise through mentoring programs.

Challenges

The rigidity of education systems and structures has at times been a challenge for getting students out of the school and engaged with industry, where operating structures are more flexible and dynamic. Stella has also observed that the ATAR process limits the ability of more academically-able students to engage in flexible, industry-facing programs and enjoy the experiences available to students in general and vocational pathways.

Annual funding models also limit schools’ ability to plan over a longer timeframe. Industry collaborations require ongoing commitment, but schools may have difficulty making financial commitments beyond the funding year.

Transferability

Changing the culture and direction of a school is a gradual, long-term process. To get started, Stella recommends making the most of available resources by fostering teacher talents and empowering them to think outside the box. ‘With innovative teachers in positions of leadership, the new mindset will start filtering through and then the ball starts rolling.’

Further information

Cecil Andrews College: http://cecilandrewscollege.wa.edu.au/
P-Tech: http://cecilandrewscollege.wa.edu.au/school-programs/p-tech/
STEM: http://cecilandrewscollege.wa.edu.au/curriculum/stem/

Vocational Learning Options - Putting students at the centre of the learning

Objective

Vocational Learning Options (VLOs) allow young people in ACT public high schools and colleges to pursue their areas of vocational interest or passion and build career management skills. Students are connected to the world of work through engagement in a range of vocational learning and career development programs in formal and informal learning settings.

Approach

VLOs place the student at the centre of the learning allowing the development of tailored programs that can include:

- opportunities to get nationally recognised VET credentials
- acquisition of new knowledge and skills via engagement with learning as a process
- increased self-confidence, personal growth and wellbeing
community recognition and public acknowledgement of learning success

development of core skills to give back to employers, family and community organisations.

Transitions and Careers Officers (TaCOs) and career development practitioners play a significant role in identifying students who may benefit from participating in a VLO. Career development practitioners also identify the industry areas that may best meet the interests and needs of students in their school. Support provided through a VLO includes:

- assisting students transition into and out of the college sector
- cross-curricular integration of careers education and vocational learning
- helping students develop career management skills and the core (non-technical) skills industry-specific technical skills required for the world of work
- assisting students to develop vocational learning pathways through real life experiences and learning
- building school and community partnerships.

Further information
ACT Education Directorate: https://www.education.act.gov.au email: careers@act.gov.au

Work Studies - Transferring work-related knowledge, understanding and skills

Objective
The Australian Curriculum Work Studies unit provides an opportunity for young people to develop:

- knowledge of the world of work and the importance of lifelong learning
- capacities to manage careers, change and transitions in an uncertain and changing future
- literacy, numeracy, ICT and interpersonal skills to work, interact and communicate successfully with others in diverse contexts, using appropriate behaviours and protocols
- skills and resilience to meet the demands of their present and future learning and work.

Approach
In Tasmania, Australian Curriculum Work Studies is the course that My Education is delivered through to Year 9-10 students in public schools. The 40-hour allocation is applied differently in different school settings.

Work Studies uses applied learning that is teacher-guided and student-centred, as well as work exposure opportunities. Applied learning engages students in transferring work-related knowledge and understanding to activities that involve the world of work. Students concentrate on learning and applying the knowledge, understanding and skills they need to solve a problem or implement a project relevant to work or workplaces.

Further information
My Education Website: https://my.education.tas.gov.au/Pages/default.aspx
Email: my@education.tas.gov.au
Phone: 03 6165 6172
Work Readiness and Pathways to Work - Equipping learners to plan for their future

Objective

Work Readiness is a course accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC) authority that is undertaken by the majority of students in years 11 and 12. The course helps learners plan for their future, understand themselves in relation to work, and provides them with the essential skills, knowledge and understandings they require to participate in the rapidly changing world of work. A TASC accredited level 1 course, Pathways to Work, is also available for Year 11 and 12 students to enable them to develop the core skills required to plan for, participate in, and maintain work.

Approach

Work Readiness and Pathways to Work are based on the Core Skills for Work Developmental Framework and the Australian Core Skills Framework. Course content covers three skill clusters: navigate the world of work, interact with others and getting the work done. Within these clusters, the course addresses skills including communicating for work, recognising and utilising diverse perspectives, numeracy for work (such as spreadsheets, and profit and loss statements) and creating and innovating.

The hands-on approach used in the Work Readiness course helps students experience the challenges of working together on creation, production, logistics and sales. Examples of student activities undertaken in this course include; advertising and selling products such as homemade ice-cream, pancakes, lunch wraps and seedling trays; managing a carwash service; and developing campaigns in small group collaborations.

Another TASC-accredited course, Career and Life Planning, is undertaken by students in government schools to achieve the 50 hours of career and life planning required for years 11 and 12. This course provides opportunities for learners to develop self-awareness, explore future opportunities and develop and use decision making skills to match their learning to their future needs.

Further information

My Education Website:  https://my.education.tas.gov.au/Pages/default.aspx
Email: my@education.tas.gov.au
Phone: 03 6165 6172

Workplace Learning - Testing tentative career choices through work experience (WEX) and ‘on-the-job’ learning

Objective

Through Workplace Learning schools in the ACT provide guidance for students in the transition from school to working life and enable students to test tentative career choices against the realities of the workplace.

Within the school curriculum, Workplace Learning:

- may be used as a delivery mechanism for modules in any work or careers related course
- can be used as a strategy to promote enterprise education
- has relevance for students of all abilities
supports individual student pathways planning.

**Approach**

Students in years 10, 11 and 12 can undertake a structured workplace learning (SWL) placement as part of a VET course. A SWL placement provides supervised learning activities (on-the-job learning) contributing to an assessment of competence and achievement of outcomes and requirements of a particular training package.

Workplace Learning is available to all ACT public school students over 14 years of age. Students can participate in up to 40 days of work placement per year, or 10 working days per term. The placements can be configured in a variety of ways ranging from a two-week block to one day per week over a 10-week term.

Workplace Learning arrangements are facilitated by InPlace, a web-based application that connects students, teachers, workplace learning co-ordinators and host employers.

**Further information**

ACT Education Directorate: [https://www.education.act.gov.au](https://www.education.act.gov.au) email: careers@act.gov.au

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**Up2now - Recording, organising and sharing achievements**

**Objective**

The up2now website is an online tool for NSW high school students, allowing them to create an online portfolio of their results, awards and achievements and manage it in concert with their school’s careers co-ordinator. Students can add a personal description, upload supporting evidence (documents, images and websites), and organise what they have done into customised portfolios that can be shared with prospective employers or education providers.

The aim of the resource is to help students record, organise and share their achievements, and for schools to customise and deliver relevant career education for their students.

**Approach**

Students can add to their portfolios showing results such as school reports or their Record of School Achievement (RoSA), publicly recognised awards, such as the Duke of Edinburgh’s Award or St John Ambulance First Aid certificate. Other achievements can be listed under a range of headings.

Using multiple portfolios, students can appeal to different audiences with a customised overview and a selected list of results, awards and achievements. The customised portfolios can be shared online or printed out.

Teachers can use Up2now as a resource in curriculum areas with a vocational focus. It is also effective for use with students who intend to leave school before completing the Higher School Certificate.

**Further information**

NSW Education Standards Authority (NESA): [https://up2now.net.au](https://up2now.net.au)
**Worlds of Work - Developing enterprise and career management skills**

**Objective**
Worlds of Work (WOW) is a program established by the Foundation for Young Australians (FYA) for Years 8-10 and delivered by teachers in the classroom. The program links students’ learning with real-world experiences and career exploration, including facilitating new skills, imparting industry knowledge and building confidence.

Students gain insight into the current and future rapidly changing world of work; develop an understanding of themselves in the context of work; learn and explore the use of transferable (enterprise) skills; and understand the value of networks in navigating career information and pathways.

**Approach**
WOW is available as a free online, interactive course that can also be downloaded. The content can be adapted to a specific school setting and/or classroom and is also designed to engage communities beyond the classroom to help young people in their future careers.

WOW is mapped to the curriculum and can be taught independently or as a comprehensive program.

**Further information**

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**Work Education - Establishing an appreciation of lifelong learning**

**Objective**
Work Education is an elective course developed by the NSW Education Standards Authority for Years 7-10. In 2018, over 2,000 students were enrolled in the course across NSW. The aim of the course is to develop students’ employability, enterprise and pathways planning skills and to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness.

Knowledge and understanding are developed through students’ study and experience of the world of work, the relationships that exist between diverse sectors within the local and wider Australian community, and the roles of education, employment and training systems. There is also a focus on skills relating to employability, enterprise and pathways planning and research and communication that relate to the world of work, as well as values and attitudes around lifelong learning, diversity and ethics and accountability.

**Approach**
The course content is divided into six core study topics, each of 8-10 indicative hours. Students can undertake either 100 or 200 hours of study of Work Education. The courses include classroom-based learning plus group project work, individual research or other activities that meet the learning needs of students. Through the course, students learn to research a range of work-related issues, for example employment trends and participation rates.

**Further information**
NSW Education Standards Authority (NESA):
Work Studies - Developing skills and knowledge for successful transitions

**Objective**

Work Studies is a course developed by the NSW Education Standards Authority that counts toward achievement of the Higher School Certificate. The aim of the course is to enable young people to develop the skills, knowledge, understanding and confidence to allow them to experience a successful transition from school to work and further education and training.

**Approach**

Work Studies has a flexible structure comprising a 30-hour core and a range of elective modules. The course can be implemented as a 60-, 120- or 240-hour course. Due to the flexibility in the number of hours for each elective module, the emphasis given to key issues, and the selection of learning experiences, is a matter for school decision. Scope and sequencing are used to build the knowledge and skills required for transferability. For example, Teamwork and Enterprise Skills is the prerequisite module for Team Enterprise Project.

The course themes build students’ transferable skills, and include:

- Career planning
- Performing work tasks
- Working with others
- Managing change.

**Further information**

NSW Education Standards Authority (NESA):
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie

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Head Start - Apprenticeships and Traineeships

**Objective**

Head Start is a new model for apprenticeships and traineeships for school students, offered at over 100 schools across 10 cluster sites.

Major employers consistently report that they are seeking young people with high levels of literacy and numeracy. Head Start matches students to the appropriate qualifications and industries, and ensures that students commit to finishing their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCAL at school. They will make significant progress towards the completion of an apprenticeship or traineeship, if not complete it.

**Approach**

Students can choose to take an extra year to complete their VCE or VCAL. In the first year, students will spend one or two days per week in paid employment. This will increase to three or four days per week in paid employment in the final year.

Depending on the requirement of the employer, it is expected that at a minimum average students will undertake:

- one day per week paid employment in year 10
two days per week paid employment in year 11
three days per week paid employment in year 12 (which may be undertaken over two years if required).

