

Future Ready

Research on incorporating career education in the Australian Curriculum

January 2019

ithaca group
ITHACA GROUP

CONTENTS

About the project.....	4
Consultation with stakeholders	4
Analysis of literature	4
Identification of practice examples.....	4
Key findings and recommendations	5
Schools are increasingly focused on preparing young people for effective participation in working life	5
Career Education is still misunderstood	5
The implementation of cross-curriculum priorities is limited and inconsistent.....	6
Some career education delivery practices could be more widely adopted	7
Existing resources can support consistency in career education	8
Professional development and leadership are critical for implementing career education	9
Cross-curricular approaches	10
Cross-curriculum priorities.....	10
General capabilities	11
International experience.....	13
Reflection on embedded approaches	15
Stand-alone approaches	16
Work Studies	16
State/Territory courses.....	17
International experience.....	17
Reflection on stand-alone approaches.....	18
Non-curriculum approaches.....	18
Strategic planning	19
Teacher professional development.....	19
Career educator expertise.....	20
School leadership	21
Community engagement.....	21
Recommendations.....	22

Appendices	25
A1: Consultations.....	26
A2: Literature review	27
A3: Practice examples	34

ABOUT THE PROJECT

Ithaca Group was commissioned by the Australian Government Department of Education and Training to explore options for addressing career education within the Australian Curriculum, and to document examples of practice as a guidance resource to support the National Career Education Strategy (NCES).

This final report documents key findings and recommendations in relation to addressing career education within the Australian Curriculum. The examples of current practice documented through the project have been compiled in a separate resource.

Consultation with stakeholders

The project team consulted with a wide range of people with expertise in career education and the Australian Curriculum. Discussion guides were developed as the basis for consultation with different stakeholder groups.

- ▶ Key informants – insights into career education good practice and connections to curriculum
- ▶ Industry Peak Bodies – perspectives on effective career education
- ▶ State/territory representatives on the NCES Working Group – advice on examples of practice, insight into jurisdictional approaches to career education
- ▶ State/territory personnel with curriculum expertise – advice on jurisdictional approaches to curriculum
- ▶ Career education peak bodies – perspectives on effective career education and connections to curriculum
- ▶ School and program representatives – insights and experience from career education in practice.

Appendix A1 lists individuals consulted through the project.

Analysis of literature

Desk research gathered information on national and international approaches to career education and analysis of the factors that support effective practice.

Appendix A2 summarises findings from the literature review.

Identification of practice examples

The project identified and documented a diverse collection of examples of practice from across the country, and internationally. These are being compiled in a separate forthcoming resource titled *Future Ready Implementing the National Career Education Strategy: A starting point for school leaders*.

Appendix A3 lists examples of practice aligned to the six objectives of the National Career Education Strategy.

KEY FINDINGS AND RECOMMENDATIONS

This section summarises the key findings from consultation and research, and the recommendations that these findings have informed.

We understand that ACARA is scheduled to provide advice to education ministers in 2019–20 on the potential scope for refinements of the Australian Curriculum. Recommendations from our report are intended for consideration by the Australian Government and responsible education ministers in line with established curriculum review processes.

The need for schools to prepare young people for effective participation in working life is widely accepted

Our consultations have indicated that around Australia, at system- and school-level, there is a growing acknowledgement of the challenge to prepare young people for a working life that is radically different from that of previous generations. Numerous reports¹ have raised awareness of the types of knowledge, skills and attributes that young people will need to manage a successful career in the rapidly changing world of work.

In Tasmania, and more recently in Victoria, significant changes have been made to the way in which career education is delivered in public schools. At the jurisdictional level, there is interest in learning from practice and experiences in other states and territories, and recognition that shared examples can provide insights that inform decision-making and contribute to further policy and program development.

Although curriculum implementation decisions at state and territory level can impact national consistency, state and territory initiatives and experiences also have potential to inform the continuous improvement and refinement of the Australian Curriculum. Current efforts to find new ways to support career education are part of a bigger push for the education system to respond to the learning demands of the 21st century. Throughout the change process, open communication channels and information sharing provide an opportunity to ensure curriculum and delivery approaches remain fit for purpose.

Recommendation 1

Develop mechanisms to encourage and facilitate the sharing of state and territory practice and experiences in relation to career education and the preparation of young people for effective participation in working life.

Career Education is still misunderstood

Discussions on career education are complicated by disparate underlying assumptions about what the term means. There is widespread acceptance of career education defined² as:

¹ Mitchell Institute, (2017) Preparing young people for the future of work; Foundation for Young Australians, (2017) The New Work Smarts; Business Council of Australia, (2017) Future Proof: Protecting Australians through Education and Skills

² "What is vocational learning", Preparing Secondary Students for Work (2017). <http://www.pssfw.myskills.gov.au/What-is-vocational-learning/> accessed 24 October 2018

'the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life.'

However, much of the research on the effectiveness of career education focuses on the outcomes of career advice, information or counselling. Additionally, when consulted about career education, many stakeholders think primarily of VET options and the immediate pathway decisions made by students in their final years of school. Because this is what career education currently looks like in most school settings, it is difficult for people to conceive something different and still call it 'career education'.

Stakeholders warned that narrow approaches to career education are detrimental to young people, leaving them unprepared for the many career and life transitions they will face post-school. The changing nature of requirements for work and life have amplified the need for flexibility, innovation, collaboration, communication skills and analytical abilities. The provision of career advice does not address these skills and can limit students' understanding of real workforce requirements. Some stakeholders have suggested that new terminology should be adopted to convey the broader role of career education as 'life preparation'. However, the imminent launch of a National Career Education Strategy is likely to make the introduction of a new term problematic.

Recommendation 2

Explore options to prominently identify the preparation of young people for effective participation in working life as one of the key purposes of the Australian Curriculum to ensure the curriculum reflects the broad definition and rationale of career education.

The implementation of cross-curriculum priorities is limited and inconsistent

The project explored whether consideration should be given to introducing career education into the Australian Curriculum as a cross-curriculum priority. Our research and consultation found that cross-curriculum priorities have been implemented to a lesser extent than other components of the Australian Curriculum. Their implementation varies considerably between schools and jurisdictions, predominantly influenced by access to resources and the interest, enthusiasm and expertise of learning area teachers.

Some stakeholders suggested that identifying career education as a cross-curriculum priority may be beneficial for raising awareness of its relevance across the curriculum. Cross-curricular approaches to career education were also identified through examples of practice as an effective mechanism for introducing career education into learning at primary school levels. Providing aspects of career education to students throughout the primary years of schooling was viewed positively by many stakeholders.

However, most stakeholders emphasised the very gradual process of implementing cross-curriculum priorities stating that it would be premature to recommend adding to this part of the Australian Curriculum before fuller implementation of the existing priorities has occurred.

Some career education delivery practices could be more widely adopted

Through research and consultation for this project, we have identified many examples of career education in practice. These have been documented in a separate resource to support the implementation of the National Career Education Strategy.

Attachment A3 lists the examples of practice.

Examples of practice show that, within the current Australian Curriculum, career education is being delivered in schools in a variety of ways. Some approaches are driven from the system-level through policy requirements, funding provisions, professional development and support resources. Others arise at the school-level based on the identified needs of student cohorts and local communities. Some approaches are new and purpose-built, while others apply or adapt initiatives developed elsewhere.

While the diversity of career education practice across Australia is impressive, and the dedication and effort of those implementing them is inspirational, evidence of successful outcomes from career education is largely anecdotal. Some stakeholders identified the need to more rigorously monitor and measure outcomes from career education programs, particularly over the longer-term, to inform the development and broader adoption of effective approaches.

Through the examples of practice, we found that well-regarded approaches to career education generally involve:

- ▶ **strategic planning** to align career education activities to whole-school objectives, and to map career education learning outcomes against curriculum
- ▶ **professional development** to build the capability of learning area teachers to address career education
- ▶ **career educator expertise** to co-ordinate approaches to career education, provide support to learning area teachers, deliver professional services to students and engage with employers and the community
- ▶ **school leadership** to prioritise career education through adequate resourcing, time allocation and public support and acknowledgement
- ▶ **community engagement** to connect career education initiatives with support and input from employers, tertiary education providers, parents and community members.

