Making Career Development Core Business

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Executive Summary

1   The study

The study has been commissioned by the Interdepartmental Policy Unit (Youth Transition Pathways) of the Victorian Departments of Education and Early Childhood Development (DEECD) and Innovation, Industry and Regional Development (DIIRD). It aims to:

- o Identify best practice in the provision of career development locally, nationally and internationally;

- o Review the current implementation of career development programs in secondary schools and for 15 to 19 year-olds in VET and ACE providers in Victoria to determine their effectiveness, including the ability to provide young people with the skills to navigate their further education and working careers into the future; and

- o Provide recommendations for changed practice by providers and other relevant parties to improve career development, including management practices and data collection/assessment mechanisms by education authorities to support and encourage the adoption of best practice.

The report has drawn from a range of evidence including national and international literature – including that for Indigenous Australians, examinations of relevant data bases, case studies of providers, surveys of students, surveys of careers education practitioners, and interviews with policy and stakeholder personnel.

2   Methodology

The review has drawn information and evidence from a range of sources:

1. A review of the general international and national literature on career development and its impacts.

2. A review of the literature on career development for Indigenous Australians.

3. Analysis of data on career development services in Victoria drawn from a number of data bases.

4. Case studies of career development services in eleven schools, three TAFE institutes and two ACE providers.

5. An electronic survey of careers education practitioners in post primary providers across Victoria.

6. Questionnaires completed by Year 7-9 students in eleven of the schools participating in the case studies;

7. Questionnaires completed by Year 10-12 students in eleven of the schools participating in the case studies;

8. Questionnaires completed by students in the five TAFE and ACE institutions participating in the case studies; and

9. Interviews with a number of policy makers and key stakeholders.

10. Two extended discussion groups with refugee students from the Karen community.

The review was supported by an advisory group that included members from each of the provider sectors, indigenous educators, and other stakeholders in career development.

3   Career development services

Career development

The study identifies career development services as those intended to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career development has been identified as the most encompassing term for the Australian context.

In recent years, career development has gained greater policy attention, including statements in the recent Melbourne Declaration of the Educational Goals for Young Australians (MCEECDYA, 2008). In a context where individuals need to make more complex career and life choices, career development programs and services, especially within formal education and training contexts, have become more important. Career development is especially important at the post compulsory level and for disadvantaged groups, including Indigenous young people, culturally and linguistically diverse (CALD) students, and those who have migrated to Australia.

International models in education and training providers

At the international level career development services can be classified using three dimensions:

- o   services in schools and colleges;
- o   any external support for these services; and
- o   any follow up services for young people who have left education.

The quality and relationships between these dimensions both define the nature of 'national career development services' and their quality. A wide variety of national approaches can be identified and many countries continue to innovate across these three dimensions.

Benefits

Direct evidence of the positive impact of career development programs on transition outcomes does exist, albeit in limited forms. More common is evidence of its positive impact upon the skills of young people that are related to successful transitions, including more positive attitudes towards careers, self-awareness, knowledge of possible pathways, and improved job search and entry skills.

Career development and education and training

The international and Australian literature indicates that career development should be an on going and multifaceted program in education and training that begins early in the secondary years of schooling or even in the later years of primary school. It aims to develop in students:

- Self awareness and skills for self assessment of their capacities and preferences, and the relationships between them;

- Skills in information searching, planning and decision making based upon relevant information; and

- Knowledge and awareness of opportunities and requirements in study and employment and skills to relate them to their own capacities and preferences.

These skills and knowledge need to be developed across the different stages of school and post school education and training. The international and Australian literature consistently points to the need for these knowledge and skills to be located within the wider curriculum, or the core business of education and training.

Options for the measurement of levels of knowledge and skills and changes in them at individual, provider and state wide levels include the development of a pre VCE/VCAL module, the development of curricula incorporated within VELS, or a proposal for the development of a national assessment instrument through ACARA. Either development could be supplemented with the inclusion of another question related to students' level of confidence in their knowledge of potential career pathways to be added to the student questions that are part of the government schools climate survey. The use of this instrument could be negotiated with the Catholic sector and the outcomes of the instrument could be linked to a range of other administrative and survey data through the common student identifier.

All of these options have difficulties related to the levels of developmental investment, their inclusion in the relevant curricula, and changes to the survey instruments. An alternative would be to trial the on-line paper and pencil test cited by Bell et al (2005) and encourage and support career development personnel to use it.

Good practice for education and training providers

Based upon the literature and the information and data gathered through the review a three part good practice framework for career development is proposed:

Leadership, distribution and evaluation

o Informed, effective and a strong presence of provider leadership within the planning and implementation of career development programs;

o The incorporation of career development programs into the on-going cycles of school/provider program and climate evaluations that are data based, including data on student attitudes, knowledge and skills related to career development;

o On going processes to inform staff and the wider school/provider community of the nature of the pathways opportunities that are available, the local and wider employment context for young people and the nature of the characteristics of their transition pathways – include program costs and income support arrangements, and other data on student attitudes and outcomes relevant to career development;

Quality programs

o An integrated approach where professionals responsible for career development and transitions form a team based upon an integrated programs approach that is located within the wider school/provider curriculum and strategic plan;

o High quality career development programs that:

• begin in the early stages of the secondary curriculum, and that utilise accurate and well researched information on the full range of education, training and employment pathways, local and wider labour market conditions and employment opportunities, and packaged information based upon this research and the needs of students;

• challenge students to undertake planned and systematic research activities, that include the use of external resources and advice, in conjunction with counselling and discussions, in preparation for and as part of key careers related decisions;

• include individual and/or group counselling for students who need it;

o   High quality and accessible web based resources that are linked to and utilised in mainstream school programs for career development and evaluation, and that are accessible by parents and families through home access or community centres;

External connections

o   Work place experiences that include hands on experiences that are linked to planned and integrated school based programs; and

o   Structured links to external resources and programs, including state and area based and local or community resources and programs, and the integration of these resources and programs into the career development curriculum.

4   The Victorian context

With the establishment of the Victorian Certificate of Applied Learning (VCAL) and the capacity to combine this program with the Victorian Certificate of Education (VCE) young people in Victoria have a wider choice of educational programs than those available across other states and territories. They also have a wide choice of educational provider types with a wide variety of government and non-government schools, a number of strong programs for school age students in the technical and further education (TAFE) sector, and a stronger adult and community education (ACE) sector than in other states. This diversity and the strength of tertiary education in the state emphasises the importance of quality career development programs.

The length of transition pathways from compulsory schooling to full time employment have increased across all states and territories. However, young people in Victoria spend more time in education and training during this transition period. In this context, the consequences for early school leaving are likely to be intensified in a labour market that is mainly occupied by Year 12 and post Year 12 graduates. The raising of the participation age to 17 adds further demands upon providers and their provision of career development. The movement towards demand driven funding in tertiary education and the Commonwealth Government's acceptance of the Bradley (2008) recommendations for higher education participation and access provide further imperatives for quality career development programs and services within providers and those that are parallel and linked to those within providers. The opportunity to strengthen programs and services is available through increased Commonwealth funding.

5   Services in Victoria

There is a wide range of career development services and programs for young Victorians. They include the Managed Individual Pathways (MIPs) program in government secondary schools as well as a range of support materials. Schools across all sectors have the capacity to provide variable levels of resources for designated career development services and programs.

Beyond the school and provider based programs and services there is a range of State and Commonwealth supported initiatives that contribute to the delivery of career development across the state. They include:

o   Local Learning and Employment Networks (LLENs);

o   Youth Transition Support Initiative (YTSI);

o   Local Community Partnerships (LCP) - to be replaced by School Business Community Partnership Brokers;

o   Parents As Career Transition Support (PACTS);

- o Regional Youth Commitments;

- o Career On Track;

- o The On Track survey and On Track Connect;

- o Qualifications Navigator; and

- o Services provided by Industry Training and Advisory Boards (ITABs).

In government schools resources are of two types: those provided through MIPs targeted funding in government schools and those provided through all schools' overall budgets. It appears that most government schools have less than one full time career development adviser. However, across all schools there is a considerable volume of related staffing resources, including:

- o VCAL co-ordinators;

- o VCE co-ordinators;

- o VET co-ordinators;

- o Workplace learning co-ordinators;

- o Teachers with time allocated to act as pathways advisers and pathways programme co-ordinators;

- o Teachers who have a pastoral care role that includes careers assistance;

- o Youth workers;

- o Indigenous Liaison Officers;

- o Assistant Principals who co-ordinate the full range of career development services; and

- o School Based Apprenticeship and Traineeship co-ordinators.

As would be expected, there is variability in the qualifications, experience and professional development activities of careers advisers in schools. Although only about one quarter of those who provide career development in schools are career development specialists, most practitioners have undertaken some career development training or professional development. Most of these people combine their career development duties with other duties.

There is a high concentration of career development programs at year 10. Career development has a limited presence in years 7 to 9 in most schools. On the other hand there is a wide range of careers activities provided by schools, and most schools also use external services. Most schools in Victoria appear to use an embedded approach towards the inclusion of career development within the school curriculum. Most schools reported having dedicated resources.