Schools work in 10 clusters in metropolitan and regional Victoria to deliver the program in partnerships with employers and training providers. The cluster approach enables flexible delivery, local design, and pooling of resources to meet local needs. Each cluster has a team of dedicated, school-based Head Start staff to deliver the program. Head Start apprenticeships and traineeships will only be offered with employers who make a genuine commitment to supporting students to complete their VCE or VCAL, their VET Certificate and recognition for their apprenticeship or traineeship.

Further Information

Structured Workplace Learning Portal - integrating practical on-the-job experience

Objective
In Victoria, structured workplace learning provides students with the opportunity to integrate practical on-the-job experience and learnings in industry with nationally recognised VET undertaken as part of either the VCE or the VCAL; VCE Industry and Enterprise; or VCAL units.

In 2016 the Department established the SWL Statewide Portal, a website which provides students and teachers with a single, easy to navigate, information and referral point. The portal is free and available 24/7 to all Victorian senior secondary schools and students.

Approach
The SWL Portal offers advertised opportunities that include SWL placements and School Based Apprenticeships and Traineeships (SBATs) offered by a diverse range of employers.

Once suitable opportunities have been identified, students can immediately express interest online. Relevant school staff then receive automated notifications so that they can support the student through the next steps in securing the placement.

The 31 Local Learning and Employment Networks (LLENs) have been funded to source opportunities which are tailored to local priorities and employment prospects. LLENs also provide training, access and ongoing support to schools who choose to participate in this service.

Host employers or schools who wish to know more can find contact details for their local provider on the SWL Portal.

Eligible students may also receive recognition for the learning undertaken in workplace environments, through the Structured Workplace Learning Recognition (SWLR) program. See below.

Further Information
Structured Workplace Learning Recognition - a formal framework for workplace learning

**Objective**

Structured Workplace Learning Recognition (SWLR) for VCE and VCAL students is a systematic and formal approach to workplace learning. SWLR provides the formal framework and processes to enable students to integrate practical on-the-job experience and learning in an authentic workplace, with nationally recognised VET undertaken as part of either the VCE or the VCAL.

**Approach**

Students receive credit into their VCE or VCAL alongside their academic and vocational studies through being able to reflect on the relationship between their VET studies and the actual activities observed or undertaken in a workplace aligned to the industry associated with the VET being undertaken. Discussion and assessment of the workplace reflections is undertaken by a teacher in the school and is not necessarily carried out by a VET trainer.

In 2019 the first full rollout of the initiative will see approximately 300 Victorian students receiving credit for their SWL in the 2018 pilot. In 2019 recognition arrangements will be expanded to incorporate School Based Apprenticeships.

**Further Information**

Victorian Curriculum and Assessment Authority:  

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Career Education K-12 - Managing the life journey

**British Columbia, Canada**

New school curriculum is being introduced in British Columbia, Canada over the period 2016/17 to 2019/20. The modernised, student-centred curriculum is designed to prepare students for the future and includes career education from K-12. The aim of BC Career Education K-12 curriculum is to support students to become successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities.

**Approach**

Central to the overall BC curriculum approach is the development of students’ core competencies every day in school and in life. Core competencies are an integral part of learning in all curriculum areas, including career education where they support students to identify and develop their personal interests, passions and competencies.

The curriculum fosters lifelong learning, beginning in Kindergarten and continuing through to graduation and beyond and is divided into three major phases: developing foundations, exploring possibilities, and pursuing preferred futures. These phases are emphasised at different stages of schooling, but students may transition through them at their own pace based on their personal development, community context, and emerging career-life opportunities.

**Further information**

BC’s New Curriculum: https://curriculum.gov.bc.ca/curriculum/career-education
Career Management Competencies - Equipping students to develop their careers

New Zealand
The aim of New Zealand’s career education and guidance is to equip students to develop their careers throughout their lives.

Approach
New Zealand has adopted a set of career management competencies adapted from the Australian Blueprint for Career Development. The competencies provide a framework for designing career education and guidance programmes in schools. Each competency involves a set of understandings, skills and attitudes required to successfully manage life, learning and work. They focus on:

- Developing self-awareness – enabling young people to understand themselves and the influences on them
- Exploring opportunities – enabling young people to investigate opportunities in learning and work, and relate them to themselves
- Deciding and acting – enabling young people to make and adjust their plans, to manage change and transition, and to take appropriate action.

Further information
NCES OBJECTIVE 2

Career education meets the needs of all students

When designing or implementing career education that addresses objective 2 of the NCES, key considerations for school leaders are:

- Who are our students? What are their career education needs: collectively? individually?
- How can the career education needs of our students be supported?
- What internal and external resources can we draw on?

The following examples of practice illustrate approaches for addressing NCES objective 2. The examples listed in bold text have been investigated in greater detail to gather information on how the key considerations were addressed in the development of the initiative.

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RAW - Accessing and understanding the world of work

Starting as a pilot in 2006, Ready Arrive Work (RAW) is a targeted vocational program designed to support refugee students develop their employability skills and prepare for mainstream work experience and work placements. The program is delivered in schools with high refugee enrolments in NSW to complement support being provided to students through the Refugee Transition Program. The pilot, subsequent program and resource kit were developed in partnership by the Department of Education and local community provider Job Quest.

According to Brendan Gembitsky, from Secondary Education in the NSW Department of Education, RAW was developed to close the knowledge gap experienced by students who had recently settled in Australia. Many of these students who had settled in Australia through the refugee settlement program had experienced disjointed schooling, uncertainty and in some cases trauma. Most students had a limited understanding of the work place and the world of work in Australia. This gap was impacting their ability to successfully participate in their schools’ work experience programs. It also affected their decisions about their learning pathways beyond school. ‘Many refugee students have had substantial disruption to their learning, and partly because of that, they are highly aspirational. The challenge though, is that although they have high hopes, these are often mismatched with their current skill level.’ RAW aims to build refugee and other newly arrived migrant students’ understanding of the range of careers available within a sector or an organisation and the pathways to get there – so that aspiration and opportunity can more closely align.

Providing access to learning opportunities that enable newly arrived students to become familiar with workplace cultures and values in a first-hand sense makes all the difference in expanding students’ view of the world of work. RAW sets them up to have a more positive and productive time taking part in mainstream work experience opportunities.

Approach

High schools with a refugee and new migrant cohort can sign up and schedule RAW to deliver the program. Students participate in the program once between Years 9-12. Some schools have a RAW program every year while others may run the program in alternate years as required by their number of enrolments. Depending on the needs of the school and student group, RAW is either delivered as a five-day block or staggered as a daily program over five weeks.

The program focus is group-based learning and incorporates a range of learning techniques. There is a strong emphasis on fun and students establish and achieve goals as they begin to explore their options for vocational education and future career. Facilitators from Job Quest deliver the RAW program modules on the school premises assisted by the school’s ESL teacher, and/or careers adviser, and these specialists also accompany the group on industry visits, where students meet...
employers and discuss pathways within a sector; and events such as Civics Day (which is a visit to an iconic Australian organisation).

The Resource Kit, which has evolved from the efforts and learning of the collaborative partners since the pilot began focuses on:

- skills transfer
- traditional careers advice
- industry visits
- ‘what employers want’.

RAW is delivered to students who typically have little understanding of how the workplace operates in Australia, or what is expected of them. The program has a strong focus on accessibility - making the workplace and even Australia’s most iconic organisations accessible. Having employers and employees welcome and engage with students makes a big impression and creates an ‘event memory’ that can change student perceptions and widen the range of opportunities they can envision for themselves. ‘Some of the organisations we visit with the students even have their own translators available, who may run tours in the students’ language. This ensures students understand the commentary and fully take on the learning and how it might apply to them,’ says Brendan.

**Outcomes**

RAW has successfully been introduced to Government Senior Schools with significant new arrival intakes in Western and South Western Sydney. RAW has also been adapted to enable regional schools on the North Coast, Illawarra and Riverina to offer a RAW program where there are enough new arrival enrolments.

Feedback is gathered at the end of each deployment, and student satisfaction is high. School contacts anecdotally report improvements in learning engagement for refugee students after attending RAW training.

In 2017, 25 schools accessed RAW for their refugee and newly arrived migrant students with uptake closely linked to enrolments.

**Success factors**

A sense of fun and adventure is important in reaching students with a refugee past. Students also respond well to being in a safe learning environment with their peers. Brendan says, ‘Our students have often only been in Australia for a couple of years. Often, they haven’t had a chance to visit many cultural institutions before. To visit with their peers, work through a series of exercises and meet and talk to staff members makes this a very memorable learning experience.’

Strong partnerships are also a key to the RAW program’s success. Job Quest, the company that delivers the training in schools, is committed to providing high-quality and engaging training, and is flexible in helping schools fit the program into their schedule. The company has contributed to the development and evolution of the course and the resource kit based on their learning at the coal-face.

The objective of RAW to support refugees is one that many organisations recognise and share. This has eased the process of finding like-minded organisations and individuals to support the program. Many large organisations aim to promote and welcome diversity, making them excellent partners for RAW. A recent Civic Day tour was run by an ex-refugee, and Brendan reports that the students thoroughly enjoyed meeting and talking to a person they could see themselves in.
Support from the NSW Department of Education has been crucial to the success of the program because of the credibility that offers, as well as access to department systems, such as teacher relief funding. Once that credibility is established, word of mouth goes a long way in the ESL and vocational learning space.

**Challenges**

It is widely accepted that parents or care givers play a significant role in influencing students’ career and study choices. Students in the RAW program may not always have the support of the family due to a range of factors including settlement, mental health, and language barriers. Often parents are unfamiliar with career pathways in Australia. Parental engagement is a challenge and RAW continues to work with Refugee Migrant Centres to develop strategies which can better engage parents and care givers.

At the school level, year-on-year implementation is based on relationships between a school’s careers advisor, the principal and RAW. Staff turnover often means that uptake for the program, at least in the short-term, ebbs and flows as relationships are rebuilt and the relevance of the program is reiterated.

**Transferability**

The resource kit RAW has developed is available on its website and free for schools to access and use. However, significant resourcing is required for teacher relief to run the program. Two staff members are needed to participate in each day of instruction – the ESL teacher and the careers advisor – and other staff may be required to facilitate industry visits.

According to Brendan, there are opportunities to apply the principles of RAW to similar programs for disengaged second generation migrant students and to some Indigenous student cohorts who have had disrupted learning journeys and may need extra scaffolding to make the best of mainstream work experience programs.