Beginning career education in primary school was a key feature of several Australian and international examples of practice. Many stakeholders highlighted the value of building career awareness throughout the primary years in conjunction with the exploration of individual passions, interests, talents and potential pathways – noting that students can unwittingly narrow their choices if these explorations aren't undertaken until years 9 and 10.

While the examples of practice link career education to curriculum in a wide variety of ways, there is recurring use of supporting frameworks, most notably use of:

- ▶ the general capabilities as a mechanism to integrate career education throughout the curriculum
- ▶ the Australian Blueprint for Career Development as a framework to underpin career education and describe learning progression
- ▶ separately timetabled courses for targeted learner cohorts or year levels, including use of Work Studies Years 9-10 from the Australian Curriculum.

Despite the range of approaches and initiatives that are in place, stakeholders suggested that more could be done in the Australian Curriculum, and through the National Career Education Strategy, to encourage and support the implementation of career education across more schools.

Recommendation 3

Develop learning progressions to support development of the Australian Curriculum General Capabilities as important skills for career preparation and participation in further education, training and employment.

Recommendation 4

Review the optional status of Work Studies Years 9-10 based on implementation experiences in states/territories and consider the development of similar units for other year levels.

Recommendation 5

Develop content elaborations and support resources for the Australian Curriculum F-10 learning areas and endorsed senior secondary subjects, highlighting real-world application of key curriculum content, concepts and general capabilities.

Recommendation 6

Develop and implement evaluation frameworks to monitor outcomes from career education and identify successful approaches for wider adoption.

Existing resources can support consistency in career education

Our examination of current practice in career education delivery highlighted the widespread use of existing national resources. Those that are particularly valued in career education practice include:

- ▶ **Australian Blueprint for Career Development (ABCD)** to inform and guide the work of state/territory policy and program developers, professional development providers, and career educators
- ▶ **National School Improvement Tool** to support school-wide conversations about aspects of current practice, areas for improvement and evidence that progress is being made
- ▶ **Quality Indicators for Learning and Teaching** website to compare student experience and employment outcomes data from higher education institutions
- ▶ **Core Skills for Work Developmental Framework** to describe non-technical skills, knowledge and understandings that underpin successful participation in work
- ▶ **Career Education Self-Assessment Tool for Schools** to reflect on career education programs and identify areas for improvement.

The resources listed above were not all designed exclusively to support career education in schools. Given that they are emerging as resources that are valuable in this context, some stakeholders have suggested that future revisions or refinements of these resources should include consideration of their application within career education.

Recommendation 7

Raise awareness of how existing national resources can be used to support career education in schools and ensure that future maintenance or refinement of these resources maximises their value to career education. Resources include the Australian Blueprint for Career Development, National School Improvement Tool, Quality Indicators for Teaching and Learning, Core Skills for Work Developmental Framework, and the Career Education Self-Assessment Tool for Schools.

Professional development and leadership are critical for implementing career education

Our research and consultation explored the success factors that underpin the implementation of career education in schools. In all cases, support from school leadership was identified as an essential element in implementing and maintaining a focus on career education.

For embedded approaches to career education, the knowledge, expertise and career education awareness of learning area teachers are recognised as critical. Where career education is a shared responsibility, those consulted also reported on the value of having a leader or champion to maintain focus on shared objectives and to encourage and support others.

While the qualifications and expertise of the people currently responsible for career education in Australian schools is highly variable, many stakeholders identified a need for personnel with professional qualifications in career education. Some jurisdictions have introduced or increased minimum qualification requirements for these roles and have provided targeted professional learning for the career educator workforce.

These success factors – school leadership, teacher awareness, and career educator expertise – are viewed by stakeholders as more important than curriculum content for supporting effective career education. Research and consultation for this project suggests that changes to the Australian Curriculum may be beneficial if they prompt positive change in school leadership, teacher awareness and career educator expertise.

Recommendation 8

Develop curriculum support resources, such as ‘curriculum connections’ for the Australian Curriculum, as a mechanism to raise awareness of links between learning areas and career education among learning area teachers.

Recommendation 9

Use an increased emphasis on career education in the Australian Curriculum (see Recommendation 2) to ensure that school leaders prioritise career education as an integral part of all students’ education.

Recommendation 10

Ensure that approaches to embedding career education in the Australian Curriculum acknowledge the ongoing need for expertise from professionally qualified career educators and clarify the respective roles of career specialists and learning area teachers working in collaboration.

CROSS-CURRICULAR APPROACHES

Cross-curricular approaches to education encourage learners to integrate learning experiences into their scheme of meaning, which results in a broadening and deepening of their understanding of themselves and their world.³ Applying a cross-curricular approach to career education sees career content embedded, or integrated, into learning areas across the curriculum. In this approach, learning area teachers make connections between their discipline and aspects of career education, and address them within their teaching.

Cross-curricular approaches to teaching can be initiated at the learning area, school, or system level. They may be supported by curriculum or formal frameworks, or they may rely on collaboration between teachers from different disciplines. In the Australian Curriculum, a cross-curricular approach is used for the General Capabilities and the Cross-Curriculum Priorities – both curriculum components are delivered or addressed through their incorporation in learning areas.

Cross-curriculum priorities

Our central research question focused on the value of including career education in the Australian Curriculum as a cross-curriculum priority. In the Australian Curriculum, cross-curriculum priorities are designed to provide national, regional and global dimensions that enrich the curriculum through the development of considered and focused content that fits naturally within learning areas. Currently there are three cross-curriculum priorities in the Australian Curriculum: Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability.

As with other embedded approaches to career education, having career education as a cross-curriculum priority has the potential to help students to build transferable knowledge and skills within all learning areas, and develop their understanding of how different learning areas relate to employment opportunities and career pathways.

Consultation with state/territory representatives indicates that the existing cross-curriculum priorities have been implemented to a lesser extent than other components of the Australian Curriculum. Their implementation varies considerably between schools and jurisdictions and is predominantly influenced by access to resources and the interest, enthusiasm and expertise of learning area teachers.

Anecdotal evidence suggests that the cross-curriculum priority Aboriginal and Torres Strait Islander Histories and Cultures has been more widely implemented than the other two priorities. In some jurisdictions this cross-curriculum priority has received more attention through alignment with state/territory strategies, supporting resources and existing learning initiatives. In contrast, some schools have achieved a significant whole-school focus on the cross-curriculum priority of sustainability by linking it with community-based initiatives and learning opportunities within STEM.

Some of the stakeholders we consulted supported the idea of making career education a cross-curriculum priority within the Australian Curriculum. They saw the proposal as an opportunity to raise the profile of career education and articulate its relevance to all learning areas. Benefits that were identified by stakeholders include:

³ J. A. Beane (1995) Curriculum Integration and the Disciplines of Knowledge, Phi Delta Kappan

-
- ▶ an opportunity to connect career education with all learning areas to help students develop a deeper understanding of their future options
 - ▶ the ability to introduce career thinking, and the knowledge and skills that underpin career management, earlier in students' schooling
 - ▶ identification of career education as a shared responsibility between all teachers
 - ▶ scope to identify links to career education in learning area curriculum, and the development of supporting resources and guidance material
 - ▶ the potential for achieving greater national consistency in the provision of career education.

Despite these identified benefits, many stakeholders were wary of supporting a change to the curriculum that may not deliver the desired learning outcomes. Factors were identified that would be critical to the success of career education as a cross-curriculum priority. These are:

- ▶ prioritisation by school and system leaders
- ▶ resourcing for planning and co-ordinating a cross-curricular approach
- ▶ professional development for learning area teachers
- ▶ content mapping and support resources.