Survey data indicate moderate satisfaction amongst students with career development programs and services in schools. Personal conversations with careers advisers and teachers were rated as the most valuable. Family members are the most frequent source of advice used by students. There is some evidence of strongest concentration of careers advice on university oriented pathways, compared with training and work based pathways.

Career development takes place within and beyond education and training providers. These providers include schools across the three sectors – government, Catholic and independent; technical and further education (TAFE) institutes and other Registered Training Organisations including Adult Community Education (ACE) providers. While there is a case that career development activities can take place in primary schooling, the review is based upon the assumption that it is primarily located in the post primary and post secondary areas of education and training.

Policy for and steerage of career development in Victoria are mediated by governance and ownership patterns across education and training providers, curriculum and qualifications, and programs. A range of methods are used in Victoria's schools to help steer and improve the quality of career development services. They include guidelines and framework documents, resources, leadership development programs, planning approaches, and tracking and monitoring systems. However, because of the different relationships between the Victorian Government and its relevant agencies and the providers, approaches such as accountability requirements are not consistently applied across providers. On the other hand approaches such as career development forums have been used in some countries and could supplement the careers expos and professional development programs that have been little used in Victoria.

Several aspects of career development and related programs are quite innovative and the current level of staffing, the qualifications of staff, and their levels of engagement in continuing professional development combine to provide a solid foundation for future quality improvement.

A broad assessment of the effectiveness of career development in Victoria for 15-19 year olds against the previously described best-practice framework is as follows:

Leadership, distribution and evaluation

Victoria has a strong school leadership and program development and evaluation framework for the government and Catholic school sectors within which career development could be located as core business[1]. However, for this outcome to be better achieved there is a need to make career development and transition needs more explicit and integrated within leadership, school improvement and pathways planning frameworks.

The importance of career development within providers is formally acknowledged through resource commitment and the support of leaders. However, it is unlikely that this has yet achieved cultures and practices across providers that reflect the objective of making career development core business.

Quality programs

The level and range of resources devoted to career development across providers are considerable and provide the foundation upon which to build quality programs that are integrated into the core business of schools and other providers. However, the distribution and use of these resources across providers are inconsistent and are not necessarily matched with need. There is little evidence of systematic integration of resource, programs and services into the curriculum.

External connections

Victoria has been relatively advanced in investing in measures to connect providers to outside agencies and has a relatively strong suit of programs that connect students with the workplace. The quality of and integration with external sources of career development services, however, are not so strong. This will become more important in the context of the outcomes of the Bradley Review, the COAG targets, and the further weakening of the full time youth and young adult labour markets.

Within a national context the range and quality of career development programs and services in Victoria are strong and arguably the strongest in the country. This is evidenced by the data and information gathered through this review, the levels of participation in post compulsory

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[1] Independent schools also invest strongly in leadership and associated programs through their professional associations and university courses.

education and training and the short average period for transition from full time education and training to full time work.

Nevertheless, a number of gaps are apparent between the overall level and quality of current provision and international and national best practice benchmarks. They include:

- o Services that are peripheral to the core business of some educational institutions;
- o Fragmented and poorly co-ordinated provision within some providers and between sectors;
- o Lack of specialist and dedicated personnel in some providers;
- o Uneven distribution of services and resources;
- o A tendency for the most commonly used services to be the most minimal services;
- o Gaps in provision;
- o Services that too often are provided at key choice points rather than integrated across the year levels;
- o Lack of incorporation into the regular school curriculum and curriculum frameworks across the stages of learning;
- o Insufficient provision of services that are independent of particular educational providers and qualification pathways;
- o Limited qualifications and status of those who provide services; and
- o Limited links between school programs and parents.

6 Career development services for young Victorians: Policy challenges and ways forward

To address gaps between current provision and best practice, Victoria should develop a state-wide strategic plan, across all sectors, to be implemented in steps over the medium-term rather than all immediately, for young people's career development services. This plan needs to address six key policy challenges:

1. Ensuring that services meet the full range of young people's career development needs;
2. Ensuring that services meet the needs of all young people equitably;
3. Ensuring that resources match needs;
4. Ensuring that young people can have access to services that are independent and impartial;
5. Ensuring that services are properly planned and co-ordinated; and
6. Ensuring that services are accountable.

Ten proposals are set out below to assist Victoria to move in this direction:

Careers curriculum

1. An explicit careers curriculum should be developed to cover the Year 7-12 period, and it should be based upon the best current knowledge about young people's career

development needs and processes.[2] Consideration also should be given to the extension and adaptation of relevant elements of this curriculum to primary schooling. This curriculum should be able to be adapted for use with students studying senior secondary qualifications in non-school providers.

Career departments in providers

2. Schools should be encouraged to establish a separate careers department, to be responsible for leading and co-ordinating all career development activities (including MIPs) within the school, for all students. It should be led by a leading teacher, preferably with a post-graduate qualification in careers and should work closely with Koorie Educators and local Indigenous communities to build career development activities that meet the needs of Indigenous students. DEECD should be responsible for encouraging schools to ensure that careers departments are led by appropriately experienced and qualified staff.

Provider career development plans

3. As part of their accountability and compliance requirements, schools (and other institutions providing education for young people who are legally required to participate in education) should be required to develop and annually report through their normal reporting processes (eg through the Annual Implementation Plan or the Strategic Plan) on a comprehensive careers plan or strategy encompassing all students. The requirements of this plan should be reflected in accountability requirements that encompass the full range of career development services and outcomes for all students, and that include the range of services, outcomes and students currently encompassed in accountability requirements for MIPs. To achieve this, schools should be advised that careers planning should be an explicit part of their strategic plans or their Annual Implementation Plans. Schools should be supported with advice on and support for the use of a specific data collection tool that can be used to measure the outcomes and quality of career development programs. The tool should be based upon a specific question added to the student survey component of the school climate survey for government schools. Schools should be assisted in linking the outcomes of this question to NAPLAN, senior secondary outcomes, On Track, and administrative data on attendance to provide an analysis of students' career development capacities and changes in this capacity over time at the individual student and school levels. Discussions should be held with the Catholic education sector about the adoption of this tool within Catholic secondary schools.

System wide leadership

4. Within DEECD, the leadership role in promoting cultural change intended to ensure that careers becomes part of the core business of Victorian schools could be strengthened. This should include responsibility to: develop state-wide policies for the full range of career development services in schools; monitor and report on the level and quality of services on a state-wide basis against the goals for school career development services set out in the state-wide strategic plan referred to above; conduct research and evaluation and disseminate the results of this; support, resource, and advise schools; and promote higher qualification and training levels among

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[2] Including pathway planning as mandatory requirements for the award of the VCE and VCAL could be an additional option, and would have the advantage of extending such requirements, now mandatory in government schools, to other sectors. However by itself it is unlikely to address the existing concentration of services in the later years of schooling and the absence of a developmental approach to careers. Accordingly it would need to be considered not in isolation but as an option within a comprehensive package of reforms to career development services.

school career development practitioners. There should be a particular focus upon the needs of young Indigenous students and ensure that the proposed state wide policy meets the specific needs of these students across years 7 to 12. DEECD should also focus upon developing resources for other targeted cohorts of students and have the role of preparing the careers coaches proposed in recommendation 9.

Independent services

5. Building upon existing services and programmes, services that are independent of particular institutions or qualifications should be strengthened. This could be done either through a strengthening and broadening of the role of the Local Learning and Employment Networks (LLENs), or through putting the integrated provision of these external services out to tender. Consideration also should be given to strengthening the role of the new Skills Stores and the role of ITABs in career development. Efforts to strengthen existing programs should take into account the need to assist young Indigenous people. As a priority young Indigenous early school leavers seeking to re-engage in education and training should be supported.

A strategic statement on career development

6. DIIRD and ACFE should develop and disseminate to the vocational education and training and the adult and community education sectors a strategic statement on the importance of career development services for all young people enrolled, setting out the case for providing these services, and outlining strategies that can be used to deliver them effectively. The statement should make specific reference to the importance of providing Indigenous TAFE and ACE students with high quality career development services, including a plan that details a pathway into employment or higher education.

State-wide career development co-ordination body

7. A state-wide career development co-ordination body should be established to guide policy and monitor cross-sectoral provision, with membership to include DEECD, DIIRD, ACFE, CEAV, employer representatives and other key stakeholders.

Strategies to support families

8. Given the centrality of family members to the provision of careers information and counselling for students, strategies should be developed to assist parents to improve their knowledge of career development, and in particular the sources of careers information and advice. These strategies should be linked to or form part of the family partnership framework that is being developed by DEECD.

Careers coaches

9. Consideration should be given to the introduction of a careers coach to each of the school education regions. The role of these coaches should be to build the capacity of the 'system' in career development and the encouragement of communities of practice through a range of activities including speaking to school, VET and ACE leaders and communities; supporting the audit of career development programs; assist in planning, monitoring and evaluation; advice on improvement of service delivery; and support for making connections with the Koorie workforce.

Coordination between agencies

10. Relevant agencies should work together in order to harness resources to provide mentors for young people in targeted groups, including Koorie young people, refugees, and young people from low SES and intergenerational poverty households.