**Further information**

NSW Department of Education, RAW website: [www.readyarrivework.com](http://www.readyarrivework.com)
Karen Murray, of Kildare Catholic College in Wagga Wagga, will soon have her position title changed from Careers Advisor to Transitions and Pathways Specialist (TaPS); the name change is significant as TaPS better defines what career education at Kildare, and the wider Catholic School community is moving towards. According to Karen, ‘It’s not just about getting a job or going to university, it’s about taking the next step. Decisions made by 15-, 16- or 17-year-olds will not define their career for the rest of their lives. We provide students with access to high-quality career education, and work with them to develop the skills and confidence to explore the current options available to them and make the best possible decision on what’s next.’

**Approach**

Previously, students from Year 10-12 were the focus for career education at the College. Phase two roll-out, which commenced in late 2018, expanded access to every student at Kildare Years 7-12. In 2019, the Phase three roll-out will see the TaP Specialist run career activities at the College’s feeder primary schools.

There are three main areas that ensure the success of the program at Kildare.

1. **Whole school approach**
   
   The TaP Specialist is part of the Intervention Team that meets weekly.
   
   Due to an already crowded curriculum, activities and classroom learning are conducted during Coaching, which is held for 30 minutes at the start of every day. Year group resources and activities are shared with every student via their TaP Google Classroom, the #what next? Landing Page and various social media platforms.
   
   An ‘Applying for a Job’ unit of work is delivered by PE staff during Year 10.

   Senior students have extra career content delivered during lunchtime sessions.

2. **A well-developed Careers Appointment and Records Management System (CAaRMS)**

   The G Suite is an integral part of the way Kildare interacts with students, staff and parents. The TaP program is heavily reliant on CAaRMS which has been developed using G Suite. It is a fully integrated system which saves hours in administrative tasks.

   The main functions of CAaRMS include:

   - **Appointment Slots.** A link to book appointments with Karen provided on the Student Landing Page, the #what next? Landing Page and as a link in Karen’s email signature. Students, teachers and parents are then able to find a time that suits them to meet with Karen. Appointments are available outside of school hours to accommodate parents who are unable to come during normal business hours.

   - **Google Meet.** In response to the need for Boarding School parents, and parents who are unable to attend meetings due to work commitments, Google Meet appointments are available. This allows the parent to be involved remotely. Once they click on the link provided, they can join a video meeting and see what is being shown on the screen, e.g. to look at different websites.
Google Forms which are then merged into Google Docs. This is used in three main areas:

- Before the first TaP meeting, students are required to fill in a form. This is then automatically merged into a Google Doc called Sample Student TaP Notes. In this Doc there is information specific to the individual students, generic resources and notes of any TaP meeting, including links to any websites that were used so that students and parents do not need to search for them at a later date.

- Karen has developed a Resume Builder that all students have access to. Students fill out the Google Form and it is then automatically merged into an individualised resume.

- Many of the TaP activities that are offered at school require students to register. They do this through a Google Form. This allows Karen to print the registrations and have students sign on – these records can then be used for other purposes such as completing applications for School Recommendation Schemes (SRS).

Google Classroom. Each year group has their own TaP Classroom where activities are posted to be completed during Coaching.

3. **Wider community engagement via Social Media**

   Kildare Careers Facebook Page – a public page that students and parents are encouraged to follow. The page includes industry profiles, job profiles, upcoming events and profiles of ex-students with a wide variety of stories including from those who have left school to complete apprenticeships and those who have pursued a tertiary education.

   Kildare Catholic College Positions Vacant Group – is a closed Facebook group for Kildare students and parents. Jobs (casual, part-time, full-time and gap year positions) that Karen is aware of are advertised in this group. Many of these are sourced from employers who contact Karen directly. Karen also shares advertisements found on other sites to the Group.

   Riverina Positions Vacant Page – is a local Facebook page that Karen contributes posts to when helping students find an apprenticeship or work experience (students names are not shared on the site). The response from local businesses is overwhelmingly positive and many relationships have been established through this platform.

   Kildare Catholic College Careers YouTube Channel – instructional videos are recorded and uploaded to allow students and parents to revisit information when it becomes relevant to them.

**Outcomes**

With enrolments increasing, and expected to reach 1,000 students in the near future, it can be difficult to provide every student with relevant transition and pathway support. So, the school has invested in making the TaPS position a non-teaching role, as well as creating a systemic focus on careers education. For instance, every student has a data profile which includes a link to their TaP notes. An intervention team meets once a week, to discuss students who may need extra support, and their career planning or lack of it is part of that review. Sometimes a TaP specialist may be the right person to intervene to help the student find relevance in what they’re doing and get back on track. Students and their carers are also invited to initiate appointments with the TaP specialist, and the prompt for this often comes from homeroom or class teachers who identify a need for individual support.

At interviews, a large screen at the end of Karen’s desk allows students and their parents to see what is being added to their file and allows Karen to show resources on the screen and explain them.
without having everyone crowd around a small screen. Each student's TaP file is jointly owned and always accessible by Karen and the student who can both add comments or resources as required.

The College targets its careers education by creating mini-cohorts of students who have needs or interests in common. Students can self-nominate for groups or be encouraged to join groups by the Coach or classroom teacher. Other investments to personalise TaP for Kildare’s students include having Year 7 take the WIRL Career quiz, Year 8 work on their Discover Me Career Profile, Year 9 complete the SkillsRoad Quiz, Year 10 work through the MyFuture Careers Profile and Year 11 complete MyCareerMatch. These profiling activities help every student to start thinking about their career interests. Using these results as a conversational springboard, each student has the opportunity for a one-on-one session with the TaP specialist.

The CAaRMS system has made it easier for Karen to keep a central record of interactions with students, which allows each conversation with a given student to build on the last conversation – even if three months have passed. Every meeting is logged (including No Shows), who attends the meeting, the advice given and the follow-up actions for both Karen and the student. When students attend interviews or contact employers as a result of Karen’s connections, this and the outcomes are also recorded. Within their TaP notes, students can access any career resources they have been provided during their time at Kildare and track their own research or changes in where they see themselves headed career-wise. The school’s TaP specialist can also search the database to identify students with particular strengths or interests when opportunities present themselves.

Success factors

Having a non-teaching role has allowed Karen to increase her flexibility and be more available in hours that are suitable for parent and industry meetings. For example, during 2018 when Karen worked from 12.30 pm to 8.30 pm once each fortnight, there was a significant increase in parental engagement and every after-school-hours appointment was filled.

Greater engagement with local businesses has created relationships demonstrated by businesses contacting Karen requesting that she advises students that of the availability of part-time work, or an apprenticeship or traineeship. Karen advertises these roles in the closed Facebook group, or searches the database to identify and notify individual students who have indicated interest in the area.

Although the program is still in the implementation stage, feedback from students and parents has been positive. Given students, carers and teachers are now having more conversations with a greater emphasis on #whatnext, an increasing number of students are choosing a non ATAR course of study to help them secure apprenticeships. Anecdotally, Karen is facilitating more connections between employers and students, and there is a greater proportion of Kildare’s student body getting part-time work, work experience, traineeships, apprenticeships and even graduate positions. Former Kildare students are welcome to join the Facebook groups and are willing to share their transition experiences with the current student cohort.

Challenges

Some of the schools within this diocese have only had TaPS funding from 0.2 to 0.8 which means it has been difficult to step away from the timetable and take on a co-ordinator role for parents and industry as well as providing one-to-one support for students. Increased awareness of what can be achieved by a TaP Specialist in a non-teaching role means that more schools in the Catholic sector in NSW are considering this.

Another challenge Karen is determined to address in the coming months, is involving cohorts and individuals who are not currently engaging with their available opportunities, for example Indigenous students or refugee students. Sometimes this is a matter of training staff, such as homeroom...
teachers, and increasing the likelihood of teachers actively encouraging students to make an appointment with the TaP Specialist or engage in lunchtime TaP activities.

One of the challenges facing regional students wanting to leave home to attend a tertiary institution in Sydney or interstate is the difficulty in qualifying for Youth Allowance. To change their status to ‘independent’ and qualify for government financial support, many students from Kildare need to have a two-year gap between high school and university. This means there is a big demand for traineeships, and it can significantly skew the #WhatNext conversation.

**Transferability**

To support the students, and the teaching staff, in Karen’s view based on her experience, there needs to be a champion dedicated to the program, which needs a financial commitment from the school/system to enable the full-time role. The school also needs to implement the relevant software, systems and focus to enable this model to be effective across the student body. ‘Some students are really self-driven and independent. But most need help to broaden the way they look at their futures, to find the information they need and make decisions that enable them to transition to their next step positively.’

**Further information**

Kildare Catholic College: kcc-info@ww.catholic.edu.au
Catholic Education Diocese Wagga Wagga VET: cedww-vet@ww.catholic.edu.au

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**Workabout Centres - Supporting students on a case-by-case basis**

**Objective**

In South Australia, Workabout Centres support Indigenous students to develop skills for the transition from study to employment by building relationships between education providers, industry and Aboriginal communities.

The centres are currently operating in four locations: Northern Adelaide, Port Augusta, Port Lincoln and Murraylands.

**Approach**

The face-to-face nature of the centres means that student needs can be addressed on a case-by-case basis, with a range of options to help individuals achieve their goals. Centres deliver mentoring, counselling, tutoring and work readiness strategies that provide culturally-inclusive support to Indigenous students from the commencement of secondary schooling into post-school pathways.

The Centres and their website also operate as a conduit for communicating with young people about a range of educational options, traineeships and work experience opportunities, as well as entry level jobs.

**Further information**

Workabout Centre: 08 8226 4391, Education.WorkaboutCentre@sa.gov.au
Transforming Career Education in Victorian Government Schools - Helping students make informed course and career decisions

**Objective**
From 2019, a suite of new initiatives will be implemented to support Victorian government schools to deliver career education from Year 7. The initiatives will ensure that students can make better career and pathway decisions aligned to their aspirations and industry needs, and have the skills and knowledge to navigate multiple and complex careers throughout their lives.

**Approach**
This suite of initiatives will include:

- teaching and learning resources to support delivery of career self-exploration activities for all students in Years 7 and 8
- a Career Advisory Service for every Year 9 student which provides free access to a career diagnostic assessment and one-on-one career counselling from external qualified and accredited career practitioners
- access to a careers e-portfolio, an online resource that allows students to keep all their career planning in one place, including their career action plans
- funding to support career practitioners to complete post graduate studies to build their capability to deliver high quality career education
- opportunities for students, particularly those from disadvantaged backgrounds, to gain exposure to a wide variety of industries and career pathways through activities such as mentoring by employers, workplace visits and bringing industry into the classroom.

**Further information**

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My Education - Introducing a whole-school approach to career and life planning

**Objective**
My Education has been implemented in Tasmania as a whole-school approach to career and life-planning from K-12. The program supports students to make important life choices by helping them to identify their personal interests, values, strengths and aspirations, and use this knowledge to make decisions about their future learning, work and life opportunities.