Some stakeholders also identified serious concerns about whether career education was suitable for inclusion as a cross-curriculum priority in the Australian Curriculum. Career education includes a wide range of knowledge, skills and understandings that are generally developed through experiential learning and reflection, as well as the provision of targeted advice and guidance. Specific concerns that were identified are:

- ▶ the expertise of professionally qualified career educators is required to deliver some aspects of career education, including provision of career advice, guidance and counselling
- ▶ some aspects of career education may not lend themselves to a cross curricular approach, e.g. holistic career planning, engagement with broad careers and pathways information
- ▶ unless someone is responsible for co-ordinating career education across the school, students may have highly variable experiences and opportunities to develop knowledge and skill.

Without intending to diminish the educational significance of the current cross-curriculum priorities, stakeholders noted that career education plays a more central role in the preparation of young people for their future than the existing priorities. The adverse impact of not adequately addressing all aspects of career education is therefore more severe than for the existing cross-curriculum priorities.

Stakeholders expressed concern that identifying career education as a cross-curriculum priority might produce the unintended outcome of lowering its importance by prompting learning area teachers to regard it as an optional extra.

General capabilities

Within the Australian Curriculum, the aim of the general capabilities is to equip young people with the knowledge, skills, behaviours and dispositions to live and work successfully in the 21st century. The seven general capabilities in the Australian Curriculum are:

- ▶ Literacy
- ▶ Numeracy

-
- ▶ Information and Communication Technology Capability
 - ▶ Critical and Creative Thinking
 - ▶ Personal and Social Capability
 - ▶ Ethical Understanding
 - ▶ Intercultural Understanding.

The general capabilities are addressed through the content of the learning areas and are identified in the Australian Curriculum where they are developed or applied in the content descriptions. Supporting 'content elaborations' have been developed to give teachers ideas about how they might teach general capabilities within learning areas. State and territory education authorities vary in the extent to which they expect general capabilities to be assessed or reported.

The general capabilities have been explored and used by some schools and systems as a vehicle for developing the knowledge, skills and attitudes that underpin career education. We understand that ACARA is also compiling material to illustrate how the general capabilities can be used to address career education.

Use of the general capabilities to support career education is a central plank in Tasmania's My Education initiative. By focusing attention on the general capabilities as a mechanism for addressing career education, teachers have been able to include career education in learning content across the curriculum without unduly adding to their workload or crowding their learning. This approach is being used to enable the delivery of career education at primary level.

The first two general capabilities – literacy and numeracy – are already well-supported by existing resources at national and state/territory level. ACARA has developed learning progressions which provide a sequence for the development of literacy and numeracy skills and amplify the literacy and numeracy in the Australian Curriculum. The development of learning progressions acknowledges that while literacy and numeracy skills are explicit in English and Mathematics respectively, all Australian Curriculum learning areas require the application of discipline-specific literacy and numeracy knowledge and skills. Accordingly, the learning progressions accommodate teachers across stages of schooling and subjects by providing advice on literacy and numeracy demands in subjects in the Australian Curriculum.

In Tasmania, the My Education team focused on how the remaining general capabilities could be used to address career education. An inquiry-based learning model has been implemented as a mechanism to develop transferable skills across learning areas and implementation of the model has been supported by professional learning for teachers across the State.

A separate forthcoming resource, titled *Future Ready Implementing the National Career Education Strategy: A starting point for school leaders*, includes further detail on approaches used in Tasmania's My Education.

In the ACT, the general capabilities have been mapped to competencies in the Australian Blueprint for Career Development (ABCD). This work has helped career practitioners to see the connection between their own knowledge and skills and broader curriculum areas, thus equipping them to better support learning area teachers to integrate career education into their teaching.

Many stakeholders recognise the potential of the general capabilities to deliver a greater focus on career education in Australian Curriculum learning areas. It was suggested through consultations that the development of further content elaborations and learning progressions in the Australian Curriculum would enable greater use of the capabilities as a vehicle for career education. The ABCD was identified

by some stakeholders as a valuable source of detail for describing career education competencies at different life stages that when mapped to general capabilities can provide information on the skills to build and grow at different stages of schooling.

However, experienced career educators warn that the general capabilities alone cannot address the entirety of career education. The development of transferable knowledge and skills is an important element of career education that can be addressed through cross-curricular approaches, but the provision of other elements – such as career counselling and guidance – requires professional expertise and focused, individual service provision.

Support resources

Cross-curricular approaches to career education can be implemented by schools and teachers through the use of support resources that make connections between existing curriculum content. Current work by Education Services Australia (ESA) is creating links from the highly-regarded, career-focused 'myfuture' web resource to teaching and learning resources. This work will produce a series of activity collections aligned to the Australian Curriculum for year levels from years 5 to 12 across a range of learning areas. The collections will give learning area teachers access to a national repository of digital resources and information on how each resource supports career education.

ACARA has also developed resources to allow educators to draw connections across the dimensions of the Australian Curriculum on various conceptual themes. To date 'curriculum connections' resources have been developed for:

- ▶ Consumer and financial literacy
- ▶ Food and fibre
- ▶ Food and wellbeing
- ▶ Outdoor learning.

ACARA's curriculum connections and ESA's activity collections provide promising models for further development of resources that can support cross-curricular approaches to career development and career exploration.

International experience

Internationally, the attention of national and provincial school systems has turned to how best to equip young people with the knowledge, skills, attitudes and values they will need to thrive in a complex and uncertain future. Deliberations about the future of education systems and the needs of learners are not always, or often, expressed as thinking about career education. International research reveals that career education is more often interpreted as career information, guidance or counselling – service provision that is separate from education that will develop learners' preparedness for their future. Disregarding differences of terminology, there is extensive international interest in designing school systems that support the development of transferable life skills through integrated, or cross-curricular, approaches to delivery. Four examples of cross-curricular approaches to career education are outlined below.

United Kingdom

The Gatsby Career Benchmarks⁴ were developed as part of an international study to identify best practice in career guidance. Along with personalised career guidance and firsthand experiences of the workplace, the Benchmarks emphasise an embedded approach to career education that places responsibility on all teachers to link curriculum learning with careers.

When pilot projects were conducted in schools to test the Benchmarks, lack of teacher training to deliver career education was identified as a key barrier to embedding careers in the curriculum. Staff training and professional development was viewed as a critical success factor for the pilots, with many pilot schools developing mechanisms for teachers and curriculum leaders to engage with employers and local businesses as a means for building careers knowledge.

Finland

The introduction of a new national curriculum began in August 2016 for grades 1-6 and is being progressively introduced for higher grades. The new curriculum includes an emphasis on transversal competencies that are to be promoted and developed within each subject area. The transversal competencies include:

1. thinking and learning to learn
2. cultural competence, interaction and self-expression
3. taking care of oneself and managing daily life
4. multiliteracy
5. ICT competence
6. working life competence and entrepreneurship
7. participation, involvement and building a sustainable future.

Within these competencies, *working life competence and entrepreneurship* aims to promote an interest in and a positive attitude towards work and working life. School work is organised to allow students to accumulate knowledge of working life, learn entrepreneurial operating methods and understand the significance of competence acquired in school and in leisure time for their future careers.

Within the national curriculum, Finnish schools and municipalities are expected to establish local curriculum suited to local needs and perspectives. Accordingly, in relation to learning about working life, students are familiarised with the special features of businesses, industries and key sectors in their local area and introduced to working life through collaboration with businesses and organisations outside the school.

British Columbia, Canada

New school curriculum is being introduced over the period 2016-17 to 2019-20. The modernised, student-centred curriculum is designed to prepare students for the future and includes a

⁴ The Gatsby Charitable Foundation (2018) 'Good Career Guidance: Reaching the Gatsby Benchmarks', A Handbook for Secondary Schools, downloaded at www.goodcareerguidance.org.uk

renewed focus on career education from K-12. The aim of the new 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.

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 new career education curriculum is structured to facilitate integration across multiple areas of learning, from Kindergarten through to graduation, 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.

Ontario, Canada

Creating Pathways to Success is a guidance and career education program that delivers career/life-planning to all students from Kindergarten to Grade 12. The whole-school program is delivered through classroom instruction linked to the curriculum, and through broader school programs and activities. Creating Pathways to Success comprises three areas of learning:

- ▶ student development – the development of habits and skills necessary for learning
- ▶ interpersonal development – the development of the knowledge and skills needed in getting along with others
- ▶ career development – the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future.