1. Introduction

In late April 2009 the Interdepartmental Policy Unit (Youth Transition Pathways) of the Victorian Departments of Education and Early Childhood Development and Innovation, Industry and Regional Development asked the University of Melbourne's Centre for Post-compulsory Education and Lifelong Learning to carry out a review of career development services for young Victorians under the age of 20[3]. The aims of the review were to:

- o Identify best practice in the provision of career development locally, nationally and internationally;

- o Review the current implementation of career development programs in secondary schools and for 15 to 19 year-olds in VET and ACE providers in Victoria to determine their effectiveness, including the ability to provide young people with the skills to navigate their further education and working careers into the future; and

- o Provide recommendations for changed practice by providers and other relevant parties to improve career development, including management practices and data collection/assessment mechanisms by education authorities to support and encourage the adoption of best practice.

The review was also asked to considered career development for indigenous and CALD students through a review of the literature and case studies of good practice.

1.1 Methodology

The review was conducted through several activities that together were designed to bring together evidence from national and international experience and research on career development, the experiences of participants and stakeholders in career development in Victoria, and evidence from practice across Victorian providers.

Career development takes place within and beyond education and training providers. These providers include schools across the three sectors – government, Catholic and independent; technical and further education (TAFE) institutes and other Registered Training Organisations (RTOs) including Adult Community Education (ACE) providers. While there is a case that career development activities can take place in primary schooling, the review is based upon the assumption that it is primarily located in the post primary and post secondary areas of education and training.

The information needed to meet the terms of reference for the review was identified as being in several locations:

- o National and international literature on career development, including 'best practice';

- o The advice of local and international expertise on career development, including 'best practice' in career development;

- o The advice of key stakeholders in career development in Victoria;

- o Details of programs and initiatives in or related to career development in Victorian schools, institutes and centres, and other programs and services that can be accessed by 15-19 year olds;

- o Statistical data that provide information of patterns of provision and utilisation of career development programs and services;

- o The views and experiences of career development practitioners across all provider groups and students at different age levels across providers; and

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[3] Excluding services for those in Year 6 and below.

      o   Studies of best or good practice providers.

These information and data sources were combined to establish the following components of the methodology of the review:

1. A review of the general international and national literature on career development and its impacts. This was undertaken by Professors Richard Sweet and Tony Watts, who were the authors of the 2004 OECD review of career guidance. This review is included as Annex 2;

2. A review of the literature on career development for Indigenous Australians (Helme, 2009) which is included as Annex 3;

3. Analysis of data on career development services in Victoria contained in the Programme for International Student Assessment (PISA 2006), Longitudinal Study of Australian Youth (LSAY 2003), On Track and Student Resource Package for government schools data bases;

4. Case studies of career development services in eleven schools, three TAFE institutes and two ACE providers. These were selected as examples of good practice in career development on the advice of the project advisory group, using criteria for good practice that drew heavily upon those identified in the national Career Lighthouse Schools project and in the project brief provided by the DEECD-DIIRD Interdepartmental Policy Unit. Three were chosen because of the opportunity that they provided to obtain a focus upon Indigenous career development issues;

5. An electronic survey of careers education practitioners in post primary providers across Victoria. In the absence of a data base for career development practitioners the survey was sent to secondary school principals with a request to pass it on to the relevant staff member, a network of career development personnel in TAFE, and to ACE providers. The Career Education Association of Victoria (CEAV) supported the survey through the distribution of notices to its members. A total of 193 usable surveys from career development practitioners in 167 organisations across government, independent and Catholic schools, TAFE and ACE providers were received;

6. Analysis of 387 questionnaires completed by Year 7-9 students in eleven of the schools participating in the case studies;

7. Analysis of 337 questionnaires completed by Year 10-12 students in eleven of the schools participating in the case studies;

8. Analysis of 76 questionnaires completed by students in the five TAFE and ACE institutions participating in the case studies;

9. Interviews with a number of policy makers and key stakeholders (listed in Annex 1); and

10. Two extended discussion groups in Werribee and Corio with 15-19 year old refugee students from the Karen community (n = 55; n = 35, respectively).

The review was supported by an advisory group that included members from each of the provider sectors, indigenous educators, and other stakeholders in career development. The group provided advice on the providers that were chosen for the case studies and met with the review team on several occasions. Feedback on the interim report was provided by the advisory group. This feedback informed the development of the final report.

2. Career development services for young people: An overview

2.1 What are career development services?

The review has adopted a broad definition of career development services, one that is now accepted as a standard in international work in the field. In brief, career development services intend to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career development services help people to reflect on their ambitions, interests, qualifications and abilities. They help them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career development services foster the growth of career self-management skills such as planning, decision making, information acquisition, and self awareness. Career development makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it. Career development includes a wide range of services: personal interviews; group discussions; printed and electronic information; school lessons; structured experience; telephone advice; and on-line help. Career development is provided to people in a very wide range of settings: schools and tertiary institutions; public employment services; private providers; enterprises; and community settings.[4]

While career guidance or educational and vocational guidance are commonly used as over-arching descriptors of these services in many OECD countries, Australia, like Canada, has adopted the term career development as a more comprehensive and holistic term. Career guidance and career counselling can be seen as a subset of the wider term, referring to personal, one-to-one services. Career education is another subset, referring to curriculum-based interventions.

2.2 Why do career development services matter for public policy?

There has been growing international interest in the importance of career development for public policy in recent years. This interest rests upon a belief that in order to increase the effectiveness of education systems and labour markets, as with financial markets, citizens and consumers need well-organised information systems, objective and well-informed sources of advice, and the skills to be able to make choices and to manage their own futures.

Career development services are particularly important in 15 to 19 education. Here, wider curriculum choice leads to students facing more diverse and complex routes into later stages of education and into employment. Where choices are complex and their consequences are costly, effective advice and guidance on options can help to better match individuals' learning choices to their interests, talents and intended destinations. This can help to reduce dropouts and back-tracking; improve flows between different levels of education; and improve transitions from education to the labour market. Well-organised careers services are particularly important for many disadvantaged groups such as Indigenous youth, CALD students, students from low SES households and recently arrived refugees. They can help to address the information deficits that act as barriers to accessing learning, thus helping to address equity concerns and to maximise the use of human talent. Well organised career development services can be a significant way to help overcome the lack of social capital

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[4] This draws heavily upon the definition of career information and guidance used as the framework for recent major international reviews of career information and guidance policies and programmes conducted by the OECD (2004), the European Commission (Sultana, 2004) and the World Bank (Watts and Fretwell, 2004).

among disadvantaged groups: for example by incorporating mentoring, work experience, role models and information and personal guidance[5]. They can help to widen access to learning by groups who are under-confident in, unskilled in, or unused to negotiating complex learning systems. These services grow in importance where public policy emphasises the role of individual and family choice as methods for allocating educational resources (OECD, 2004).

In the Australian context the policy imperative for careers education in schooling is indicated in the Melbourne Declaration that states *"Schools need to provide information, advice and options to students so that they can make informed choices about their future. All governments and school sectors need to support young people's transition from schooling into further study, training or employment and enable them to acquire the skills that support this, including an appetite for lifelong learning. Support may also be needed for young people returning to education and training after a period of employment"* (MCEECDYA, 2008). The implementation plan for the Declaration also includes the development and implementation of the *Australian Blueprint for Career Development*, a national project to develop a framework for lifelong, active career management skills. It also encourages cross sectoral partnerships, experience based approaches to careers education, and improved information systems, and notes the need for rural and remote students to better access higher education. Some of these themes are reiterated in the Bradley (2008) review of higher education.

2.3   What international models exist of career development services for young people?

International surveys show that career development services for young people can be classified using three key dimensions:

o   The structure of the services provided within schools and colleges, including the roles of specialists, and how career education is structured within the curriculum;

o   Whether such in-house services are supported by external services, and the nature of such partnership arrangements, with a related issue of whether external services are structured on an age-specific or all-age basis; and

o   The nature of follow-up and support arrangements for young people who have disengaged before completing full-time education.

Services within educational institutions

The most common pattern internationally is for services within educational institutions to be provided by counsellors or guidance officers who also have responsibility for personal, social and educational guidance. This way of providing career development generally results in its importance, compared to other forms of personal counselling, being down-graded, and to course and subject choice decisions taking priority over help with occupational choice and longer-term career planning. This has been used as an argument by countries such as Norway and Luxembourg for separating career development assistance from personal counselling, and for creating specialist career guidance staff within schools. Commonly these are complemented by interventions such as tutors or home room teachers, portfolio and planning systems, work experience, and by career education as part of the curriculum. Curriculum models commonly include career education in one of three ways: as a separate subject; embedded within another subject such as social studies; or infused across the entire curriculum. If the latter model is to be effective it requires a high degree of co-ordination, and strong school leadership and support. More commonly international experience shows that

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[5] This point is strongly emphasised in the review of the literature on career development for Indigenous youth carried out for this review (Helme, 2009) as well as in the three case studies of institutions with significant numbers of Indigenous students.

where it is embedded in the entire curriculum, provision is patchy, disconnected and often invisible to the student.