**Approach**
At K-6 level the focus of My Education is on building self-awareness and developing skills and capabilities to be successful learners. Every school receives support to embed My Education into the curriculum and can make choices about how this support is applied based on the needs of their student cohort and school context.

A component of this centralised support model during the implementation phase of the initiative is providing financial support to schools enabling teacher professional learning to be undertaken. This support enables schools to send one or more teachers to professional learning days and builds the capacity of teachers to deliver contextually relevant career education in schools.
From Years 7-12, students continue to develop their self-management skills with increased focus on learning about, and engaging with, the wider world. There is a mix of career content embedded in the curriculum across a range of subjects, as well as career event days, industry visits and work exposure events. One recent event showcased the Forestry industry when students from two schools in northern Tasmania toured simulation equipment at the Arbre Forest Industries Training and Careers Hub and visited the School of Architecture and Design at the University of Tasmania where they created small projects with the use of laser cutters and a computer numerical control (CNC) router.

My Education has significant online resources available to support schools. These are accessible to all teachers across the state. My Education also maintains a database of the current career aspirations of all Tasmanian high school students. When an event is held for a particular industry sector, VET course or tertiary institution, the My Education team can target and support schools with contacting students who have expressed interest in that area. Schools are then able to keep students informed of available opportunities that are relevant to them.

Further information
My Education Website: https://my.education.tas.gov.au/Pages/default.aspx
Email: my@education.tas.gov.au
Phone: 03 6165 6172

SET Planning Process - Individual planning for all students

Objective
In Queensland a Senior Education and Training (SET) Plan is developed with every year 10 student. The school, in conjunction with the student, parent/carer and other learning providers develop and document the SET Plan. The aim of the SET Plan is to help students:

- structure their learning in years 11 and 12 around their abilities, interests and ambitions
- think about their education, training and career options after year 12
- set and achieve learning goals in years 11 and 12, and beyond
- include flexible and coordinated pathways options in their course of senior study
- communicate with their parents/carers or teachers/careers counsellors about their post-school plans.

Approach
When a SET Plan is completed, it is signed and dated by the student and other key parties involved in its development to indicate their agreement. Students are encouraged to take ownership of their SET Plan review their SET Plans regularly to make sure their subjects and learning are right for them, and that they can maintain a pathway to the courses and career they want after year 12.

Further information
Queensland Curriculum and Assessment Authority: https://myqce.qcaa.qld.edu.au/planning-your-pathway.html
Individual Pathway Planning - Years 7-12

Objective
Individual Pathway Planning encourages student aspirations and achievements and helps to connect current learning to future learning.

Individual Pathway Planning is encouraged in Western Australia to help students to make informed choices about learning, work and life opportunities and to take personal responsibility for those choices. Students review and adapt their plans as they transition through stages of schooling and life.

Approach
Individual Pathways Planning resources are available for Years 7-12 and focus on:

- self-awareness
- career exploration
- actional planning
- developing career management skills
- preparing for post-school education, training and employment opportunities.

Further information
Individual Pathways Planning: curriculumsupport@education.wa.edu.au

Personal Learning Plan - Planning for the future

Objective
In South Australia, the Personal Learning Plan (PLP) is a compulsory subject that is typically undertaken during year 10 to help students choose subjects for years 11 and 12 and plan for their future.

Approach
The PLP helps students to:

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education and training
- develop goals for the future, including selecting subjects, courses and other learning, investigating possible career choices, and exploring personal and learning goals.

The PLP can be implemented flexibly, allowing schools to define the teaching and learning methods, and assessment timelines that best meet the needs of their students and the school community.

Further information
Creating Pathways to Success - Providing a comprehensive approach to career and life planning

Ontario, Canada

The Ontario approach to career education is designed to help students achieve their personal goals and become competent, successful, and contributing members of society. It aims to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process
- provide opportunities for this learning both in and outside the classroom
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

Approach

Ontario’s Creating Pathways to Success program combines ‘life planning’ guidance and career education from Kindergarten to Year 12. The program helps students in all grades choose the courses and activities that support their goals and interests and encourages them to discuss their learning with parents and teachers.

Creating Pathways to Success is based on a conceptual framework for learning and inquiry that aims to teach students how to understand themselves better and plan for the future by helping them to acquire knowledge and skills in four key areas of learning:

- Knowing yourself
- Exploring opportunities
- Making decisions and setting goals
- Achieving goals and making transitions

Students from Kindergarten to Grade 6 reflect on and capture evidence of their developing knowledge and skills in the four areas of learning. Knowledge is developed and applied through:

- classroom activities related to the curriculum
- school-wide activities, e.g. career fairs and postsecondary presentations
- activities in the community, e.g. recreational, social, leadership, and volunteer activities, and part-time employment
- programs which offer experiential learning, e.g. job shadowing, cooperative education, the Ontario Youth Apprenticeship Program, Specialist High Skills Majors, and Dual Credits.

Further information


My Life - Life coaching for youth in foster care

Oregon, USA

The My Life program, developed by Portland State University, is delivered to young people in foster care to help them acquire the skills to direct their lives to achieve their education and transition-to-adulthood goals.
**Approach**

The stand-alone intervention is run over nine to twelve months, providing between 40 and 55 hours of youth-directed weekly coaching at school, community or home locations. The coaching focuses on supporting youth to identify and strive toward goals they value, learn and apply metacognitive self-determination skills, and engage in experiential activities such as visiting a college or employer. The program is delivered by qualified coaches under a license agreement.

**Further information**

My Life: [http://www.cebc4cw.org/program/my-life/detailed](http://www.cebc4cw.org/program/my-life/detailed)
NCES OBJECTIVE 3

Partnerships thrive between schools, education and training providers, employers, parents and the broader community

When designing or implementing career education that addresses objective 3 of the NCES, key considerations for school leaders are:

- Can our existing partnerships be used to support career education?
- What other outside organisations are relevant to career education for our students?
- Who is best placed to engage with outside organisations to develop partnerships?
- What benefits can our school provide to outside organisations through partnerships?

The following examples of practice illustrate approaches for addressing NCES objective 3. The examples listed in bold text have been investigated in greater detail to gather information on how the key considerations were addressed in the development of the initiative.

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sySTEMic - Partnering with industry to encourage student uptake of STEM

sySTEMic is a one-semester course for Year 10 students that aims to increase the uptake of STEM subjects and careers, especially by female and Indigenous students. The pilot program at Taminmin College in Humpty Doo provides students with mentoring and real-world experience through a collaboration between the Northern Territory Department of Education, Engineers Australia and local industry. Using Taminmin College’s new state-of-the-art STEM facility, a group of 16 students – including seven girls and 2 Indigenous students – have engaged in project-based group work to develop their skills in problem-solving, creativity, critical thinking and collaboration.

The pilot is a response to a report by industry peak body Engineers Australia\(^1\) highlighting the need for NT students to take up STEM subjects so they can access existing and emerging career opportunities across the Territory. The drive to get local students involved in the engineering profession has resonated with local companies who are keen to work with young people who know and care about their land and communities.

According to Jenni Smith, Manager of Careers Education with the NT Department of Education, the involvement from industry has been amazing. ‘Our mentors are really excited about a chance to make a difference, to encourage greater diversity for the future of the industry and get young people excited about the possibilities.’

**Approach**

A regional centre was selected as the location for the pilot project because many STEM opportunities in the NT are in regional and remote areas. Building the STEM skills of students in regional areas will prepare them for local opportunities and enrich future industry. Student collaboration projects are written around local concerns – tackling agricultural issues on the region’s cattle stations, barramundi farms or mango plantations, or considering health issues in remote communities.

The first half of 2018 was dedicated to establishing the team that would deliver the course to students in semester two. With Engineers Australia leading the way, twelve engineering companies in the NT agreed to provide a practising engineer to act as a mentor for the small group of students. The mentors and teachers worked together – including through company site visits – to build an understanding of each other’s working environment and challenges, and to develop the course structure and content.

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The twelve participating companies represent a full range of engineering disciplines, giving students the widest possible exposure to the industry. Participation in the program is the closest involvement any of the companies has had with the education sector and is testament to the importance they are now placing on early intervention to recruit more local students to the industry. Engineers Australia had previously supported the Department of Education with VET in Schools initiatives, but the sySTEMic pilot is their first venture as partners.

Students were recruited to the program through their interest in STEM subjects. Teaching staff encouraged the participation of some students who may not have volunteered themselves due to lack of confidence.

The sySTEMic program includes regular full-day and half-day visits to some of the biggest engineering companies in the Territory, such as the McArthur River Mine. The on-site visits provide students with valuable real-world experience and a chance to meet people already engaged in the industry. Students have gained first-hand insights into the challenges of working life, including the impact of FIFO arrangements on family life and mental health; and met workers with diverse career pathways, including a mature-aged apprentice who had previously held six different jobs at the McArthur River Mine.

**Outcomes**

Students who were initially daunted by taking on the course have demonstrated growing confidence in their ability to engage with and explore STEM opportunities – both with their mentors’ companies and beyond, such as the Department of Defence. Program leaders expect that the pride and positive buzz that the program has generated within the school will make it easier to target and recruit student participants in future.

Teachers have observed that students’ skills in collaboration and creativity have improved through the group-based projects. The students themselves have also identified learning outcomes.

> I’ve learnt how to get other people in my group to do their share, so I don’t have to do it all myself.

sySTEMic program participant

Participating students are also changing their relationships to STEM subjects because they can see the relevance and application of what they’re learning to their own future. As a result, other school opportunities, such as work experience, are now being sought in more STEM-based areas.

For Engineers Australia the long-term aim is to inspire the next generation of NT engineers who will create unique and place-relevant solutions for NT issues.

**Success factors**

The sySTEMic pilot has been enabled by leadership from the Department of Education, and Engineering Australia, and buy-in from a range of participating companies. Most importantly, it has been driven by the passion of participants for the goal of ‘growing our own’ skilled workforce in the NT.
The pilot successfully tapped into local industry opportunities and companies that want young people to know about those opportunities. Identifying and keeping the best NT students in the NT and creating pathways for them to have rewarding careers while contributing to the NT, is the driving force behind the program.

**Challenges**

The additional workload for school teaching staff was a challenge that needed to be addressed early in the pilot. The introduction of a new initiative always places demands on planning and preparation time. For the sySTEMic pilot, the Department of Education was able to provide Taminmin College with curriculum support resources to assist teachers.

**Transferability**

The pilot program was driven by an industry identified need for future workforce entrants. Responding to that industry need allowed the education sector to build a strong partnership with the peak professional body and individual companies. Elements of the sySTEMic program could be applied in other regions if similar industry goals are identified.