Creating Pathways to Success uses a conceptual framework for learning and inquiry. Regular use of the framework across the curriculum and throughout the school experience aims to help students see the connections between their learning in school and their lives beyond school. In the early grades, students learn about themselves, including their passions and talents. As students progress through the primary grades they begin to explore and reflect on opportunities. They are encouraged to document what they are discovering about themselves and their opportunities in a portfolio. At secondary level, students build on their portfolios to develop Individual Pathways Plans.

Reflection on embedded approaches

Consultation with schools and state/territory representatives indicates that much of the current activity around career education in Australian schools is focused on students in years 9 and 10. Many stakeholders consider that this is too late in a student's education journey, explaining that much earlier exploration of individual passions, interests, talents and potential pathways can ensure that students don't unwittingly narrow their choices during their earlier years of schooling.

Advocates of a cross-curricular approach to career education point out that a benefit of this approach is the capacity to provide age- and stage-relevant career education to students from K-12. However, to be effective the approach relies on:

- ▶ prioritisation by school and system leaders

- ▶ resourcing for planning and co-ordinating a cross-curricular approach
- ▶ professional development for learning area teachers
- ▶ content mapping and support resources.

State/territory representatives are receptive to the concept of embedding career education into other learning areas. For example, in Western Australia a review of science curriculum for years 11 and 12 is exploring opportunities to include content on career options. If successful, the approach is likely to be applied to other learning areas in future.

Through the consultations, some state and territory representatives articulated the value of work by ACARA to link and embed content in the Australian Curriculum because it is work that not all jurisdictions have the capacity to undertake. It was noted that the evidence base that sits behind ACARA's work provides an important resource for states/territories for explaining curriculum changes and decision-making processes to school leaders and teachers.

Some stakeholders have reported that content embedded through cross-curricular approaches cannot be implemented with rigour and consistency unless standards and expectations are established. There is scope within the Australian Curriculum and its supporting resources to develop:

- ▶ **learning progressions** for the general capabilities (other than for literacy and numeracy, which have already been developed)
- ▶ **content elaborations** for the general capabilities that suggest ways for teachers to address them within learning areas
- ▶ **curriculum connections** based on the conceptual theme of career education to help teachers draw connections across the curriculum.

STAND-ALONE APPROACHES

Stand-alone approaches to the provision of career education may be perceived as the 'traditional' means of delivery. However, research and consultation for this project has identified a wide range of new and established methods for delivering focused career education.

Work Studies

Work Studies is the only learning area in the Australian Curriculum identified as optional. Anecdotal evidence suggests that the unit for years 9-10 has not been widely taken up due to tight competition for elective space in the timetable at these year levels. Where the unit is implemented, stakeholders praised its value for building learners' skills for learning and work through workplace learning and/or project-based learning.

In contrast to the elective approach of other jurisdictions, in Tasmania there is an expectation that Work Studies will be delivered to all year 9-10 students in public schools under My Education. The course has a 40-hour allocation that can be scheduled flexibly enabling schools to time-table weekly lessons, conduct full-day career expos, host guest speakers, or visit workplaces, depending on learner needs and school objectives.

A separate forthcoming resource, titled *Future Ready Implementing the National Career Education Strategy: A starting point for school leaders*, includes further detail on approaches used in Tasmania's My Education.

Supporters of the Work Studies unit suggested that consideration should be given to removing its optional status within the Australian Curriculum. It was also suggested that similar units would be valuable for other year levels, especially years 5-8 to support transitions from primary to secondary school and enable earlier preparation for the subject elective and pathway decisions of years 9-10.

State/Territory courses

The need for focused career education at secondary level has been recognised by most jurisdictions through the development of optional and mandatory courses.

Tasmania's My Education includes the provision of career education to all students from years 7 to 12. 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. 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 under My Education. 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.

Other jurisdictions have a variety of courses and programs targeting the career education needs of specific cohorts. Many jurisdictions also require that all students prepare a learning/career/transition plan in the later years of secondary school, often in year 10. The completion of plans is generally linked with the provision of careers advice to support student subject selection and pathway decisions.

The more focused career preparation programs are frequently aimed at students in years 9-10 who are at risk of disengaging from school, or who are building work readiness skills in conjunction with a vocational pathway. Some state/territory representatives noted that secondary students on an academic pathway are the learners who are most likely to miss out on career education programs. Studies have also shown that the fewer career development activities young people participate in, the more likely they are to be uncertain about their careers, disengaged from education or training, and unemployed.⁵

International experience

In the international context, many stand-alone career education programs are provided in schools by external agencies with specialist expertise in career guidance. Three examples of stand-alone approaches are provided below.

Denmark

A lifelong careers guidance approach is used in several European countries including Denmark, Finland and Norway. While lifelong guidance is a seamless approach that begins in early

⁵ Centre for Vocational and Educational Policy, University of Melbourne, Career development: defining and measuring quality, 8; Youth Action, Career guidance: the missing link in school to work transitions, report prepared by Gabrielle Brown and Eliza Kidd (2017), 8.

elementary school and continues throughout an individual's life, there are key transition points where services are provided proactively.

In the Danish model, Youth Guidance Centres work with local schools to support students from grades 1-10. Students attend the centres for a range of programs including work placement, bridging courses and mentorship programs. Students in Grade 9 work with centre staff to develop individual transition plans describing their learning and career goals after middle school. All students must complete a career plan to graduate from high school.

USA

The Comprehensive School Guidance Program (CSGP) is a competency-based model, endorsed by the American School Counselor Association, that focuses on developing students' career management skills. CSGP is implemented in schools by careers counsellors who are provided with time and resources to co-ordinate the program and deliver components that require professional expertise. Although CSGP includes stand-alone components delivered by careers counsellors, it is also embedded into the curriculum and integrated into aspects of academic, personal and social development. As a result, the success of the program hinges on the commitment of school staff, counsellors, administration, boards and governments.

Switzerland

The Canton of Bern has implemented mandatory career counselling and career education lessons 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.

Reflection on stand-alone approaches

It is notable that many stand-alone approaches to career education, including courses delivered under My Education and international examples such as CSGP in the USA, are also supported by embedded or whole-school approaches. Contemporary understandings of the role of career education in preparing young people for effective participation in working life encourage holistic thinking that sees career education integrated into all aspects of education and aligned with whole school objectives, rather than segregated into a separate area of study. During consultations for the examples of practice, many school personnel stressed the need for both embedded and stand-alone approaches to effectively deliver career education.

NON-CURRICULUM APPROACHES

The examples of practice sourced for this project included many approaches to career development that are not directly linked to the Australian Curriculum but are aligned to identified school objectives and the needs of student cohorts. Schools have demonstrated that with supportive leadership and staff expertise they are able to develop effective career education initiatives within the existing curriculum. Accordingly, some stakeholders suggested that there is no need to make change in the Australian Curriculum to accommodate career education as it is already happening in a range of school contexts.

Consultation and research identified factors that could be considered more significant than curriculum for the delivery of career education. These are:

- ▶ **strategic planning** to align career education activities to whole-school objectives
- ▶ **professional development** to build the capability of learning area teachers to address career education
- ▶ **career educator expertise** to co-ordinate approaches to career education, provide support to learning area teachers, deliver professional services to students and engage with employers and the community
- ▶ **school leadership** to prioritise career education through adequate resourcing, time allocation and public support and acknowledgement
- ▶ **community engagement** to connect career education initiatives with support and input from employers, tertiary education providers, parents and community members.

Our research on examples of practice found that many initiatives at school- and system-level are targeting these factors to implement career education while working within the existing curriculum.

Strategic planning

Aligning career education with whole school plans and objectives was a significant feature of many of the examples of practice examined for this project. This approach is exemplified in the ACT through the Career and Transition Services (CaTS) Plan used by transition and careers officers in public senior colleges. The CaTS Plan is aligned to the National School Improvement Tool and to each school's School Plan and Annual Action Plan. 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. The school principal is responsible for allocating resources to the career and transition services team to enable the Plan to be implemented.