External services

Services that are exclusively provided within schools can be characterised by weak links to the labour market and a lack of impartiality. For this reason, among others, countries such as Austria, Germany and France have large external services which either visit schools, have young people visit them, or both. There is a risk of weak curriculum links under this model, and a preferred option, which can be found in countries such as Denmark and Wales, is for a partnership model, with schools and external agencies working together. Where career guidance services are provided at least in part outside schools and colleges, there is debate about whether such services should be provided on an age-specific or all-age basis. Recent reviews of all-age services in New Zealand, Scotland and Wales have indicated that they perform very strongly against the quality benchmarks provided by the OECD Career Guidance Policy Review (OECD, 2004).

Follow-up and support services

Some countries such as Denmark, Norway and Sweden have set up specific services for young people who have dropped out of education and training or are experiencing difficulties in managing their transitions into work (OECD, 2000). These have generally been introduced in association with mutual obligation arrangements for the receipt of income support, and are intended to encourage re-engagement in education and training and the completion of an upper secondary qualification. In these cases a significant impact upon the number of young people who are neither in education, employment nor training can be observed. On the other hand the English experience with the establishment of the Connexions service has not been successful, as rather than designing a universal service with special provision for those at risk, a targeted service was created with weak extrapolation to address universal provision.

The not for profit sector

The Not For Profit sector in Australia invests over one billion dollars annually in education in Australia. Most of this investment is directed at students and schools with high levels of educational need. Several of the major not for profit organisations in Victoria invest in programs that support or are parallel to career development. For example:

- The Brotherhood of St Laurence has 'from school to work' as one of its four life transition focus areas, which includes the PACTS (Parents As Career Transition Support) program;

- The Smith Family focuses upon building links between schools and their communities;

- The Foundation for Young Australians provides several programs to support career development, especially in government schools;

- Berry Street works with schools to address the issue of early school leaving;

- Mission Australia has 'Pathways through a successful youth' as one of its four service areas; and

- Centacare runs programs in student counselling and education.

In some cases these organisations work with large corporations to extend their programs.

2.4 What are the skills that young people need to develop that will allow them to manage their careers into the future?

Much of the literature on career self management skills is derived from a combination of career development theory and its empirical base, and expert informed practitioner judgements. An example is the Australian Blueprint for Career Development (ABCD)[6] which contains 11 broad career competences. The Blueprint elaborates each competence in detail, and suggests ways of expressing each at four developmental stages: primary schooling; middle schooling; 15 to 19 education; and adulthood. The eleven competences are:

Personal management
- o Build and maintain a positive self image
- o Interact positively and effectively with others
- o Change and grow throughout life

Learning and work exploration
- o Participate in lifelong learning supportive of career goals
- o Locate and effectively use career information
- o Understand the relationship between work, society and the economy

Career building
- o Secure/create and maintain work
- o Make career enhancing decisions
- o Maintain balanced life and work roles
- o Understand the changing nature of life and work roles
- o Understand, engage in and manage the career building process

An additional and closely related example of this type of framework of career self management skills has been developed by the Association of Graduate Careers Advisory Services (AGCAS) UK. It is built on four fundamental components (self awareness; opportunity awareness; decision making; and transition learning) to establish a set of careers education learning outcomes (AGCAS 2005). Its 22 specific learning outcomes overlap strongly with the detailed elaborations of the ABCD's 11 broad competences.

The value of using a career learning outcome framework such as the above for young people in transition receives substantial support from the empirical literature on the characteristics of young people who make successful transitions compared to those who make less successful transitions (see for example, Greenhaus, 1971; Pulkkinen et al., 1999; Nurmi et al., 2002; Pinquart et al., 2003). This shows that young people who have high self-esteem, who are confident and who understand themselves, who have a good understanding of educational and work opportunities, who focus upon their future education and work, and who are able to plan and to make decisions, achieve better transition outcomes than do young people who show the reverse characteristics.

The closely related concept of career self-efficacy, which summarises many of these notions, has shown itself both to have predictive value and to be capable of being embodied in a relatively simple on-line or paper and pencil instrument (Bell, Smith and Bright, 2005) that assesses behaviours such as job changing, procuring additional education and training, job exploration, vocational information and vocational planning. Subject to the conduct of substantial empirical verification and adaptation in the Victorian context, consideration might be given to using such an instrument as a standard performance indicator to monitor the extent to which schools are developing the career self management skills needed by young

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[6] http://www.cica.org.au/system/files/f19/o17/abcd.pdf

people. Effective monitoring as a basis for performance improvement would, of course, require the associated gathering of data both on the characteristics of students receiving career development services in schools (particularly to monitor the equity of outcomes), and of the scale and character of the resources devoted to these services in order to assess benefits in relation to costs and efficiency.

Educational stages and career development

These skills are generalised for a wide range of ages and careers pathway types. Education and training is differentiated by sectors and stage bands and 15-19 year olds will need different types of skills or to have an emphasis upon types of skills for different stages. The stage bands are dictated by the structure of schooling with its two year upper secondary phase that is bracketed by the stages of levels 9 and 10 and post school education, training and employment.

These phases are differentiated by provider and their cohort differences. The independent school sector mostly provides for students from the higher SES backgrounds and has strong pathways into university studies. By contrast 15 – 19 year olds in TAFE institutes and ACE centres tend to be from lower SES backgrounds and have more dispersed pathway patterns. Nevertheless these three stages of years 9 and 10, years 11 and 12, and post school offer the best set for considering the question of stage based best practice in Victorian education and training.

Box 1: Garfield High

Garfield is a Year 7-12 government secondary school located on the outskirts of a large rural city. It has around 1,200 students, many from low income families, drawn from a wide geographical area.

An integrated and team based approach

There is a strong focus on student health and welfare, with a central facility that brings together health, welfare and careers staff in a single team. Two staff members, both of whom are educational support staff rather than teachers, combine careers (including MIPs) and welfare roles: one spends 80% of her time on careers and 20% on welfare, the other 30% on careers and 70% on welfare.

Connected to school leadership

They form part of a transitions team lead by an Assistant Principal that also includes the senior school co-ordinator and the VCE coordinator. All staff meet regularly to consider student progress and to monitor programmes, destinations and outcomes.

Linked to student welfare

Much of Garfield's careers work is done through its pastoral care programme. Students in Years 7-10 are organised vertically into pastoral care groups of about 18 students; Year 11 and 12 students are divided into Year-level groups. All groups meet for 20 minutes four mornings per week, and for 40 minutes on Wednesdays. Students cover setting goals and strategies, job options, resumes and, interviews. Materials for this are provided to pastoral care teachers by careers staff.

Variety of hands on activities

Year 9 students do the Real Game, and this can include job tests, resumes and mock interviews. The careers co-ordinator works with the class teachers to deliver this. They complete careers work focusing on strengths, interests and goal-setting through the pastoral care program. In Year 10, the careers staff run workshops on MIPs – students do personality tests, jobs tests, get a copy of the Jobs Guide and undertake mock interviews with volunteers from Rotary. There are activities to help students link interests to potential jobs. Selected students undertake the Beacon Foundation "Polish" program – which requires students to develop resumes and presentations, and go for mock interviews with volunteer business people. There is positive feedback about participation in this. Students who are accelerated high achievers do a separate program that involves using the Career Voyager program and the local Learning Exchange to map out future options.

Outward looking

There is a strong outward-looking and community-based focus in Garfield's career activities. It runs a careers day during a dedicated careers week with a range of guest speakers, including from universities and TAFE, the defence force, and some private colleges. Students also visit various workplaces in the community. Lunchtime information sessions with visiting local employers are common: students report at least two or three each term. The school is involved in a mentoring program with IBM for students interested in IT, runs some industry tours for interested students, students can participate in "Try a Trade" days which are very popular, and can take part in university open days and expos. Students do work experience for one to two weeks in Year 10 which they organise themselves. Previous students come back to the school to talk about their careers or courses.

Multiple sources of advice

Students from Year 10, 11 and 12 reported getting plenty of information and assistance, including information on courses, jobs, TAFE and universities, and described online resources as invaluable.

School - Years 9 and 10

These years include 15 and most 16 year olds across the three school sectors, and include the vast majority of the Victorian age cohort. Most early school leavers depart after year 10 or year 11. Approximately 50 percent of year 10 students take one or more VCE subjects.

However, for most students the bulk of the curriculum consists of core subjects. The most pressing decisions for students in these years are the nature and composition of their senior secondary study programs, for some the decision of whether to stay on at school and the non-school pathways to be taken. Most students do not change educational providers at the end of year 10. However, a sizable number do – either as early school leavers, students who attend 7 – 10 schools, and students who change schools to access different programs. Precise data on the numbers of students who change provider are not available, although this may be possible with the introduction of the common student identifier.

The survey and focus groups of year 7 – 9 (Annex 6) students found:

- almost half have not decided whether they will undertake a VCE or another program;

- of those who have decided about 80 percent intend to take the VCE;

- 61.5 percent of students anticipated that their future careers option would influence their subject choice. However, this was secondary to subjects they like and closely followed by family suggestions;

- about half of the students found careers lessons useful or very useful;

- limited knowledge of prospective employment and required study patterns, especially amongst low SES students and girls; and

- a strong and consistent reliance on family as the source of careers advice, followed by careers teacher/adviser and classroom teachers.