**Further information**

Email: itp.doe@nt.gov.au
Belconnen Schools Network - Collaborating to deliver career services

School mediated connections to industry are one approach to develop ‘future of work’ skills and support transitions. The Belconnen High School to College Transition Network supports sharing and collaboration between public schools and colleges in the Belconnen area of Canberra to support the delivery of quality career services to all students. Membership of the Network includes five high schools (years 7-10), four colleges (years 11-12), community agencies, employers, further education and training providers, parents and staff from the ACT Education Directorate’s Education Support Office.

**Approach**

The Network was formed in 2015 and meets a minimum of once each term, bringing together a wealth of expertise, including:

- professionally qualified career practitioners from schools and colleges
- qualified youth workers from community service organisations
- educators from the University of Canberra and Canberra Institute of Technology (CIT)
- employers from local business.

The Network has annual planning, implementation, monitoring and reflection phases. The cycle of activity focuses on collaborative action that the partners can undertake to improve career education programs and transition outcomes for students. In 2018, collaborative activities included a ‘Talking Transitions’ event for parents of year 10 students with involvement from all Network partners. The event was hosted by Belconnen Community Service and provided parents with an opportunity to learn about the transition from high school to college and access information from a range of other service providers, such as Headspace, Child and Adolescent Mental Health Services, CIT College, and Health and Human Services.

The Network has secured the delivery of White Card and Asbestos Awareness training through CIT for year 9-12 students from all schools and colleges. Formerly, Network schools did not have the student numbers to sustain regular delivery of this training, but a collaborative program allows the training to be run multiple times each term. Collaborative programs have the added benefit of building familiarity and connections that will help students with the transition from high school to a college within the Network.

Sharing of information between Network members has been valuable for members’ professional learning and for raising awareness and capability among grassroots teachers. Schools also benefit from shared information when students transition between schools and colleges in the Network.

The work of the Network is supported by the Transition and Careers section of the ACT Education Directorate which provides:

- leadership and guidance for career practitioners and careers administrative staff in schools
- administration of the online workplace learning system, InPlace, to provide insurance and administrative support for work placements in ACT and NSW
- management of the Pathway Planning website used by all schools.

**Outcomes**

Through the Network, Belconnen schools and colleges have been able to pool their resources to combine some programs and services. This minimises duplication and saves time and resources. It also creates a collegial feel within the Network, supporting career practitioners to feel less isolated and more confident and purposeful in their engagement with industry and the broader community.
**Success Factors**

Networks can be slow to reach their full potential. For the Belconnen Schools Network, the ongoing commitment of members to attend meetings and participate in Network events has been a key success factor. The Network has also recognised the value of small wins by starting with small achievable projects and activities to build group confidence and cohesiveness.

**Challenges**

Leadership and staff changes can challenge the stability of Networks through loss of corporate knowledge and commitment. With consistent activity since 2015, the Belconnen Schools Network is now sufficiently established to continue regardless of future staff changes. However, ongoing recognition, support and resourcing from leadership will always be required.

**Transferability**

The Network model has been applied across the ACT and is designed to support transition between high schools (years 7-10) and colleges (years 11-12). The model was developed by the ACT Education Directorate as a part of the role and responsibilities of Transition and Careers Officers (TaCOs) in every college.

Networks between schools and other service providers may be applicable in other environments where there are shared transition challenges and goals. Commitment from members, resourcing and mutual respect are needed to establish a functioning network. Once the network is established external support may be gradually reduced.

**Further information**

ACT Education Directorate: [https://www.education.act.gov.au](https://www.education.act.gov.au) email: careers@act.gov.au

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**Canberra CareersXpo - Providing information on career opportunities**

**Objective**

The Canberra CareersXpo is a 2-day event conducted in August each year by the Rotary Club of Canberra City in partnership with the ACT Education Directorate. The event has been operating for nearly 40 years and is continuing to grow in popularity, attracting 8,700 visitors and 100 local, national and international exhibitors in 2017.

Canberra CareersXpo provides career guidance and advice on career opportunities to secondary students throughout the ACT and surrounding NSW schools network.

**Approach**

Students are bussed into the event where they can access career guidance by qualified career practitioners and interact with a wide range of information providers. The 2018 CareersXpo included an Indigenous Employment Exhibition to raise awareness of career and education opportunities, and support services, for Aboriginal and Torres Strait Islander people living in the ACT. Hands-on experiences have also been provided for students to try their hand at a variety of STEM areas, such as forensic science, fitness, nursing, surveying, engineering and cyber security, and trade areas including hair and beauty, horticulture, bricklaying, construction, and hospitality.

**Further information**

EPICC - Engaging parents in career conversations

Objective
Engaging Parents in Career Conversations (EPICC) is a Victorian online resource that careers practitioners can use to engage parents and carers in the career development of young people. The EPICC Framework gives schools the tools, resources, ideas and strategies to:

- support parents to help young people prepare for the challenges of the new economy
- enhance parents’ ability to help young people develop career management capability
- help parents and young people to understand the career journey
- equip parents to help young people develop and build their preferred career futures and build a support network
- challenge outdated belief systems that can limit a young person’s potential.

Approach
EPICC is designed to be delivered through workshops by a careers practitioner or individuals with group facilitation skills and an appropriate background in career development. The involvement of members of the local community such as Indigenous elders, social workers, community agencies or school alumni including past parents and students, can help to engage participants and support activities. EPICC can be customised to suit the needs of parent cohorts and build their capacity to engage more effectively in career conversations with young people.

The program identifies key transition points – year 6 to 7, year 9/10, and year 12 and beyond – that can be effective times to engage with parents by addressing typical questions and concerns for that stage. A key emphasis of the program is to demonstrate the value that parents bring to the career development of young people.

Further information
Victorian Department of Education and Training:

Beacon Foundation - Connecting industry into Australian classrooms to bring real-world exposure and career awareness to young people

Objective
Beacon Foundation (Beacon) is a national ‘for purpose’ organisation that aims to reach, inspire and connect Australia’s future workforce. Beacon builds connections between industries, education and the wider community to produce relevant and practical experiences to support young people to be ready for the future world of work. Operating for over 30 years, Beacon primarily focusses on low ICSEA schools and communities experiencing disadvantage.

Approach
Beacon plays an important role in connecting industry into Australian classrooms. Developing and delivering innovative work exposure and career awareness programs for young people, Beacon acts as a ‘connector’, offering schools real world educational experiences, designed to increase the relevance of classroom learnings and the curriculum.
Beacon has national industry partnerships, enabling them to connect schools across the country with business. Beacon programs are offered in school, in work environments, in communities, and online.

Program examples include: MyRoad, High Impact Programs and Industry Live.

**MyRoad - online mentoring program**

MyRoad is Beacon Foundation’s online mentoring program for young people aged 16 to 19 from lower socio-economic backgrounds and remote and regional areas of Australia, giving them direct access to mentors from diverse industries across Australia. MyRoad is typically conducted in a school setting with secondary students in years 10 to 12. Volunteer mentors come from a wide range of backgrounds and industries and guide students through 6 work-readiness modules, curriculum aligned and supported by videos showcasing different aspects of working life.

**High Impact Programs - face-to-face work readiness programs**

Beacon’s High Impact Programs are a series of one-day work readiness programs targeted to specific age groups and designed to prepare and motivate young people for a successful post-secondary school transition. Programs are designed to enrich career development frameworks, supporting work already being done in classrooms across Australia. High Impact Programs are typically run on-site at workplaces or in a school setting.

In the space of a school day, young people (in groups of 20-25) practice highly sought-after employability skills and participate in workshops that build aspirations, resilience and self-advocacy. With the help of Beacon facilitators and volunteer industry mentors, young people gain valuable insights into workplace expectations, career pathways and opportunities.

**Industry Live - series of online career awareness events**

Beacon Foundation’s Industry Live initiative consists of a series of online career awareness and exploration events. Schools from across Australia participate in panel discussions held at scheduled times on different topics. Aimed at getting young people interested in, and thinking about, post-school pathways, whether it be employment or further education. Recent topics include: ‘Surviving your fist year of TAFE or university’ and ‘Careers in trades, traineeships and apprenticeships’.

The convenience of videoconferencing allows Beacon to connect students in years 6-12, teachers and industry volunteer panelists from all around Australia. The facilitated 45-minute discussion format provides an engaging context to allow students access to industry role models and exposure to information to support them along their future pathway. There are opportunities for teachers and students to ask questions of panelists to build their knowledge around specific careers.

**State Government collaboration with Tasmania**

In addition to the design and development of career awareness and information programs, Beacon collaborates with State Governments.

In Tasmania, the Beacon Foundation has been an active partner in the Department of Education’s My Education whole-school approach to career and life-planning, specifically in the 7-12 years. Beacon has supported My Education, professional learning days for teachers, establishing school connections to industry and actively raised school awareness of industry work exposure opportunities.

Beacon’s Tasmanian Business Engagement Managers, who work collaboratively with the Department of State Growth, have designed, developed and implemented various school-based work readiness programs, such as speed careerering, mock interviews and site visits. The careers
awareness and information provided by these programs aligns to the State Growth objective to create a future, job ready workforce.

**Further information**

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**Work Inspiration - Providing work experience opportunities for disadvantaged youth**

**Objective**
With a history of success in the UK, Work Inspiration was launched in Australia in 2013 and is championed by The Smith Family. Each Work Inspiration program is led by local employers and provides young people with opportunities to experience the world of work first hand in a meaningful and inspiring way.

**Approach**
Students visit a work site for a 2 to 5-day program. The Work Inspiration model is built around three mandatory components - Insight Activities - designed to build valuable careers knowledge, skills and behaviours by combining self-exploration with structured career conversations in a workplace setting. A Work Inspiration Employer Toolkit provides information and guidance for employers to design, deliver and evaluate their Work Inspiration program.

**Further information**

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**Western Adelaide Secondary Schools Network - Sharing resources to maximise learning opportunities**

**Objective**
The Western Adelaide Secondary Schools Network (WASSN) is a network of thirteen public secondary schools in western Adelaide. By collaborating and combining resources, WASSN aims to maximise learning opportunities, career pathways and educational outcomes for students.

WASSN aims to develop sustained partnerships between schools and businesses to support real-world learning and expose young people to the range of pathways available to them, including in STEM-related areas.

**Approach**
WASSN is supported by the SA Department for Education through the provision of Career Pathways Managers and a SACE Achievement Officer. Staff in these roles work across the network schools to support a range of activities including business partnerships, workplace learning, school-based apprenticeships, career development services, and student achievement, retention and completion.