The Australian Blueprint for Career Development (ABCD) is used in the CaTS Plan to provide guidance on the competency development of students at different stages. The ABCD also featured as a key underpinning framework that supported strategic planning in many other examples of career education practice. A 2012 review of the ABCD found that awareness and usage of it were high among schools. School career practitioners were using the ABCD to help identify career development opportunities, adopt a whole-school approach to career education, link career competencies with employability skills, develop coursework and new resources, and judge the appropriateness of existing resources.⁶ During consultations several stakeholders stressed the importance of ensuring that the ABCD continues to be promoted, maintained and refined due to its value as a robust underpinning resource for planning and implementing comprehensive and consistent career education.

Teacher professional development

Learning area teachers vary widely in their capacity and willingness to incorporate cross-curricular content into their teaching. While there are many initiatives underway to identify embedded content in the curriculum and develop support materials for learning area teachers, our consultations indicated

⁶ Atelier Learning Solutions, Report of the review of the Australian Blueprint for Career Development, 2012

that the availability of support materials is not the prime consideration. Professional expertise and appropriate resourcing are more important for implementing career education.

The examples of practice emphasise the need to give teachers the time and skills to explore ways to address career education and develop their own initiatives. Examples of practice that do rely on the provision of support materials were coupled with professional development and opportunities for reflection and review.

Cross-curricular approaches to career education require a change of mindset by learning area teachers. In many schools the current approach to career education could be more accurately described as career guidance and many stakeholders – including parents, students, and teachers – have a narrow perspective of the purpose of career education. Acknowledging and promoting the role that all teachers play in career education has the potential to broaden stakeholder understanding of career education beyond career guidance.

Some stakeholders identified the role of teacher training in equipping all teachers with competencies in career education. A 2011 study⁷ at a Canadian university delivered a one-term course to pre-service teachers and conducted pre- and post-testing of their understanding of career education. After undertaking the course, teachers demonstrated many positive changes including:

- ▶ recognition that career planning is not a one-time activity and that there was not one right occupation for students
- ▶ understanding that their role was to help students develop the knowledge, skills and attitudes necessary for effective lifelong career self-management
- ▶ an enhanced appreciation for the importance of career planning.

Career educator expertise

Some stakeholders have suggested that professional career educators can be reluctant to relinquish responsibility for career education, due to their understanding of the breadth of expertise, knowledge and skills that are required to provide career guidance and support pathways planning. As a result, some career educators may resist efforts to embed career education across the curriculum or to align career education with general capabilities.

This is where it is important to understand the distinction between aspects of career education that can be embedded and aspects that must be delivered by a professionally qualified career practitioner. Examples of practice from many schools distinguish between the specialist guidance and counselling services provided by a career specialist, and the integrated delivery of career information and transferable skills delivered by other teachers, generally with support and co-ordination from the career specialist. The importance of having support and co-ordination provided by a dedicated specialist was emphasised by many stakeholders as necessary for ensuring consistency and focus across whole-school programs.

The qualifications and expertise of the people currently responsible for career education in Australian schools is highly variable. Some jurisdictions have provided targeted professional learning for this

⁷ Mark W. Slomp, Thelma M. Gunn, Kerry B. Bernes, University of Lethbridge, Training Pre-Service Teachers in Career Education: Developing Foundational Perceptions, Knowledge and Skills, The Canadian Journal of Career Development, vol 13, number 2, 2014, <http://cjdonline.ca/wp-content/uploads/2014/11/Training-Pre-Service-Teachers-in-Career-Education.pdf> accessed 1 November 2018

workforce to support a broadening of the role of career educators. Several stakeholders emphasised the need to professionalise the career education workforce in schools through requirements for minimum post-graduate qualifications. Registration with a professional association is also used by some jurisdictions to ensure that career practitioners have suitable qualifications and continuing professional development.

Some stakeholders have suggested that career educators should occupy a more visible and valued role within schools, with responsibilities beyond career advice, including a central role in whole-school planning and reflection on school outcomes. There is scope for an expanded role to include responsibility for collection and analysis of student outcome information. There are indications that new Victorian initiatives may include such a focus through an expansion of student destination information gathered through the On Track survey.

School leadership

Through the examples of practice, school leadership was identified as the most significant factor in the successful implementation of career education initiatives. In a UK study of 820 schools which had received a formal quality award for their careers provision, school leadership was identified as a significant feature. The study found that all of the successful schools had 'senior leaders who cared about careers and were able to connect careers to the school's ethos.'⁸ School leaders have responsibility for building the infrastructure of staff and resources needed to deliver career education so their understanding of what is required for an effective program is crucial.

The importance of school leadership was also recognised by stakeholders consulted for the project. However, several stakeholders warned that the focus of school leaders is guided by mandatory requirements and unless career education is prioritised at a system-level it will not be prioritised as school-level.

Community engagement

For many of the examples of practice explored through the project, engagement with employers and the extended community was a significant feature of career education initiatives. School leaders and personnel spoke of the benefits that community engagement provides, including:

- ▶ providing authentic learning experiences for students
- ▶ enriching and deepening student learning
- ▶ improving student engagement with learning areas
- ▶ encouraging interdisciplinary collaboration
- ▶ accessing resources, expertise and support
- ▶ sourcing information on career pathways.

In cross-curricular approaches to career education, teachers in all learning areas may engage directly with employers and community members who can support their learning. However, stakeholders suggested that community engagement is often best managed or co-ordinated at the school level to ensure that interactions are strategic and that value for each party is maximised.

⁸ The Conversation, Inspire children with good careers advice and they do better at school, October 17 2014, <http://theconversation.com/inspire-children-with-good-careers-advice-and-they-do-better-at-school-33104>, accessed 29 October 2018

RECOMMENDATIONS

Recommendation 1

Develop mechanisms to encourage and facilitate the sharing of state and territory practice and experiences in relation to career education and the preparation of young people for effective participation in working life.

This recommendation would include monitoring and sharing progress and outcomes from system-wide approaches to career education such as My Education in Tasmania and the new initiatives being introduced in Victoria.

Recommendation 2

Explore options to prominently identify the preparation of young people for effective participation in working life as one of the key purposes of the Australian Curriculum to ensure the curriculum reflects the broad definition and rationale of career education.

Options may include more clearly articulating the purpose of the Australian Curriculum to include career management outcomes, developing a more overt connection between career education competencies and the general capabilities, or including career education in learning area content descriptors where relevant.

Recommendation 3

Develop learning progressions to support development of the Australian Curriculum General Capabilities as important skills for career preparation and participation in further education, training and employment.

Content from the Australian Blueprint for Career Development (ABCD) could usefully inform this task. The ABCD includes career management competencies that are described over four developmental phases and illustrated by a series of performance indicators.

Recommendation 4

Review the optional status of Work Studies Years 9-10 based on implementation experiences in states/territories and consider the development of similar units for other year levels.

Insights from the implementation of Work Studies in Tasmania, and optional/elective uptake elsewhere, should inform future revisions of the unit. Outcomes from the implementation of the TASC career education course developed for years 7-8 should also be examined for its potential to inform future developments in the Australian Curriculum.

Recommendation 5

Develop content elaborations and support resources for the Australian Curriculum F-10 learning areas and endorsed senior secondary subjects, highlighting real-world application of key curriculum content, concepts and General Capabilities.

Greater attention to the real-world application of all curriculum content will illustrate how career education can be introduced to students across all year levels and provide opportunities for developing career awareness and learning in the early years of schooling.

Recommendation 6

Develop and implement evaluation frameworks to monitor outcomes from career education and identify successful approaches for wider adoption.

Collaboration with states/territories may provide access to evaluation and monitoring initiatives being implemented to support career education programs within their jurisdictions.

Recommendation 7

Raise awareness of how existing national resources can be used to support career education in schools and ensure that future maintenance or refinement of these resources maximises their value to career education. Resources include the Australian Blueprint for Career Development, National School Improvement Tool, Quality Indicators for Teaching and Learning, Core Skills for Work Developmental Framework, and the Career Education Self-Assessment Tool for Schools.