The early to middle years of secondary schooling has the dual task of:

- providing a platform for informed and supported decision making by students about decisions that affect their immediate pathways; and of

- contributing to the longer term development of career management skills.

The two tasks clearly overlap and have implications for the design of the school curriculum. The development of longer term career management skills includes the development of an awareness of the study and work environments that students will enter, the capacity for self assessment of skills, attributes and preferences and their relationship or potential applicability to the future study and work environments. This is a difficult curriculum challenge in the secondary years where the curriculum has become more differentiated by the subject disciplines.

By the end of year 10, students should have:

o A basic understanding of the broad patterns of employment opportunities and their relationships with school and post school education requirements;

o A developing capacity for self assessment of skills, attributes and preference and a developing capacity to relate these attributes to future study and employment options and make decisions about these options;

o A developing capacity for information research and analysis relevant to career development and pathways exploration;

o A clear understanding of the program and study options available in the post year 10 years, and the study requirements of these options; and

o Some knowledge and experience of the work environment in relations to the routines and expectations of work and employers.

School - Years 11 and 12

These years include 17 and most 18 year olds across the schools sector. The majority of the students undertake a VCE, with approximately 15 percent taking the VCAL, which in some cases is in combination with VCE studies. School based apprentices can undertake VCE or VCAL studies. Patterns of differentiation between students have been strongly established across these levels through their distribution across provider types, program types and subject patterns. Nevertheless the Australian and Victorian models of senior secondary (and equivalent) education do maintain a wide range of pathways for the majority of young people. As a consequence the need for career management skills remains intense during this phase.

The survey of year 10 – 12 students (Annex 7) found:

- the vast majority used family as a source of advice when making subject choices for years 11 and 12;

- approximately a third used careers advisers/teacher and classroom teachers, and a third used friends;0

- three quarters used school handbooks when making subject choices, with students from higher SES backgrounds more likely to use sources external to the school;

- personal subject preference was the most cited factor in subject choice, followed by future career options, with higher SES students citing more reasons for subject choice;

- the most useful information provided by the school was about the VCE, with lower SES tending to value more information about other programs and pathways;

- 65 percent of students planned to go to university compared with 14 who planned to go to TAFE, with little discernable differences across SES bands;

- Most students received careers lessons and individual interviews and undertook work experience in year 10, which most found useful or very useful;

- The most frequently cited and most useful resource material or activity was printed information about careers, and the most frequently used and most useful printed information about post school options was that on university study;

- Limited use of agencies beyond the school; and

- A majority of students expressing confidence about their knowledge of their future job and study preferences.

The senior years of schooling have the tasks of:

- Supporting students to choose and fashion appropriate programs of study and training appropriate to their career preferences and trajectories and that optimise the range of post school options for them; and

- Continuing the development of students' career management skills so that they have the capacity to utilise these skills in the post school education, training and work environments and have the capacity for continued self development of these skills within these environments.

Career development in schooling needs to be based upon the assumption that most school leavers will not enter environments of study and work where career development resources and programs are as immediate as in the school environment. This is not to underplay the importance of career development programs and resources that are external to the school. However, it does mean that young people should have some capacity for self management of their careers and self development of their career management skills.

By the end of schooling, students should have:

o A clear understanding of the future work and study options that are available to them and the extent to which these options meet career preferences and aspirations;

o An advanced capacity for self assessment of skills, attributes and preference and capacity to evaluate these attributes and make decisions against planned study and employment options;

o A strong capacity for information research and analysis relevant to career development and pathways exploration and evaluation;

o A detailed understanding of their planned study and work pathways; and

o Knowledge and experience of the work environment in relations to the routines and expectations of work and employers.

Post school

Young people amongst this group include early school leavers, those in the full time labour market, and those in full time education and training. The number of young people who combine part time work and part time education is very low (ABS, 2006 census) and this suggests that the vast majority of students choose full time education and work pathways. Amongst post school 15-19 year olds the majority are in full time work or study in higher education or VET programs. The most vulnerable are those not in full time education or work and by definition are outside of the career development programs of education and training providers. The vast majority of early school leavers in full time education and training are located in TAFE institutes and ACE providers.

The survey of 15-19 years olds in TAFE and ACE (Annex 8) found that:

- Most used family followed by friends and careers advisers and teachers at their schools as their sources of help when making study related decisions;

- These students tended to use external sources and agencies more than school students;

- A lower percentage of students had participated in individual interviews and work experience than the senior secondary students;

- Information about work options was seen as the most valuable; and

- Students tended to express lower levels of knowledge about future work options and study requirements.

The young people attending TAFE and ACE programs are diverse, but many tend to be in more vulnerable situations than most school students. They need all of the career development skills that school and university students need of the same ages. However, they also need a capacity to utilise other support programs and agencies, including non-government agencies. Refugee students, CALD students, indigenous students and some other students who come from backgrounds of social and economic exclusion can tend to lack the networks and skills to utilise these service. Yet as the survey shows these students are more likely to utilise these agencies and services. It may be that weaker networks led these students to a greater utilisation of the agencies and services.

Post school students in TAFE and ACE need:

o The career management and self assessment skills that are required by school students of the same age;

o A clear understanding of the work and study options that are open to them and the requirements of these options;

o A capacity to locate and connect with the range of agencies and support programs that are available to support them in their career pathways; and

o A capacity to make decisions that optimise their career pathways utilising their knowledge and available information.

Data gathering

The career management skills that have been identified above consist of:

- Knowledge about the world or work and education and training programs and the relationships between them;

- Information research skills;

- Self assessment, planning and decision making skills; and

- Confidence in one's capacity to utilise these skills in navigating and building careers pathways.

As national and international literature has stressed these knowledge and skills need to be embedded within the school curriculum as well as developed through designated career development programs and services, and to some extent students' skill levels can be assessed through normal assessment practices in schools.

Some of the outcomes of career development are relatively immediately and are manifest in the patterns of pathways choice and associated study patterns. Positive careers outcomes are manifest in the individual who is able to combine these knowledge and skills to make wise and fulfilling choices in study and employment paths, in the short and long term. Therefore, any assessment of these skills and knowledge needs to have some subjective component – or the self assessment of the young people.

Data gathering is limited by the different governance arrangements for the three schools, TAFE and ACE sectors. The On Track survey records students' immediate post school destinations and carries some questions related to the reasons for post school choices. However, it does not provide data on student skills.

Of the four areas of 'knowledge', 'skills', 'self-assessment' and 'confidence' identified above the first three are essentially curriculum based. Here two options would be available:

1. The first would be to adopt the approaches used in a range of program based upper secondary systems, such as those in several European countries and the International Baccalaureate. These programs include components of personal and careers planning and allow the inclusion of forms of assessment of these skills and knowledge. This curricula could either be:

   a. Negotiated as a level 1 or 2 unit within the VCE, possibly as an optional unit;

   b. Developed as part of year 9 or 10 studies and incorporated within or across the VELS.[7]

   Both options could include a standardised assessment tool that would allow for the consistent measurement of levels on a school and state wide basis. This could be an

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[7] The Kirby Report (2000) recommended that the senior secondary years be conceived as a three year phase with greater flexibility for students in their points of entry and completion of senior secondary studies and qualifications. If this approach were adopted it could include a dedicated module or parallel program in year 10 designed to challenge and support students in the assessment of their skills and attributes for career development. This could also incorporate assessment arrangements that would provide comprehensive data on students' skills levels. The designs of the certificates in states such as Queensland and South Australia provide more readily allow the inclusion of such a program and assessment than does the VCE. The personal development component of the VCAL could also house these program and assessment elements.

on-line resource designed to guide students to research pathways options based upon assessments of their knowledge, skills and preferences.

Both of these approaches involve the further development of programs and qualification parameters at the compulsory and 15 to 19 levels of education. An interim approach would be the introduction of a career plan at the commencement of senior secondary education based on the same online resource.

2. In the further development of the Victorian and National school transparency and accountability reporting frameworks, a second option would be to take a proposal to ACARA for the development of a national instrument for the measurement of these knowledge and skills, graduated for different stages of schooling, possibly at the end of years 8 and 10.[8]

Data on the 'confidence' element would need to be gathered through students' self assessment. Approximately 80 percent of students are located in government and Catholic secondary schools. Of the approximate 20 percent of students in independent schools the majority take university pathways. Therefore the best available option for data gathering on skills levels would be to negotiate some additions to and/or changes to the questions asked of students in the government schools through the annual school climate surveys.

Given the fact that the surveys have only recently been redesigned it would not be feasible to change any of the 11 measures that are currently in the survey. It also needs to be an item that can be utilised across the secondary levels, especially at years 8 to 11. Therefore, the only option would be to negotiate the addition of a single item related to:

- Students' level of confidence and/or understanding of their pathways.

If these results were to be linked to the Common Student Identifier the patterns of answers could be linked to NAPLAN, year 12 results and On Track data to provide a strong picture of career development skills and any changes in them, both state wide and for cohort groups.