By running VET programs across their school network, WASSN is able to provide students at individual schools with a wider range of options. Approximately 750 students across Western Adelaide were enrolled in the regional VET programs in 2018.

**Further information**
Further Education and Pathways, Department for Education: [Education.Pathways@sa.gov.au](mailto:Education.Pathways@sa.gov.au)
**KIOSC - Connecting students with their possible future careers**

**Objective**
Knox Innovation, Opportunity and Sustainability Centre (KIOSC) in Victoria is a unique education and industry facility. The Centre was funded under the Federal Government's Trade Training Centres in Schools Program and receives operating funding from the Victorian Department of Education and Training.

Delivered through a partnership comprising a consortium of secondary schools in Knox, Swinburne University of Technology and Knox City Council, KIOSC aims to build strategic partnerships between education, business and the community to promote the development of skills, career opportunities and productive future pathways for secondary students.

**Approach**
The centre has been designed to act as a learning tool for students, to engage and stimulate their thinking, and provide creative immersive spaces for students to think critically and systemically about problems, solutions and their own futures. KIOSC emphasises practical learning experiences through a range of programs that provide a window into the world of work, linking a broad range of pathways in science, maths, technology, social sciences and humanities to integrated hands-on curriculum.

KIOSC relies on a range of partnerships with industry to provide specialist input into curriculum design and to expose students to the latest in technology, training and career opportunities – from trades through to the cutting edge of STEM. Through events such as expos and exhibitions, industry visits, work placements, cadetship programs and mentoring, KIOSC aims to connect students with their possible future careers.

KIOSC is a shared-use facility available for use by primary, secondary and post-secondary students, as well as industry and community events.

**Further information**
KIOSC: [https://www.kiosc.vic.edu.au](https://www.kiosc.vic.edu.au)

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**Tech Schools - Preparing students for the jobs of the future**

**Objective**
Tech Schools are a Victorian Government initiative that provide advanced science, technology, engineering and maths (STEM) learning programs to students, and professional development for teachers from partner schools. There are ten Tech Schools across Victoria, which help to prepare students for study and careers in the industries forecast to experience the greatest job growth in the future.

**Approach**
Each Tech School is hosted on a Victorian TAFE or university campus. The host owns and operates the facility in partnership with a committee of local schools, industry and other stakeholders. This coalition of partners helps Tech Schools to be integrated with the communities in which they are located. The Tech Schools service all government, Catholic and independent schools within their local government area.
Students and teachers from partner schools attend a Tech School to undertake immersive, industry-linked, and high-tech STEM learning programs that are delivered using modern pedagogy. These programs challenge students to work on real-world programs that are developed in partnership with local industry. They range from short taster programs to in-depth, multi-day programs.

Tech Schools cultivate the STEM skills that students need for the jobs of the future.

Further information
Victorian Department of Education and Training:

Schools Industry Partnership - Providing work placement services

Objective
School Industry Partnership (SIP) is a registered charity based in Western Sydney working to support young people through education and towards employment. SIP aims to bring purpose and meaning to education by targeting partnerships between employers, schools and the community.

Approach
SIP is a provider of the NSW Department of Education’s Work Placement program, placing more than 6,500 students in workplaces each year, as well as directly helping hundreds of young people into employment. On behalf of secondary schools and TAFE, SIP coordinates host employers for students undertaking compulsory work placement as part of their learning. Teachers and SIP staff work together as professional partners to plan, prepare and conduct work placements.

Further information

Go for Gold - Supporting transitions into the built environment and related industries

South Africa
The aim of the Go for Gold program is to attract applicants from under-privileged communities into the construction, building-services and engineering fields. The program gives students the opportunity to enhance their education and transition through an internship year and onto tertiary education with guaranteed employment once they graduate.

Approach
Go for Gold is a public-private partnership which was formed in 1999 between companies in the built environment and the Western Cape Department of Education and Civil Society. Through the program, promising grade 11 students are identified and provided with tutoring and training support in maths, science and life skills during their final two years of secondary school. On completion of secondary school, the students complete a year of paid work experience with one of the participating companies to test their interest and suitability for a career in the industry. Companies can then choose to sponsor students through college and guarantee them a job after graduation.

Go for Gold provides a gateway for disadvantaged learners to realise their full potential and play a constructive role in society. Through the education-to-employment program, selected youth are transitioned through a four phase, values-based academic and life skills program which enables
them to gather work experience, access tertiary education and be fully prepared to become professionals and leaders in the built environment and related industries.

Participating companies view the program as a good form of corporate social responsibility, and a great way to recruit because of the values and industry knowledge young people develop through the program. For the young people, mentoring and guidance throughout the program assists them to make informed career decisions.

**Further information**

NCES OBJECTIVE 4

Communities create local solutions and flexible pathways to meet the needs of students and employers

When designing or implementing career education that addresses objective 4 of the NCES, key considerations for school leaders are:

- What are the attributes of our community - demographic, cultural, geographic, economic?
- What do these attributes mean for the career education needs of our students?
- Who in our community do we need to work with to think creatively about career education?
- How can we build on the strengths of our community to create authentic learning experiences?

The following examples of practice illustrate approaches for addressing NCES objective 4. The examples listed in bold text have been investigated in greater detail to gather information on how the key considerations were addressed in the development of the initiative.

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Police Fire and Emergency Services Cadet Program - Collaborating on a ‘grow your own’ model

The Northern Territory Police Fire and Emergency Services Cadet Program is a collaboration between the NT Department of Education and the NT Police Fire and Emergency Services (NTPFES). Together the organisations have designed a VET pathway that is industry-driven and exposes students to real employment pathways in NTPFES and government sectors. The cadet program is a ‘grow your own’ model that strongly encourages Indigenous and female students to apply.

The cadet program provides students with insight into the roles within the police, fire and emergency services sectors, as well as the skills and knowledge to work in an administrative role. Graduates can apply for positions such as Police Auxiliary, Police Constable, Aboriginal Community Police Officer (ACPO) and Administration Officer/entry level positions across government agencies.

In 2018 the program won the Industry Collaboration Award in the NT Training Awards.

Approach

The two-year cadet program is based on a Certificate II in Community Engagement and a Certificate III in Business. Successful completion contributes to students’ Northern Territory Certificate of Education and Training (NTCET) and Australian Tertiary Admission Rank (ATAR).

The program is delivered through twice weekly classes and a week-long camp once each term. The first year of the business qualification develops transferable work-life skills including communicating in the workplace, team work and work health and safety. Work placements in the second year build students’ industry knowledge and skills.

The cadet program ran as a pilot in 2015 with 17 year 11-12 students. In 2016 the program was made available to year 11-12 students in Darwin, Palmerston and rural areas; 2018 saw the program extended to the Alice Springs region.

Participation in the program is, in part, about being a good community member. There is a focus on helping students to handle peer pressure and make good life choices. Participants sign a good behaviour agreement and mentoring is used to get them back on track when necessary. Early intervention, through the mentoring, is key to helping students develop the skills and values they need to make good decisions.

The community engagement aspect of the program provides participants with opportunities to build their leadership skills and communicate and negotiate with a wide range of people.

Outcomes

Interest in the cadet program is growing with each squad intake seeing an increase in expressions of interest. Direct employment outcomes for program participants have been significant. In 2016, 11 of the 15 program graduates were subsequently employed by one of the participating services.

Although it is usual for the Police, Fire and Emergency services to restrict job applicants to people with life experience and aged over 25, the cadet program participants have impressed employers so much that new entry pathways and positions have been created to retain them.

By providing a pathway for women and Indigenous Australians, the program contributes to social equity, and can help the participating services to build a workforce that will be more effective in serving a diverse population.
**Success Factors**

The commitment of all parties to working in collaboration has been key to the program’s success. Strong communication has been established through a Working Group and Steering Committee that advises the program. Additionally, effective communication between RTOs, the Structured Work Placement Team and the School VET Co-ordinators has ensured that students are mentored through to success with setbacks addressed speedily and student behaviour redirected where necessary.

For students, the program provides a clearly-structured career pathway that enables easy transition to the workforce through targeted support, well-planned training and strategic work placement.

**Challenges**

Initially the program’s status as a VET pathway was a barrier for industry and students. The selection of a suitable RTO to deliver the business component of the program was important for establishing industry credibility and ensuring that students took the program seriously.

Ensuring that students can combine the cadet program with the achievement of an ATAR score has also been important for gaining student commitment to the program.

**Transferability**

The cadet program is based on considerable collaboration between many organisations, and a recognised need for more recruits, and more diverse recruits. Buy-in from employers has been significant and has resulted in the redesign of entry pathways and the provision of excellent support to students. The cadet program has developed a high profile in NT, attracting good quality applicants.

The design of the cadet program is driven by the needs of the collaborating agencies, but a similar model may be suitable for meeting the needs of other major community employers, such as Rangers, Health, Education and other Community Services. Pathways to work with these organisations would provide opportunities for students in boarding schools to return to community as employable candidates for local jobs.

**Further information**

Email: Cadets.PFES@pfes.nt.gov.au
**My Education - Building a career with the help of the community**

My Education is the career education initiative delivered across Tasmania from Foundation to year 12. Through My Education, schools have flexibility to make the most of the strengths of their own communities to provide students with an understanding of the industries and occupations in their area – and to give local businesses the chance to engage with students to explore opportunities.

**Approach**

My Education provides schools with a level of flexibility that enables schools to work with partners in their communities to create unique and relevant programs and solutions that bring their students together with local employers.

At a school in northern Tasmania, Career-on-Wheels Day is an example of how My Education can facilitate connections between the local community and students. For the event, local industries set up ‘booths’ out of their car boots in the school car park to introduce their businesses to students and discuss the job opportunities that exist within them. The informal, community-based approach to the event provided a fun environment for students to access local businesses and talk about their career options.

In another community-driven initiative, LiveTiles, a New York-based software start-up with offices in Hobart, has partnered with Hobart schools. Representatives from LiveTiles ran a workshop on design thinking for school leaders and teachers providing them with strategies to lead design thinking approaches with their students. LiveTiles then engaged students from one primary school to use design thinking to consider issues faced by a neighbouring retirement home. The students came up with several solutions to help staff and residents of the retirement home, which have since been implemented.

LiveTiles now has an ongoing relationship with several Hobart schools and students from some schools have visited the company's office to work on coding projects. Students work in teams with company employees testing solutions to real-world challenges. Through the interactions, students learn to manage themselves in an office environment and LiveTiles has the chance to discover and nurture new talent.

**Outcomes**

Engaging with the world outside of school can help students connect leaning to real-world problems and create authentic learning environments to foster creativity, collaboration, communication and problem solving. My Education events have triggered significant realisations for students, such as:

- On a visit to the North Melbourne Football Club students learned that there are more than 40 different job roles at the club and only one of those is as a player. There are many ways to be part of the game, even if you’re not good at kicking the ball.