These established national resources may need refreshing or enhancement to ensure that they continue to be fit-for-purpose in relation to career education in schools. Where a resource was not specifically developed to support the implementation of career education, there may be scope to strengthen its applicability and connection to career education through future review or evaluation processes.

Recommendation 8

Develop curriculum support resources, such as 'curriculum connections' for the Australian Curriculum, as a mechanism to raise awareness of links between learning areas and career education among learning area teachers.

Career education may be suitable for development as a 'curriculum connections' resource to support delivery of the Australian Curriculum. Alternatively, further development of 'curriculum connections' around industry themes, such as the existing Food and Fibre resource, could be used to support the provision of industry-focused career education across the curriculum.

Further development and promotion of work by ESA to develop career education activity collections may also serve to raise teacher awareness of links between learning areas and career education.

Recommendation 9

Use an increased emphasis on career education in the Australian Curriculum (see Recommendation 2) to ensure that school leaders prioritise career education as an integral part of all students' education.

This may include strengthened requirements for the inclusion of career education in whole school planning driven by increased emphasis on career education in the stated purpose of the Australian Curriculum.

Recommendation 10

Ensure that approaches to embedding career education in the Australian Curriculum acknowledge the ongoing need for expertise from professionally qualified career educators and clarify the respective roles of career specialists and learning area teachers working in collaboration.

This will involve considering the practitioner expertise that is required to address all aspects of career education, which may include skills and knowledge beyond that commonly possessed by school staff with responsibility for career education. The ABCD emphasises shared responsibility for career education and provides a common language to assist collaboration between practitioners and providers in different settings. The roles of Blueprint users articulated in the ABCD (p. 11) may provide a starting point for establishing greater clarity of roles.



APPENDICES

A1: CONSULTATIONS

Robert Randall, Australian Curriculum, Assessment and Reporting Authority
Janet Davey, Australian Curriculum, Assessment and Reporting Authority
Hilary Dixon, Australian Curriculum, Assessment and Reporting Authority
Martin Hine, Education Directorate, Australian Capital Territory
Jo Wisdom, Education Directorate, Australian Capital Territory
Lucia Cicciorone, Education Directorate, Australian Capital Territory
Penelope Butt, Education Directorate, Australian Capital Territory
Rosemary Brook, Department of Education and Training, New South Wales
Nick Magriplis, Department of Education and Training, New South Wales
Sue Maclean, Department of Education and Training, New South Wales
Brendan Gembitsky, Department of Education and Training, New South Wales
Jenni Smith, Department of Education, Northern Territory
Gail Barwick, Department of Education, Northern Territory
Helen Edwards, Department for Education, South Australia
Rodney Mangos, Department for Education, South Australia
Megan Gunn, Department of Education, Tasmania
Tony Nicholls, Department of Education, Tasmania
Shane Oldfield, Department of Education, Tasmania
Mark Nutting, Department of Education, Tasmania
Leela Darvall, Department of Education and Training, Victoria
Sharon Foster, Victorian Curriculum and Assessment Authority
Shirley Parer, Department of Education, Western Australia
Juanita Healy, School Curriculum and Standards Authority, Western Australia
Andrew Pierpoint, Australian Secondary Schools Principals Association
John O'Brien, Catholic School Parents Association
Gerard Delany, Catholic Schools NSW
Stephanie Guy, Foundation for Young Australians
Karen Murray, Kildare Catholic College, Wagga Wagga, NSW
Chontel Green, Hawker College, ACT
Fiona Chester, Lake Ginninderra College, ACT
Stella Jinman, Cecil Andrews College, Armadale, WA
Jacqui van Ruiten, The Norwood Morialta High School, SA
Carmen Petric, The Norwood Morialta High School, SA
Andrew Woodward, Bernie Primary School, Tasmania
Julieanne Blackaby, Taroom High School, Tasmania
Michele Simons, Western Sydney University
Paul Boys, Gippsland Tech School
Bernadette Gigliotti, Australian Centre for Career Education
Cathy Hughes, Grow Careers
David Carney, Career Industry Council of Australia
Jenny Lambert, Australian Chamber of Commerce and Industry
Michael Taylor, Australian Industry Group
Blye Decker, Business Council of Australia

A2: LITERATURE REVIEW

The literature review examined national and international sources to identify examples of practice that illustrate the six objectives in the National Career Education Strategy, and to explore thinking on cross curriculum approaches that have implications for the Australian Curriculum.

Findings from the literature review are:

Challenges

Challenges to the implementation of career education in schools were identified in a NSW report on the School to Work Program⁹. These are:

- Time and resource constraints
- Securing the active participation of at-risk and disinterested students
- Developing or maintaining a whole school approach to career and transition planning
- Engaging learning area teachers in the career and transition agenda
- Establishing, developing and maintaining networks, connections and partnerships.

Success factors

There is a distinct lack of longitudinal evidence to quantify the outcomes and effectiveness of career education initiatives. However, common elements from international programs that are regarded as successful¹⁰ are:

- Education providers and employers *actively step into one another's worlds*
- Employers and education providers *work with their students early and intensely... treating the education-to-employment journey as a continuum in which employers commit to hire youth before they are enrolled in a program to build their skills.*

Paradigms

The research indicates that as careers become increasingly complex there is significant movement towards the concept of career and life design, where clients and career education practitioners work together to make career decisions. Three paradigms of intervention have been described¹¹:

- Vocational guidance – to identify occupational fit
- Career education – to foster vocational development
- Life design – to construct a career.

⁹ NSW Government, *School to Work Program 2016 Overview*, https://schoolsequella.det.nsw.edu.au/file/02a51bf8-a892-4905-ac97-8a55fe5426a4/1/STW_ann_report_overview_2016.pdf

¹⁰ Barton, Farrell and Mourshed (2013) *Education to Employment: Designing a System that Works*, McKinsey and Company

¹¹ Savickas, M. L. (2012) *Life Design: A Paradigm for Career Intervention in the 21st Century*

Examples of practice

Examples of 'good' practice in career education tend to exhibit multiple objectives from the National Career Education Strategy, and each objective has the potential to cover a wide variety of approaches. This will make it difficult to select a single example that exemplifies each objective. For example, Priority 2 'Career education meets the needs of all students' can encompass universal approaches to career education as well as approaches targeted to the needs of specific student cohorts.

The following international examples of approaches to career education were identified as relevant to the project.

The Gatsby Benchmarks, UK

The UK Gatsby Career Benchmarks were developed as part of an international study to find the best practice in career guidance worldwide. Working with experts from the University of Derby, the Gatsby team visited six places known to offer effective career guidance to students - Germany, Finland, the Netherlands, Ireland, Hong Kong and Ontario.

1	A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

After being published in 2014, the benchmarks were tested in a pilot in North East England in 2015–17, involving a wide range of schools, varying in size, location and Ofsted rating.

Some pilot schools explored ways to embed careers into the curriculum. Promising initiatives included:

- ▶ subject teachers visiting relevant industries;
- ▶ building links between subject heads and employers;
- ▶ bringing employers into class to deliver (or co-deliver) lessons;
- ▶ developing careers activities linked to subject schemes of work;
- ▶ identifying 'Careers Ambassadors' from each department; and
- ▶ including a careers prompt on planning documents for schemes of work.

A key barrier to embedding careers in the curriculum was the concern teachers have that they are not trained to deliver career education. This highlighted the importance of building relationships with employers. Some pilot schools brought employers in to give talks to their teachers, and others sent their staff out to work with local businesses and learn about the skills they were looking for when recruiting.

Lifelong guidance model, Denmark

The lifelong careers guidance approach is used in a number of European countries including Denmark, Finland and Norway. Lifelong guidance is a seamless approach that begins in early elementary school and proactively provides services and programming at key transitions points (e.g. elementary school-to-middle school, middle-school-to-high school, high school-to-work or PSE, PSE-to-work, work-to-learning, etc.). It is a developmental model that moves from kindergarten to retirement. In this approach, services are generally offered by trained career development professionals outside of schools, but there is an emphasis on the coordination between interventions in schools and services available to students in the community.