2.5 What is known about their impact, benefits and effectiveness?[9]

Direct evidence of the impact of career education and guidance upon transition outcomes is not common, in large part because of the complexity of the research model that is required to obtain such evidence. An exception is Bowlby and McMullen (2002) who found, using Canadian longitudinal data that those who took part in career planning courses at school were less likely to drop out of high school. It can be shown to have a small but positive effect upon academic achievement, and to increase the probability of successful transitions between key points in the education system (CICA, 2007; Bezanson, 2008). More typically, evidence in favour of the significance of career education and guidance shows that it has an impact upon the types of skills and attitudes that are related to transition outcomes.

These studies, which are summarised in OECD (2004), CICA (2007) and Bezanson (2008), show that career development services can:

1. Lead to people having a more positive and confident attitude towards their future career options;

2. Increase knowledge and understanding of education and employment opportunities;

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[8] It is probably not feasible to propose a national integrated curriculum approach given the nature of the national curriculum that is being developed through ACARA.
[9] This material is drawn heavily from Sweet (2009).

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3. Increase self-awareness;

4. Make people more confident in their career decision making and improve their career exploration skills; and

5. Improve job-search and interview skills.

2.6   What is good practice?

The *international evidence review* (Sweet and Watts, 2009) suggests that the following criteria define good practice in career development for young people in transition. Good practice career development:

o   Is provided as a compulsory subject or set of activities as part of the regular school curriculum;

o   Incorporates a coherent range of activities that are both student-centred and information-centred;

o   Offers experiential learning linked to the labour market;

o   Instils lifelong learning and career self-management skills such as planning and decision making;

o   Is provided by specially qualified and experienced people with links to the labour market and with manageable staff-student ratios; and

o   Commences early in school.

The Commonwealth government's *career education lighthouse schools project* has suggested that the following features help to define good practice within schools (Kastine, 2007):

o   Effective school leadership;

o   Planning, monitoring and evaluation;

o   Embedding career education into the curriculum;

o   The inclusion of experiential learning, either within or outside of the school;

o   Use of a range of curriculum resources;

o   Use of qualified staff and ongoing professional development;

o   Involvement of parents and families;

o   Student involvement in planning, implementing and evaluating programmes; and

o   Use of a wide range of community resources, external to the school.

The *case studies, international examples, stakeholder interviews, staff survey and student surveys* have identified various examples of good practice, including:

-   A focus upon student welfare that brings together qualified and experienced health and welfare and careers and transition staff into a single and integrated team under the leadership of a senior staff member;

-   A strong outward-looking and community-based focus

-   A consistent presence of quality leadership that accepts the need for career development to be part of the core business of schools and colleges;

-   Deliberate efforts to build the infrastructure for career development including staff qualifications, strategic planning and data gathering, funding and

resources, incorporation as a core element in timetabling and program planning, facility for dialogue and communication between staff, structures and programs for external linkages and activities, and program evaluation cycles.

- Integrated programs that link activities and the staff responsible for them, including work experience and other employer contacts, tertiary education contacts, student research including self assessment exercises, interviews and coaching, and mainstream curriculum studies.

- Integration between provider based and external services.

- High quality web-based resources that are provided on a state (or nation) wide basis that are linked to school based programs and that provide the capacity for student progress and self management, including self assessment, in career development knowledge and attributes.

- The importance of parents and family are the most frequent source of advice for some key careers related decisions, including subject choice;

- The value of value one towo one counselling and mentoring for students;

- The value for students of workplace visitations or experience over other forms of employer work contact.

- The need for career development materials and advice to cover the full range of student pathways all student pathways and be available during critical decision making periods; and

- The importance of a developmental approach that begins early in schooling.

Good practice is mediated by organisational and resource limitations of providers and by the considerable demands upon providers for scholastic outcomes. With this in mind we suggest the following *best practice framework* based upon the international evidence review, the lighthouse schools project, the international examples, the case studies, the interviews with stakeholders and LLEN EOs, and the survey of staff:

Good practice framework for education and training providers

Leadership, distribution and evaluation

o Informed, effective and strong presence of provider leadership and a strong presence of provider leadership within the planning and implementation of career development programs;

o The incorporation of career development programs into the on-going cycles of school/provider program and climate evaluations that are data based, including data on student attitudes, knowledge and skills related to career development;

o On going processes to inform staff and the wider school/provider community of the nature of the pathways opportunities that are available, the local and wider employment context for young people and the nature of the characteristics of their transition pathways – including program costs and income support arrangements, and other data on student attitudes and outcomes relevant to career development;

Quality programs

- An integrated approach where professionals responsible for career development and transitions form a team based upon an integrated programs approach that is located within the wider school/provider curriculum and strategic plan, and is linked to family role in careers advice;

- High quality career development programs that:

  - begin in the early stages of the secondary curriculum, and that utilise accurate and well researched information on the full range of education, training and employment pathways, local and wider labour market conditions and employment opportunities, and packaged information based upon this research and the needs of students;

  - challenge students to undertake planned and systematic research activities, that include the use of external resources and advice, in conjunction with counselling and discussions, in preparation for and as part of key careers related decisions; and

  - Include individual and/or group counselling for students who need it.

- High quality and accessible web based resources that are linked to and utilised in mainstream school programs for career development and evaluation, and that are accessible by parents and families through home access or community centres;

External connections

- Work place experiences that include hands on experiences that are linked to planned and integrated school based programs; and

- Structured links to external resources and programs, including state and area based and local or community resources and programs, and the integration of these resources and programs into the career development curriculum.

Hume Central Secondary College
The Smith Family Learning for Life Project and the Hume Global Learning Village
The program is located in a school that has faced major problems of high levels of early school leaving and poor educational outcomes. As a new school formed through amalgamations of several schools it has invested in a major regeneration programs designed to radically improve outcomes and raise expectations for educational outcomes across the school community. Part of this strategy is for the school to be more integrated with its community.

The program is based upon the Community Education Facilitator Model as the connector between students, teachers and families as the precursor to a 'whole of community' approach. The Smith Family's model for community schools facilitates these multiple relationships and encourages a larger and more integrated systems approach to education within a shared outcomes based framework.

The program illustrates the fact that career development needs to be located within the wider school curriculum and is closely connected to students' motivation for learning. For example the program includes:
- A Lunchtime Speakers Series: Successful people from the local area who spoke to Year 11 and 12 students about their journey and how they had reached their goals.
- StraighTalks: The Smith Family's lunchtime role model engagement where 45 Year 10 young women from the college participated in a discussion with 22 adult role models during lunch.
- VECCI business breakfast. 8 local business people attended.

- Assistance for parents of Year 9 students to attend Year 10 Parent information Session.
- Partnership with Toastmasters International (TMI) to provide the TMI Youth Leadership program.
- Financial Literacy programs for parents of students at the college.
- The development of relationships with key community leaders to ensure they encourage parents to attend HCSC and to help parents to lift their aspirational goals for the children.

The program also connects with the facilities and services that are offered by the City of Hume's Global Learning Village which:
- Provides free internet access.
- Offers free On Line Homework help for students.

Indigenous students

The review of the literature on career development services for Indigenous youth (Helme, 2009) highlights the importance, in addition to the above, of multi-faceted services that include mentoring, role models, highly coordinated individual case management for clients with complex needs, strong advocacy and liaison, and of services that acknowledge young people's cultural heritage, including the involvement of family members and community members. The importance of the latter is emphasised in the survey of TAFE and ACE students. Although the numbers are small, none of the Indigenous respondents mentioned school-based staff as sources of help with decisions about study, and of the ten who responded to the question, family, community members and friends were the only sources of help that were nominated.

In combination, evidence from the case studies of Indigenous youth and the literature review indicate that good practice in career development for Indigenous youth contains the following features, many of which are illustrated in Box 1:

- **A supportive institutional culture**, with leadership and staff committed to maximising student engagement, expectations, outcomes and aspirations;

- **Good relationships with Indigenous families**, paying special attention to developing families' understanding of career development, and empowering parents to support and assist their children in making career decisions;

- **Case management/mentoring for all Indigenous students**, with assistance targeted to suit individual circumstances and needs;

- Timely **information and support in gaining financial assistance** for education and training costs, including enrichment activities such as leadership camps and educational trips;

- **Workplace learning** available to all Indigenous young people, tailored to individual interests and needs. A range of models of work experience need to be available, and may include one or more of the following: work experience placements, VET work placements, holiday work placements, traineeships, cadetships, voluntary work, and community projects;

- **Transition support** at each stage of education/training/employment, so that Indigenous students do not disengage from the system; and

- **Tracking of all Indigenous young people** as they move from one stage or system to another, and with the provision of intervention and support where needed. This includes early identification of early leavers and support for them to re-engage.

Box 2: Currumbeena Indigenous Education Centre

Currumbeena offers a large range of programmes including VCAL and vocational Certificate I-IV courses to 132 Indigenous students aged 15-19. Many of them have experienced disrupted education, as well as health and welfare, family and housing problems. Dealing with these issues and providing personal support and guidance cannot be separated either from the Centre's educational purposes or from the ways in which students' career development needs are addressed.

Integrated programs
At enrolment all students are interviewed and develop an individual learning plan. Pathways planning, pre-employment workshops on resumes and interview skills, work buddies and mentors, the involvement of family members as role models, work experience, activities to develop employability skills, community-based projects and the provision of financial assistance are among the wide range of methods used to address students' career development and transition needs.