- The manager of a Launceston-based hospitality business challenged year 8 students who were struggling to engage with maths to create a housekeeping roster using algebraic principles. Connecting school maths with real world tasks was a lightbulb moment for the students.

**Success Factors**

Communication between the school, families and the community partners needs to be clear and two-way. Advanced planning and timetabling is also important to ensure that community visits and events can be accommodated when they don’t fit within a given class structure.

**Challenges**

Building partnerships with community takes time and effort. A variety of local economic and demographic factors can influence the number of enabling opportunities available to a school. In a
similar vein to young people exploring career options, schools need to take the time to fully understand what their communities have to offer rather than judging based on the image or perceived status of a company or industry.

**Transferability**
Leadership support, flexibility and funding are needed to investigate and create local engagement opportunities.

**Further information**
My Education Website: [https://my.education.tas.gov.au/Pages/default.aspx](https://my.education.tas.gov.au/Pages/default.aspx)
Email: my@education.tas.gov.au
Phone: 03 6165 6172

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**ClubEDU - Connecting with real-world learning in the hospitality industry**

**Objective**
ClubsNSW and Public Schools NSW Ultimo 90072, Department of Education have combined their resources to bring clubs and their local schools closer together through the ClubEDU program. This new approach will support secondary school students studying Hospitality Certificate II in SIT20416 Kitchen Operations or SIT20316 Food and Beverage by providing a combination of the following opportunities:

- Priority Work Placement
- ClubEDU Student Restaurant/Function Activity
- Master Class
- Co-assessment
- Post School Pathways.

**Approach**
Following a successful pilot in 2018 with schools in South Western Sydney, the ClubEDU program is rolling out across NSW in 2019. Work placement service providers can assist schools to connect with a local club to start students on a journey into fulfilling, lifelong careers in hospitality.

Opportunities for students and clubs include:

- Enhanced work placement opportunities in clubs
- Commercial environment to hold master classes
- Participation in functions/events held in a work environment
- Hospitality career pathways, including transition into apprenticeships and traineeships with the host club.

Participating organisations viewed the pilot program as a success, effectively connecting students with a local employer for hands-one learning about the hospitality industry.

**Further information**
Contact your NSW Workplace Service Providers [https://www.workplacement.nsw.edu.au](https://www.workplacement.nsw.edu.au) or the Senior Pathways team:

Arncliffe Office Ph: 02 9582 2800
iTrack - Supporting disadvantaged students through mentoring

**Objective**

iTrack is The Smith Family's online mentoring program for students in years 9-11 from disadvantaged backgrounds. Students are matched with a supportive adult (other than a teacher or parent) who volunteers as a mentor and provides the student with general encouragement and advice and guidance about workplace, study and career opportunities.

**Approach**

Volunteer mentors are drawn from The Smith Family network of corporate and community partners. All mentors are screened, inducted and then matched with a student, where possible according to the student’s career aspirations. Students and mentors communicate over an 18-week period.

**Further information**


The ME Program - Preparing for 21st century STEM careers

**Objective**

The ME Program in NSW is part of the STEM Workforce Initiative run by Regional Development Australia in the Hunter to equip students with the skills and knowledge that will prepare them for 21st century STEM careers. The program links industry with schools to develop a workforce for the future by making curriculum more interesting and workplace-relevant, leading to a pool of job-ready, qualified and motivated workers.

**Approach**

One example of the program is a partnership with the Department of Defence to raise students’ awareness of career opportunities in Defence and the defence industry. Efforts focus on boosting the number of students studying STEM subjects in partner schools by helping students understand the employment pathways to Defence and through the provision of mentoring and hands-on experiences in the defence industry.

A fundamental element of the program is the contextualisation of topics within STEM courses to make learning more real, relevant and enjoyable for teachers and students. This is achieved through collaboration between educators and defence industry stakeholders.

The program gives schools and teachers the opportunity to plan projects, lessons, industry immersion experiences, and outreach activities. At the same time, defence industries gain access to skilled and enthusiastic recruits.

**Further information**

NCES OBJECTIVE 5

Everyone is informed and involved

When designing or implementing career education that addresses objective 5 of the NCES, key considerations for school leaders are:

- Who are the individuals and stakeholder groups involved in career education at our school?
- What communication channels work best with our stakeholders?
- What type of support do individuals and stakeholder groups need?
- What sources of professional learning and development are available to our school?
- What learning and development opportunities can our school provide to our stakeholders?

The following examples of practice illustrate approaches for addressing NCES objective 5. The example listed in bold text has been investigated in greater detail to gather information on how the key considerations were addressed in the development of the initiative.

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**STEM Career Pathways Project - Implementing a whole-school approach to career education**

The Norwood Morialta High School (NMHS) in eastern Adelaide is one of twenty schools participating in a pilot program that aims to support the implementation of a whole-school approach to career education. The pilot program, developed by the South Australian Department for Education, funds teacher release for participation in professional learning.

With support from the pilot program, NMHS aims to establish and strengthen partnerships with the community to provide a holistic career education program that will serve diverse learner needs and prepare them for the future.

NMHS is a public secondary school in Adelaide on two campuses. The middle campus caters for 850 students in years 8-10, while the senior campus has 650 students in years 11-12. The school has a diverse student cohort with students from more than 86 different cultural and linguistic backgrounds; 35% of students have English as an additional language. The school is recognised as a provider of quality education with some families actively moving into the catchment zone to access enrolment. NMHS also hosts more than 100 international students.

**Approach**

NMHS is recognised as a leader in STEM learning in South Australia and has engaged in many projects to strengthen and share STEM teaching and learning. The school is using the pilot program to strengthen the career education focus on STEM by providing professional learning for teachers to integrate career education across the curriculum.

Prior to the pilot, NMHS had already implemented a student development program for all year levels. Personal Learning Plan (PLP) is provided in 40-minute classes three times per week for students in years 8-12. The focus of these classes includes pastoral care and personal development. To enhance the PLP focus on preparing students for the world of work, NMHS staff reviewed PLP curriculum content against the Australian Blueprint for Career Development (ABCD) to identify gaps and determine appropriate alignment of career competencies to year levels.

The school will continue to use PLP as a mechanism to address career education but will also be working toward more embedded approaches. School leaders and professional learning teams are committed to a whole-school approach to career education and regularly talk with staff about explicit teaching that can be used in the classroom to develop career competencies – helping teachers to recognise career competencies as integral to their classes, rather than something additional. Using the ABCD, curriculum leaders have also identified and unpacked STEM capabilities and dispositions that are important for all students. Professional learning opportunities have been used to raise the profile of these capabilities and build staff capacity to address them across the curriculum.

The school's strategic plan has prioritised community engagement as a mechanism for supporting the development of authentic learning tasks and expanding opportunities for students to learn about career pathways. NMHS has established a community partnerships committee to build connections with local businesses and organisations. The committee invites employers and community members to consider how they could best support the school, for example as a mentor, a guest speaker, or in co-designing and/or delivering learning programs.

At NMHS, engaging with community is also an important component of the delivery of the International Baccalaureate Middle Years Program for years 8-10. As part of their interdisciplinary learning, students participate in community service and reflect on how their work impacts the community at a local, national and global level.

With many co-curricular and extension programs going on at NMHS, the pilot program has given the school an opportunity to bring everything together in a whole-school approach to career education.
Support from the Department for Education has allowed NMHS to reflect on current activities and identify gaps and areas that need strengthening. The school now has four plans that work together to guide activity and direction:

- **School Strategic Plan** – prioritises community engagement
- **Teaching and Learning Charter** – supports the use of authentic learning tasks through community involvement
- **STEM Strategic Plan** – underpins a whole-school focus on STEM capabilities and dispositions
- **Career Development Action Plan** – fosters integrated approaches to career education.

Together the plans shape school culture and priorities, ensuring that future activities will support whole-school goals: building capacity for community engagement, developing deeper understanding of career development, and bringing STEM careers into focus for students.

**Outcomes**

In the first year of a three-year pilot program, NMHS has worked with teachers, school leaders and community members to establish whole-school goals and approaches. Through these efforts the school has increased community engagement, interdisciplinary teaching and authentic learning opportunities. Teachers who have connected with employers and community members have been overwhelmed by the generosity, experience and insight they have received – as a result these staff are now champions for the community engagement process.

Through community engagement activities, NMHS has established a good database of people who are interested in working with the school. This will enable an even wider range of interactions with the community and the development of more authentic learning tasks.

In the remaining years of the pilot, NMHS aims to continue to strengthen the whole-school approach to career education. The school also aims to strengthen communication with parents to ensure they understand how to help their children prepare for future career paths.

**Success Factors**

Strong leadership is important for success. A strong vision and awareness of the significance of career education is needed to achieve buy-in from the whole school community. NMHS Principal, Jacqui van Ruiten, has been a driving force in the school’s journey to introduce a holistic approach to career education. Jacqui also stresses the importance of career education experts and curriculum leaders driving the changes, and all teachers recognising their own role as teachers of careers.

Exposing teachers to the future world of work has been a focus of professional learning at NMHS. A wide variety of guest speakers have been invited to present to teachers and lead discussions on the importance of developing STEM and career capabilities, and where future opportunities and challenges lie.

**Challenges**

At NMHS, time is identified as the biggest barrier to change. The staff time release provided by the pilot program allowed work to get underway.

NMHS runs a 90-minute professional learning for all staff once a week. Some of this time has been used for action research where teachers developed authentic learning tasks to teach general capabilities through connections with business and industry. This group approach to professional learning gave all staff permission to take risks and the opportunity to share their outcomes and learn from the experiences of others. Student data collected at the end of the process indicated that students responded to the shift in pedagogy and were more engaged.
The whole-school approach to professional learning has helped to improve teachers’ capacity for the integrated delivery of career education and has conveyed the message to them that the new approach is just an improvement in how they teach content, not new content.

**Transferability**

Introducing a whole-school approach to career education naturally relies on support and commitment from the whole school, from the leadership team to curriculum leaders, middle management and co-ordinator level staff, through to teachers, students, parents and the broader community. A representative group can be formed to establish a plan of action and drive the changes, but time is needed to bring everyone else along.

**Further information**

The Norwood Morialta High School: dl.0787.info@schools.sa.edu.au

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**PACTS - Keeping parents and carers informed**

**Objective**

The Parents As Career Transition Support (PACTS) program is delivered by Whitelion, a community-focused organisation that provides services to help young people off the streets, out of jail and into a job. The PACTS program is designed to help provide parents, carers, education providers and support workers with up-to-date information about educational pathways so that they can support young people to make career transition decisions.