Denmark is perhaps the most well-known example of this model in practice. Denmark has legislated entitlement to career service for all its citizens in an Act of Parliament. Career education is a clear policy and programming priority which is backed by a significant investment (70 million Euros in 2010-2012). The Danish framework is driven by three desired outcomes:

- ▶ To ensure that 95% of youth complete high school by 2015;
- ▶ To have 60% of youth complete PSE by 2020;
- ▶ To make it "...easier for citizens to make realistic decisions about learning opportunities and careers for the individual's sake and for the good of society as a whole" (Euroguidance Denmark, 2012, p3).

To achieve these outcomes, the Danish Guidance Act defines seven main goals:

1. Ensure that choice of education is of greatest benefit to the individual and society and that every student graduates with a vocational or professional qualification;
2. Target youth who, without career education, would struggle to choose and complete education and training;
3. Balance individual interests, skills and experience with labour market demand;

4. Reduce the number of drop-outs and educational program changes;
5. Develop individual ability to seek and use ICT-based career, training, education and labour market information;
6. Strive for coherence and progression in the delivery of career education;
7. Ensure that service remains independent of sectorial and institutional interest and as such be provided by practitioners with an approved guidance education or required competencies (Euroguidance Denmark, 2012).

The Guidance Act is anchored by a quality assurance framework guided nationally but, importantly, allows for local tailoring to meet individual needs. There are two main service locations for youth: the Youth Guidance Centres (MYGCs) and the Regional Guidance Centres (RCs). The MYGCs work with local schools to support students from grades 1-10. Career education is delivered in concert with the schools and in the years leading up to Grade 10, students go to the MYGCs for a range of programming including work placements, bridging courses and to access mentorship programs. Students in Grade 9 work with staff at MYGCs to develop individual transition plans describing their learning and career goals for after middle school. The RCs support students from grades 10-12 and young adults/adults seeking assistance to get into PSE. All high school graduates must complete a compulsory career plan to graduate.

In addition to the MYGCs and RCs, Denmark has a robust eGuidance system with LMI and education/training information for youth and parents. There is wide stakeholder involvement through national dialogue forums to improve services and connect local practitioners with national policy-makers. Another feature of note is its Centre for Expertise for Guidance facility that evaluates its career guidance systems, collects best practices, initiates analysis of interventions continually and requires compulsory training and certification for those delivering guidance.

In terms of impact, Denmark's graduation rate from university in 2007 was 47% and 90% from secondary school in 2011. Denmark also has one of the lowest unemployment rates for youth 15-24 in the world. Perhaps, most significant, in a student survey, 95% of students found the activities and services associated with the Act to be helpful in making work and learning choices (Canadian Career Development Foundation, 2015, pp31-32)

Comprehensive School Guidance Program model, USA

This model originated in the US and is focused on students in the public school system. The model is endorsed by the American School Counselor Association. It has three main elements: content, organisational framework and resources.

The content of the program is competency-based and focuses on developing students' career management skills based on the competencies in the National Career Development Guidelines. The organisational framework contains three structural components (definition, rationale, assumptions) and four program components (curriculum, individual student planning, responsive services and system support).

Resources include the human, financial and political resources needed to fully implement the program. Importantly, the CSGP program articulates roles for all members of the school community, the establishment of an advisory committee to oversee implementation and the design and administration of a program needs assessment.

School counsellors are responsible for implementing the CSGP program in schools. They are given the resources and time to coordinate the program and deliver aspects of the program that require their professional expertise. In all CSGP programs being run in the US, the career development component is a primary activity of the guidance curriculum. Career activities begin early in elementary school emphasising career awareness and by middle and secondary school all students are being exposed to a standard range of career awareness, exploration and planning activities such as exposure to guest speakers, career/education days/evenings, job shadowing and the use of LMI.

The key principles guiding CSGP are:

- ▶ It must be mainstreamed so that all students have equal access to service and it is seen as integral as other programs in the school;
- ▶ It must be comprehensive in approach yet responsive to individual student needs;
- ▶ It must be holistic integrating career development into aspects of academic, personal and social development;
- ▶ It must be developmental in approach embedded into the curriculum with a strong experiential component;
- ▶ It must be consistent and a sustained effort supported by local, state and national policies with sufficient resources;
- ▶ Well trained professionals must be at the centre of delivery;
- ▶ It must focus on the development of career management competencies;
- ▶ It must be accountable and be backed by quality assurance measures and evaluation.

The results of the CSGP have been positive. Generally, CSGP has been more effective at accessing the full student-body, not just those going to university. The program had a higher profile than previous guidance programs and most students, teachers and parents were positive about the program. Perhaps the most significant feedback of the program was around implementation in the school setting (i.e. how different aspects of the program would integrate together). The CSGP hinges on the commitment of staff, counsellors, administration, boards and governments to make it work effectively without which the benefits of the program are not as richly obtained.

(Canadian Career Development Foundation, 2015, pp32-33)

Options and Opportunities (O2) Program, Canada

The O2 program in Nova Scotia is a curriculum-led approach, which is a promising practice, but limited by the number of students that have access to it. (Canadian Career Development Foundation, 2015, p36). It is currently available in every school in Nova Scotia, but only 20 students per school are admitted yearly (in grade 10) to the program.

Students in the O2 Program are given the opportunity to explore careers through learning experiences in authentic settings during high school. These experiences support them in making better and more informed decisions about pathways they might follow after graduating.

The three-year program combines high school credits, career exploration opportunities, hands-on learning, and community involvement/volunteering throughout grade 10-12. During co-op

placements in grades 11 and 12, students are matched with employers in the local community to gain real work experience, enabling them to explore careers of interest.

At the end of the program, students have their high school diploma as well as a career plan. They have the skills and experience they need to make an informed decision about the next step in their lives.

Career pathways and programs explored by O2 students include:

- ▶ Health and Human Services
- ▶ Trades and Technologies
- ▶ Business and Education
- ▶ Hospitality and Tourism
- ▶ Arts, Culture, and Recreation
- ▶ Information Technology (IT)

Students who complete high school through the O2 program are expected to demonstrate the following:

- ▶ Ability to articulate a career plan
- ▶ Strong employability and personal skills
- ▶ Personal awareness of their skills and strengths
- ▶ Increased knowledge of career options
- ▶ Increased preparedness for transition from school to life/work pathway.

Career counselling, Switzerland

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. Translators are available so that immigrant parents can participate (Mourshed et al, p60)

Career guidance, New Zealand

A study by Furbish & Reid (2013) investigated best practices in New Zealand secondary school career education and guidance programmes. Seven themes emerged from interviews with career advisers. One theme centred on the need for a whole school approach to career education and guidance. The Careers NZ CPaBL programme was influential for providing a philosophy and activities as a number of nominated schools had participated in the CPaBL. A central feature of CPaBL was to involve subject area teachers in career education and guidance through their teaching and classroom activities. In many of the schools that participated in the research, the career adviser served as a resource and support to classroom teachers. Specific activities included conducting professional development sessions for classroom teachers about career education activities appropriate for classroom delivery and actually collaborating with classroom teachers to deliver career education topics (Furbish and Reid, p12)

Teacher training, Canada

At the University of Lethbridge (Alberta), researchers conducted a study in 2011 that had pre-service teachers (B.Ed. students) take a one-term course on career development and then execute a career-related project in their practicum experience. The teachers ranged from elementary to high school levels across most subject areas. The findings were significant: teachers demonstrated many positive changes in the pre and post-test such as recognising that career planning is not a one-time activity, that there was not one right occupation for students, that their role was to help students develop the 'knowledge, skills and attitudes necessary for effective lifelong career self- management' and an enhanced appreciation for the importance of career planning. In hindsight, the teachers rated their knowledge, skills and attitudes as unacceptable prior to having taken the course.