A team approach
A wide range of staff provide this assistance in addition to teachers: the Indigenous Liaison Officer, the Youth Centre Manager, and the VCAL Co-ordinator are among them. Students see Currumbeena as offering a far more supportive environment than school. Students are followed up after they leave, although more intensive tracking, support and advocacy are felt to be needed. Many students transition to mainstream programmes, and an 80 per cent success rate is reported for Indigenous trainees.

Carreer development within the school is done best when it is central to the principal educational purposes of the institution, driven by strong leadership and integrated into the entire school community: in other words, when it is part of the core business of education.

The international evidence review suggests that, in addition, best practice services for young people in transition make special provision for those young people who have dropped out of education without completing upper secondary education and who are not employed, intervening early to provide individualised assistance to re-engage them in education and training. Such services are normally provided at a local level to meet local circumstances.

3. The Victorian context for career development services

There are a number of distinctive features of the Victorian education and training context that raise the importance of the state providing effective and well-organised career development services for young people. These sit alongside some recent national developments that have the same implications.

Diverse pathway choices

Perhaps one of the most important features of 15 to 19 arrangements in Victoria is that, compared to other Australian states and territories, the choices that young people face at the end of compulsory education, whether defined in terms of institutional choices, qualification choices, or the intersection between these, is wider than in other states and territories. In addition to the choice between an upper secondary qualification and a vocational education qualification that is common elsewhere in Australia, young Victorians have a choice between two main senior school certificates – the Victorian Certificate of Education and the Victorian Certificate of Applied Learning[10] – which have distinctive content, destination pathways and pedagogical styles. Victoria also offers young people more institutional options in the period than do other states and territories. In addition to the choice between studying in school or in TAFE, programmes for young people have been actively promoted in the Adult and Community Education sector. Although the numbers there are relatively small, they have been growing rapidly. Both TAFE programmes and ACE provision have proven to be attractive to those young people who have the greatest difficulty in fitting into a standard school environment.

To further multiply the choices that young people face, there is a greater overlap between qualifications and institutions than is common elsewhere in Australia, and indeed more common than is the case in most OECD countries, where typically separate types of institutions offer separate types of qualifications. In Victoria however, each of the three main types of 15 to 19 institutions can and do offer each of the three main types of qualifications. These diverse options greatly increase the need, compared to other states and territories, for high quality and impartial information, advice and guidance during the compulsory years of secondary school, before choices must be made. In most other states and territories the principal choice[11] is between one upper secondary qualification offered in a school and vocational education qualifications offered in TAFE (or a private provider). In Victoria these two principal pathway choices are, in effect, extended to nine.

These sit alongside a pathway to higher education that is perhaps even stronger than in other states and territories, with a large private school sector, and high rates of tertiary participation and attainment. This exerts a strong pressure upon school careers assistance services to focus upon the needs of Year 12 students, and increases the difficulties of balancing these against the needs of all students and other pathway choices. This highlights the need for well considered policy steering mechanisms for services to ensure that an appropriate balance occurs.

Longer transitions from school to work

In common with other parts of the OECD, the duration of the transition from school to work has been increasing steadily in Victoria. In 1990 the average period between the end of compulsory education and starting full time work in Victoria was 5.6 years. By 2008 this had

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[10] In addition the International Baccalaureate is available.

[11] In order to obtain a Year 12 or equivalent Certificate III qualification. While many school programmes now include vocational options, these are generally not at Certificate III level.

increased to 8.2 years. Nearly all of the increase can be explained by young people spending much more extended periods in education, rather than by longer periods taken to settle into work after leaving education.

Figure 1: The duration of the transition from education to work, states and territories, 2008[12]

Source: ABS Education and Work Australia Cat. No. 6227.0, May 2008, special tabulation

The duration of the transition is longer in Victoria than in many other states and territories. Most of this is accounted for by more extended educational participation, as the period taken to settle into either any form of work or full time work is quite short compared to most other states and territories (Figure 1). This longer transition duration, coupled with the high proportion of the transition period that is spent in education rather than in settling into work, extends the period during which young people need assistance with educational choices and pathway planning, as well as increasing the importance of well organised information services to help them to navigate their way through complex education systems.

Extended periods in education for the majority help to underscore the difficulties faced by the minority who leave school early, without completing Year 12 or its equivalent. For these young people early intervention with career development services is essential, as they will receive little assistance if it is delayed until the principal choice points (Years 10 and 12) for the majority. This becomes a particular issue for those disadvantaged groups such as Indigenous youth among whom early leaving between the end of primary schooling and Year 9 is likely to be concentrated.

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[12] The table estimates the average period of time from 1999 from when a age cohort reaches the minimal school leaving age (16) until half of the cohort had gained full time employment in each state and territory. It is an estimate because the data are time series rather than longitudinal based. As such they are based upon the survey that measures the current activities of age cohorts. The black part of the bars measures the time in education, the grey part measures the period post education taken to gain any work – full or part-time and the lined part the period taken post education or part-time work taken to gain full time work.

Extended participation requirements and guarantees

Victoria, like other Australian states and territories, has recently raised the minimum school leaving age: from 15 to 16 as from 1 July 2007 as a consequence of the *Education and Training Reform Act, 2006*. This requirement has been introduced in conjunction with a guarantee of a place at a TAFE institute or adult education centre for all young people under the age of 20 who have not completed Year 12. As a result of agreement between the Commonwealth and the states and territories, as from 1 January 2010 participation requirements will be extended to a requirement, in association with a guarantee of a place, for young people to participate full time in some form of education, training or employment, or a combination of these activities, up to the age of 17.

These initiatives will:

- o   increase the proportion of low-achieving and at-risk students taking part in education and training;

- o   extend the duration of the transition period;

- o   increase the complexity of pathway choices for many young people; and

- o   extend the state's legal obligations for the provision of education and training and associated services.

All of these will increase the argument for, and the demands upon, well organised and equitably provided career development services.

The complexity of 15 to 19 pathways, and hence the need for improved information and advice services, is likely to be further increased by the Commonwealth government's acceptance of the Bradley review's recommendations for more extensive pathways between vocational education and higher education.

Demand-driven funding for education and training

Victoria has introduced a demand-driven funding system for vocational education and training from July 1 2009[13]. This provides an entitlement to a publicly subsidised accredited training place for all eligible persons. This Victorian initiative sits alongside the Commonwealth government's announcement that it has accepted the Bradley higher education review's recommendation that a demand-driven funding system should be introduced for higher education, with a place being guaranteed to all eligible students.

If these initiatives are to work effectively, there will be great pressure to ensure that student choice is informed, with consequences for the need for improved career development services across all sectors. Skills Victoria has recognised this by allocating additional funds for information services as part of the Skills Reform[14]. It is also recognised by both Skills Victoria and the Adult and Community Education sector that the changes are likely to increase the proportion of young people wishing to complete a 15 to 19 qualification in settings other than schools, and will increase the attractiveness for these institutions of marketing themselves to young people in the 15 to 19 years.

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[13] Until 2011 this will apply only to higher level qualifications.

[14] Two major initiatives will be undertaken: the enhancement of the State Register of accredited courses and qualifications available in Victoria and information about registered education and training providers; and the development of a Qualifications Navigator to provide user-friendly information on the value of each qualification.

Changed Commonwealth-state responsibilities

On 2 July 2009, the Commonwealth and the states agreed to the National Partnership on Youth Participation and Attainment. While its exact shape on the ground remains to be determined, it will provide funds to the states and territories of $623 million over five years for youth careers and transitions programmes. This will substantially increase both opportunities and challenges for Victoria to extend career development services for its youth.

Governance arrangements across the sectors

Students between the ages of 15 to 19 are located in government, Catholic, and independent schools; TAFE Institutes, private Registered Training Organisations (RTOs); ACE providers; universities and private higher education institutions. This review is located in the schools, TAFE and ACE sectors upon the assumption that the vast majority of students who are in the most critical stages of career development and the the majority of those who most at risk in their career development are in the government schools, TAFE and ACE sectors.

The majority of full time school age students are in schools. At the national level amongst full time students 2.4 per cent of 16 year-olds and 4.7 per cent of 17 year-olds were enrolled in TAFE in 2006 (ABS, 2006 census). . However, there are a sizable number of school age students in TAFE and ACE providers and On Track data indicate that the vast majority of school students who are most at risk in post school transitions are located in the government school sector.

Table 1: Enrolment share of secondary school sectors (2008)

Government	58.5
Catholic	21.4
Independent	20.1

ABS, Cat. No. 4221.0 - Schools, Australia, 2008

Each of these five sectors is subject to different governance arrangements.

Government schools are all under the jurisdiction of DEECD. While they have high degrees of devolved governance by international standards they can be subject to central directives and are part of regional management arrangements and the associated networks. This includes the Schools Accountability and Improvement Framework and the provision of an extensive and rapidly improving data set for all schools. Through DEECD they also are part of National Partnerships programs and directives. All government schools deliver the VCE and/or VCAL and are subject to the accreditation and awarding requirements of these awards. While they have considerable autonomy over their curricula they are subject to the requirements of the Victorian Essential Learning Standards (VELS) and their students undertake the NAPLAN tests.