**Approach**

The PACTS program is delivered in three sessions of two hours each. It is also offered as train-the-trainer professional development enabling participants to facilitate the PACTS program in their own school or community setting.

PACTS sessions use activities and discussion to provide participants with information on:

- communicating with young people about careers
- careers/vocational instruments and options
- learning to use the Job Guide and connecting skills to jobs
- training and further education options
- apprenticeships and traineeships
- tackling the employment market
- preparing young people for interviews.

**Further information**

Whitelion: https://www.whitelion.asn.au/pacts

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Pathways - Personalising career education to meet students’ needs

Objective
Pathways is an ACT Government website that gives every young person in the ACT the opportunity to develop their own personalised plan. The Plans aim to assist young people with their career planning and support them in times of transition.

Approach
Three plans can be created on the Pathways website: the 5-6 Plan, the Pathways Plan, and the 11-12 Plan. Each of the Plans are structured around four key questions that ask young people to consider:

- Who am I and who do I want to become?
- What are my opportunities?
- What are my goals?
- What is my plan for achieving my goals?

Through the Pathways website, young people in the ACT have access to convenient, portable, interactive learning modules, occupational videos and links to resources such as myfuture. Pathways is accessible from any device and from anywhere, any time. Plans can be shared with others, including parents and carers, mentors, and education providers, providing tools to support better communication and consistency during times of transition.

Further information
ACT Education Directorate: https://www.education.act.gov.au email: careers@act.gov.au

Inspiring the Future - Facilitating the sharing of industry knowledge

Objective
Inspiring the Future is a national campaign for career inspiration that aims to broaden the horizons and raise the aspirations of students. The campaign is based on a UK program and was launched in Australia in Western Sydney in 2017. Inspiring the Future is run in Australia by not-for-profit organisation Schools Industry Partnership (SIP) with support from the Department of Education NSW and employers across the country.

Approach
Inspiring the Future uses a free, secure website to connect schools with volunteers from across all industry sectors. Volunteers commit as little as one hour a year to talk with school students about their job and career pathway. By sharing their career stories, volunteers provide students with insights into the real world of work and the factors that contribute to successful transitions. Through Inspiring the Future, volunteers can also challenge career gender and cultural stereotypes and raise the aspirations of young people.

Further information
Inspiring the Future: https://www.inspiringthefuture.org.au/
The National Careers Service - providing accessible information, advice and guidance

*United Kingdom*

The goal of The National Careers Service is to provide information, advice and guidance across England to help users make decisions on learning, training and work.

*Approach*

The National Career Service in the United Kingdom acts as a central repository of labour-market information, published by the UK Commission on Education and Skills and Sector Skills Councils. The service offers confidential and impartial advice and is supported by qualified careers advisers.

The web-based service includes:

- More than 800 comprehensive job profiles with information on salaries, hours required, qualifications, industry trends, and training programs
- Skills health check tools to assess strengths and personality type and get ideas about suitable kinds of jobs
- Access to career counselling over the phone or in person
- Course finder for information on a range of courses offered by learning providers such as colleges, training providers and local education authorities
- Advice in other languages, including career advisers and translation service.

*Further information*

National Careers Service: [https://nationalcareersservice.direct.gov.uk/](https://nationalcareersservice.direct.gov.uk/)

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Careers Advice Department - Informing people about career options

*Canton of Bern, Switzerland*

The Careers Advice Department of the Canton of Bern informs people of all ages about vocational training, further education and courses of study.

*Approach*

In the Canton of Bern, career counselling and lessons are mandatory for all students between the seventh and ninth year (ages 12 to 15). Students learn about various occupations – their typical working hours and wages, as well as academic and vocational training paths. They also visit companies and prepare for interviews, which can lead to internships. Parents are strongly encouraged to take part in the process, including attending a special introductory meeting designed to increase their awareness of various career opportunities.

*Further information*

Canton of Bern: [https://www.biz.erz.be.ch/biz_erz/fr/index.html](https://www.biz.erz.be.ch/biz_erz/fr/index.html)
NCES OBJECTIVE 6

There is a strong evidence base

When designing or implementing career education that addresses objective 6 of the NCES, key considerations for school leaders are:

- What data can we collect on student progression and post school outcomes?
- What data is available through our networks and partnerships?
- How can we ensure the available data informs our planning processes and our future practice?

The following examples of practice illustrate approaches for addressing NCES objective 5. The example listed in bold text has been investigated in greater detail to gather information on how the key considerations were addressed in the development of the initiative.

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CaTS Plan - Improving monitoring, measurement and evaluation

In 2011 the ACT Education Directorate funded a Transition and Careers Officer (TACO) position in every public senior college (year 11 and 12). The introduction of qualified and dedicated personnel allowed the development of consistent, systemic approaches for planning, reporting and continuously improving career education.

The Career and Transition Services (CaTS) Plan is used by the TACO in each college to document the career and transition services embedded into the school's curriculum and organisational structure. By setting out the career and transition team's annual plan for improvement, the CaTS Plan acts as a reference for the whole school, connecting career and transition services with the school's strategic goals.

**Approach**

The CaTS Plan was developed as a mechanism to define and document the outcomes that TACOs would deliver. The structure and content of the CaTS Plan has been refined over time through regular opportunities for TACOs and Education Directorate staff to collaboratively reflect on, and improve, planning and reporting tools and processes. The CaTS Plan is aligned to the National School Improvement Tool and to each school's School Plan and Annual Action Plan.

In each senior college, the career and transition team is responsible for annually planning, developing, implementing and reviewing a CaTS Plan that is aligned to the strategic direction of their school. The Plan identifies key programs and services that will be delivered within categories of:

- career education
- career exploration
- career information
- career guidance
- transition services.

By clearly identifying responsibilities, resources, timelines, milestones and key performance indicators for each key program or service, the CaTS Plan allows school career and transition services to be measured, monitored and reviewed annually. Programs or services that are not resourced in the Plan are removed and are no longer available to students or the school community. The school principal is responsible for allocating resources to the career and transition services team to enable the Plan to be implemented.

In addition to regular career and transition programs and services, the CaTS Plan identifies two initiatives that will be implemented as part of a plan to further improve student career development outcomes. Using this approach, career and transitions services teams are resourced to implement, monitor and review new or re-modelled services each year, enabling continuous improvement of the service.

**Outcomes**

Education Directorate staff believe the CaTS Planning process has contributed to a cultural shift in school leadership. School leaders are now more engaged with career and transition services and aware of how they can contribute to whole school outcomes. The CaTS Plan makes the work of the TACO in each college visible and accountable, validating it in the eyes of the school community.

The rigorous planning and review process has also contributed to the development of an evaluation culture within schools and a commitment to collaboration across schools and networks. All TACOs in the ACT get together once per term for professional learning. The use of a consistent planning
process across all schools has encouraged TACOs to actively share their experiences and reflections, supporting improved practice throughout the school network.

**Success factors**
The Australian Blueprint for Career Development (ABCD) is used in the CaTS Plan to provide guidance in relation to the career competency development of students at different stages. The success of the CaTS Plan therefore relies on qualified careers advisors in each school using their expertise and knowledge of the ABCD to lead a rigorous planning, implementation and review process. TACOs maintain their professional association membership, and the currency of their careers knowledge, through regular professional learning, attendance at career education events, and collaboration across their school networks.

Support from school leaders has also been critical to ensure that CaTS Plans are effectively resourced and aligned to school priorities. School leaders are responsible for overseeing the strategic direction, implementation and evaluation of the CaTS Plan.

**Challenges**
The greatest challenge for the program has been securing time and resourcing to enable the identification of strategies for further improvement and support robust evaluation. Positive feedback from school leaders about the value of the planning process and the role of TACOs in leading transition and career services has been reflected in the provision of ongoing funding from the Education Directorate.

**Transferability**
While the CaTS Plan is a system-wide initiative for all public colleges in the ACT, the planning process could be used at an individual school level to connect career and transitions services more closely to the school strategic plan. At a system level, benefits accrue from the knowledge sharing that occurs between schools through networking and collaboration. In the ACT, a networked approach has enabled the continuous improvement and refinement of the planning process.

Schools in the ACT have found that it is best to have one full-time staff member employed as the TACO so that it is clear who is responsible for leading the planning process. The support and engagement of school leaders is also critical for successful implementation.

**Further information**
ACT Education Directorate: [https://www.education.act.gov.au](https://www.education.act.gov.au) email: careers@act.gov.au
Student Pathways Plan - Gathering student information to inform school planning

Objective
The Student Pathways Plan administered by the NSW Department of Education encourages students in years 9-12 to think about their future intentions. It can be used by schools as a starting point for building student confidence in their career planning. It provides a basis for individual career counselling and can be used with other tools, practices and programs to increase students’ motivation, engagement and self-efficacy for career development. Schools can use the survey results to target engagement and retention activities, support career and transitions planning and keep parents and carers informed.

Approach
Students complete the survey and plan independently or with support from a careers advisor. The survey and plan support the implementation of targeted support services by providing school administration and teaching staff with relevant information from student responses. Schools can use the results to supplement the development of personalised learning plans, and support implementation of the Aboriginal Education and Training Strategy. School leaders may use survey results for reporting purposes.

Further information
NSW Department of Education, Senior Pathways: Phone 02 9244 5237

On Track Survey - Tracking outcomes for young people

Objective
The Victorian On Track survey gathers information on post-school outcomes. School leavers are contacted within six months of leaving school to find out whether they are on a path to further education, training or employment. Young people can also seek advice and assistance via a referral service if they need to get back on track.

Approach
The survey is conducted between late April to mid-July by the Social Research Centre on behalf of the Victorian Department of Education and Training.

Students who consent to participate are sent details to access the online survey, which takes 5-10 minutes to complete. All school leavers who complete the survey are entered into a draw to win a prize.

On Track data helps build a comprehensive picture of what happens to young people after they leave school. This assists the Victorian government to improve school, career, local job and training services. It also helps develop support for young people to ensure they have access to the guidance and skills they need to achieve their education and employment goals.

Further information
On Track survey: https://www.education.vic.gov.au/about/research/Pages/ontrack.aspx
The Colombia Labor Observatory - Supporting informed decision-making

Colombia
The goal of the Colombia Labor Observatory is to produce and analyse relevant and timely information for policy decision-making on employment matters.

Approach
The Colombia Labor Observatory was established in 2005 to provide a detailed, centralised repository of labour market information. It includes details on the graduation and employment rates of every education provider in the country. Information can be viewed at the national, regional, state, and city level and longitudinal information is available based on tracking students over time.

Further information
CLO: http://www.graduadoscolombia.edu.co/html/1732/channel.html
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