(Canadian Career Development Foundation, 2015, p43)

REFERENCES

Canadian Career Development Foundation (2015) 'Career Education in Atlantic Canada: Research and Recommendations Final Report', submitted to the Council of Atlantic Ministers of Education and Training

Furbish, D & Reid, L (2013) 'Best Practice in New Zealand Career Education and Guidance'

The Gatsby Charitable Foundation (2018) 'Good Career Guidance: Reaching the Gatsby Benchmarks', A Handbook for Secondary Schools, downloaded at www.goodcareerguidance.org.uk

Mourshed, M, Farrell, D and Barton, D (2013) 'Education to Employment: Designing a system that works', McKinsey & Company

A3: EXAMPLES OF PRACTICE

The examples of practice listed below are documented in a separate forthcoming resource titled *Future Ready Implementing the National Career Education Strategy: A starting point for school leaders*.

Objective 1: Students have transferable skills that equip them for the future of work

My Education	My Education provides comprehensive career education for all Tasmanian students from Foundation to Grade 12 and includes teaching and learning resources mapped to the Australian Curriculum subject areas, general capabilities, Early Years Learning Framework and Australian Blueprint for Career Development.
Pathways in Technology: P-TECH	Cecil Andrews College in Western Australia is using the P-Tech program and other STEM initiatives to develop transferable skills in all students from years 7-12.
Vocational Learning Options	Through Vocational Learning Options, students in the ACT are supported to pursue areas of vocational interest or passion and build career management skills.
Work Studies	The Australian Curriculum Work Studies Unit uses applied learning and work exposure opportunities to help students transfer knowledge and understanding to the world of work.
Work Readiness and Pathways to Work	Work Readiness and Pathways to Work are courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC) authority for year 11 and 12 students.
Workplace Learning	In ACT students in years 10, 11 and 12 can undertake a structured workplace learning placement of up to 40 days as part of a VET course.
Up2now	The up2now website is an online tool for NSW high school students to create and manage an online portfolio of their results, awards and achievements.
Wolds of Work (WOW)	The WOW program, established by the Foundation for Young Australian, links students in years 8-10 with real-world experiences and career exploration.
Work Education	In NSW students in years 7-10 can undertake Work Education as an elective course to develop their employability, enterprise and pathways planning skills.
Work Studies	Work Studies can be undertaken as part of the Higher School Certificate in NSW to develop the skills, knowledge, understanding and confidence for a successful transition from school to work and further education and training.
Career Education K-12	In British Columbia, Canada, a modernised and student-centred curriculum is designed to prepare students for the future and includes career education from K-12.
Career Management Competencies	New Zealand has adopted a set of career management competencies as a framework for designing school career education and guidance programs.

Objective 2: Career education meets the needs of all students

Ready, Arrive, Work (RAW)	RAW is a targeted vocational program in NSW to support refugee students to develop their employability skills and prepare for mainstream work experience and work placements.
#WhatNext	Kildare Catholic College in Wagga Wagga has expanded access to career education to students from 7-12 and into the College's feeder primary schools.
Workabout Centres	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.
Work Inspiration	The Work Inspiration program originated in the United Kingdom and was launched in Australia by the Foundation for Young Australians, The Smith Family and NAB to provide young people with opportunities for self-exploration in a work experience setting.
Careers Action Plans	From 2019, a professional career planning service will be provided for all year 9 students in Victoria to support the creation of career action plans.
My Education	My Education has been implemented in Tasmania as a whole-school approach to career and life-planning for K-12.
Senior Education and Training (SET) Planning Process	Schools in Queensland, in conjunction with the student, parent/carer and other learning providers, develop and document a SET plan for every year 10 student to guide their pathway in years 11, 12 and beyond.
Individual Pathway Planning	Individual Pathway Planning is available in Western Australia to help students make informed choices about learning, work and life opportunities and to take personal responsibility for those choices.
Personal Learning Plan	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.
Creating Pathways to Success	In Ontario, Canada, the Creating Pathways to Success program combines life planning, guidance and career education from K-12 to help students choose courses and activities that support their goals and interests.
My Life	The My Life program is a stand-alone intervention developed by Portland State University to support young people in foster care with the skills required to achieve their transition-to-adulthood goals.

Objective 3: Partnerships thrive between schools, education and training providers, parents and the broader community

sySTEMic	Developed in a collaboration between the Northern Territory Department of Education, Engineers Australia and local industry, sySTEMic is a one-semester course for year 10 students that aims to increase the uptake of STEM subjects and careers.
Belconnen Schools Network:	In the ACT, the Belconnen High School to College Transition Network supports collaboration and sharing between public schools and colleges to support the delivery of career services to all students.
Canberra CareersXpo	The Canberra CareersXpo is an annual 2-day event conducted by the Rotary Club of Canberra City in partnership with the ACT Education Directorate.
Engaging Parents in Career Conversations (EPiCC)	EPiCC is a Victorian online resource that careers practitioners can use to engage parents and carers in the career development of young people.
Western Adelaide Secondary Schools Network (WASSN)	WASSN is a network of thirteen public secondary schools in western Adelaide that 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.
Knox Innovation, Opportunity and Sustainability Centre (KIOSC)	KIOSC is a shared-use facility in Victoria that aims to connect primary, secondary and post-secondary students with their possible future careers through events such as expos, exhibitions, industry visits, work placements, cadetship programs and mentoring.
School Industry Partnership (SIP)	As a provider of the NSW Department of Education's Work Placement program, SIP aims to bring purpose and meaning to education by targeting partnerships between employers, schools and the community.
Go for Gold	Go for Gold is a public-private partnership in South Africa that supports students from under-privileged communities to transition into the construction, building services and engineering fields.

Objective 4: Communities create local solutions and flexible pathways to meet the needs of students and employers

Police Fire and Emergency Services Cadet Program	The NT Department of Education and the NT Police Fire and Emergency Services have collaborated to design a program that exposes students to real employment pathways.
My Education	Through My Education, schools in Tasmania 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.
ClubEdu	In NSW the ClubEdu program supports secondary school students to connect with local employers for hands-on learning about the hospitality industry.
The Beacon Model	The Beacon Foundation uses brokerage skills and employer networks to bring schools, communities and local businesses together to deliver a range of activities that enable young people to be work-ready.
i-Track	i-track is The Smith Family's online mentoring program for students from disadvantaged backgrounds in years 9-11.
The ME Program	The Me Program in NSW is part of the STEM Workforce Initiative run by Regional Development Australia to equip students with the skills and knowledge that will prepare them for 21st century STEM careers.

Objective 5: Everyone is informed and involved

STEM Career Pathways Project	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. NMHS is establishing and strengthening partnerships with the community to provide a holistic career education program.
Parents as Career Transition Support (PACTS)	The PACTS program delivered by Youth Connect in Victoria provides 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.
Pathways	Pathways is a website that gives every young person in the ACT the opportunity to develop their own personalised plan to assist with their career planning and support them in times of transition.
Inspiring the Future	Inspiring the Future uses an online platform to connect schools with volunteers from across all industry sectors. The initiative originated in the United Kingdom and is run in Australia by Schools Industry Partnership (SIP) with support from the NSW Department of Education.
The National Career Service	In the United Kingdom, the National Career Service is a central repository of labour market information published by the UK Commission on Education and Skills, and Sector Skills Councils.
Career Advice Department	In the Canton of Bern, Switzerland, the Careers Advice Department provides mandatory career counselling and lessons for all students in years 7-9 with parents strongly encouraged to take part in the process.

Objective 6: There is a strong evidence base

Career and Transition Services (CaTS) Plan	CaTS Plans are used by Transition and Careers Officers in ACT colleges to document the career and transition services embedded into the school's curriculum and aligned to the strategic direction of the school.
Student Pathways Survey	The Student Pathways Survey administered by the NSW Department of Education gathers information about future intentions from students in years 9-12 and can be used by schools to target engagement and retention activities.
On Track	The Victorian On Track survey gathers information on post-school outcomes and helps to build a picture of what happens to young people after they leave school.
The Columbia Labor Observatory	The Colombia Labor Observatory provides a detailed, centralised repository of labour market information and includes details on the graduation and employment rates of every education provider in the country of Colombia.



PROJECT TEAM

Anita Roberts

Rod McDonald

Maria Tarrant

Neil Edwards

Kath Knapsey

Farina Murray

Jacqui Fyffe

Special Advisor:

Deborah Palmer