Catholic schools are not under the jurisdiction of DEECD. However, to various degrees they are under the management jurisdictions of the Catholic Education office of the three dioceses in Victoria and the Victorian Catholic Education Commission. The Catholic schools also deliver the VCE and VCAL and have a strong history of participating in state and national initiatives, including the VELS and NAPLAN. They are not part of the government schools networks but several have joined with government schools in Trade Training Centre initiatives.

Independent schools have no formal governance overlays apart from those required through Commonwealth and State funding, regulation and accountability requirements. Most deliver the VCE and some deliver the VCAL. They also are subject to the requirements from National Partnership programs in which they participate.

TAFE institutes in Victoria are relatively autonomous by national standards and governed largely through the purchase agreements that they negotiate with DIIRD. The autonomy is reflected in the different patterns of provision for school age students across the institutes. As the survey of TAFE and ACE students indicate they offer a diverse range of courses and qualifications.

ACE providers have a similar and possibly greater degree of autonomy than that of the TAFE sector. They are part of regional networks managed by the office of the Adult, Community and Further Education (ACFE) Board and a large percentage of ACE provision is located within the TAFE sector.

4.　An overview of current provision in Victoria

4.1　Assessing provision

This section draws from the elements of the review that have been outlined in section 2 in order to provide an analysis of the range and quality of provision for career development across providers in Victoria. This analysis is organised under the broad headings that have been used for the best practice framework. Despite the multiple elements of the review there are some limitations in this analysis especially in the area of the quality of the curriculum and the level of distribution of career development across the curriculum, the leadership, staff and school communities or providers. Nevertheless the number and range of the data inputs provide a rich picture of career development for 15-19 year olds in Victoria.

4.2　Leadership, distribution and evaluation

Policy steering and quality assurance

Leadership that is relevant to career development is located at several levels. School and provider leadership influences the presence and quality of career development within providers and across their communities. Leadership is also needed at the regional or local levels in order to encourage and facilitate providers to work cooperatively in the provision and utilisation of services. Leadership also is needed at a state wide level to ensure integration of programs and services and to evaluate and monitor the effectiveness of career development across the state.

The Victoria government and Catholic school sectors have invested strongly in school leadership programs and the quality of these programs has been recognised by the OECD (Mathews et al, 2008) and in a major study in the United States (International Benchmarking Advisory Group, 2008). The establishment of leadership colleges adds to the infrastructure for school leadership development across these sectors. It will be important to ensure that the importance of career development, its distribution across the school curriculum and school evaluation and improvement systems are incorporated within their programs.

The School Accountability and Improvement Framework states that student pathways and transitions are one of the three broad student outcome areas, in which all schools should strive to improve[15], and according to the Victorian Essential Learning Standards (VELS), to succeed beyond the compulsory years of schooling, all students need to develop the capacities to manage themselves as individuals and in relation to others, understand the world in which they live, and act effectively in that world.

The role of careers coaches in the development of these capacities has been important in some countries. This is an investment to be considered at the system level.

International experience (OECD, 2004) shows that a number of instruments can be used to influence the availability and quality of career development services. These include: staff qualification standards; student outcome standards[16]; student entitlements; funding regimes; legislation and regulation; requirements for the development of strategic plans; accountability requirements; research, data and the dissemination of good practice; and leadership and co-ordination structures.

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[15] See page 5 of the School Accountability and Improvement Framework 2009
[16] Such as the Australian Blueprint for Career Development which has been adapted from similar Canadian standards.

The particular circumstances of Victoria's education and training system need to be taken into account when considering current and future options for steering career development services. The government, for example, does not own many ACE providers. TAFE institutes are self governing as a way of helping to maximise their responsiveness to their chosen markets, and Skills Victoria's preferred position is to keep the number of areas of their operation that are subject to policy direction to a minimum rather than a maximum. And government schools are self-managing, with again a presumption that school leaders and school communities should be able to chart their own directions and decide their own priorities in many ways. For these reasons evidence, data, research, the creation of a common culture through knowledge sharing and the sharing of good practice are both more significant in Victoria's schools as a form of policy steering than they are in other states and territories, and more significant than mechanisms such as prescription, regulation and direction (Mathews et al., 2008). Nevertheless there are a number of things that government schools are required to do and to have in place. Examples include policies that reflect multiculturalism, a student code of conduct, a minimum time allocation for physical education, drug education policies, and a MIPs plan.

A range of methods are used in Victoria's schools to help steer and improve the quality of career development services. For example on the basis of the results from the government, independent and Catholic schools survey:

- o 47% use the Australian Blueprint for Career Development to help design services;

- o 31% use the Career Education Quality Framework to audit services;

- o 71% have careers included as part of the school's overall strategic plan;

- o 32% have a separate strategic plan for careers (government schools 37% compared with 29% for Catholic and 13% for independent schools);

- o 69% rate the support that they receive from senior leadership for careers as high or very high (mean rating 3.9 out of 5, though Catholic school practitioners reported the highest rating for support 4.2);

- o 83% use school leaver tracking data to inform careers programmes; and

- o 61% monitor and evaluate systematically.

As part of their MIPs compliance requirements, government schools are required to have in place "an integrated model of careers and transition support". DEECD provides teaching resources linking careers and the VELS, and good practice case studies are available to access online, which demonstrate ways in which schools can use career development to meet the VELS standards.

Compliance (in terms of the Accountability and Improvement Framework for government schools) is limited to MIPs requirements such as pathways planning for students, identifying and supporting those at risk of early leaving, and following up students who have left school. However, schools should use their On-Track destination data and aspirations in student's MIPs plans to inform school curriculum planning. It requires data and evidence to be used in schools' planning and reporting processes in a number of defined areas, including student pathways and transitions. Again, these requirements are not phrased in terms of students' broader career development needs, including pathways and transitions as only one element.

Within the TAFE and ACE sectors no policies, guidelines, frameworks, good practice examples, or compliance and accountability requirements exist to guide institutions' career development practices.

At the state-wide level there are no forums or other mechanisms to co-ordinate policies across all stakeholders, and to create a common dialogue on priorities and needs among all stakeholders. In Europe such forums are common at the national level, and come together in the European Lifelong Guidance Policy Network with the support of the European Commission[17].

Data

The range, quality and timeliness of data that are now provided to government and Catholic schools are unprecedented. These data are drawn from administrative, test based and survey sources and with the addition of the common student identifier will provide schools with detailed data that have longitudinal, comparative and potentially value added dimensions. Apart from the issue of gaining a measure of student capacities in career development, the availability for schools of the data packages raises the question of whether they can include comparative data on the distribution of resources for career development that could be drawn from administrative sources.

Evidence at the provider level

Evidence of the effectiveness of this leadership and evaluation infrastructure is difficult to locate. The survey of career practitioners is the best source. It found that:

- Most providers have dedicated resources for career development;

- Independent schools followed by Catholic schools as well as high SES schools are more likely to have qualified staff with longer experience in career development than government schools and low SES schools, respectively;

- Only a third had a separate career development strategic plan;

- Considerable variation across the sectors in the percentage of providers that incorporated career development in their strategic plans, with government schools having the highest percentage;

- An average rating of 3.9 on a five point scale for the level of leadership support for career development, with the highest levels in the Catholic sector and Catholic schools, high SES and large schools, and the lowest levels in the ACE and TAFE sectors; and

- 61 percent of providers reported systematic monitoring and evaluation of careers education, with the highest percentage in government schools.

These results will have been influenced by likely sampling bias in the survey[18]. Nevertheless the survey did capture over a third of all secondary schools with relatively even percentages for the three sectors. The results also are influenced by particular school circumstances including economies of scale (or the lack of), program demands, and staff turnover. With these caveats the survey suggests:

- A good commitment to career development from a majority of provider leadership; but

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[17] http://ktl.jyu.fi/ktl/elgpn.
[18] Due to the fact that it had to be administered through school principals and the likelihood of a disproportionately higher return rate amongst career development professionals who are CEAV members.

- Limited distribution of career development through planning and evaluation systems.

Victoria has a strong school leadership and program development and evaluation framework for the government and Catholic school sectors within which career development could be located as core business (Pont et al, 2008). However, for this outcome to be better achieved there is a need to make career development and transition needs more explicit and integrated within leadership, school improvement and pathways planning frameworks.

The importance of career development within providers is formally acknowledged through resource commitment and the support of leaders. However, it is unlikely that this has yet achieved cultures and practices across that reflect the objective of making career development core business.

4.3 Quality programs

State wide programs

Within the government school sector the MIPs (Managed Individual Pathways) programme provides targeted funding for all students aged 15 and above in ungraded Special Schools and Language Settings, and students in Years 10 to 12 in all other Victorian Government schools to develop an individual pathway plan and associated support, to enable a successful transition through the 15 to 19 years to further education, training or full-time employment. Additional support is provided to students at risk of disengaging or not making a successful transition to further education, training or secure employment. The funding also supports the follow up for those who leave without completing Year 12, to help them to continue to further study or to work[19]. Extensive resources are available to schools to help them implement MIPs, including a good practice framework and good practice case studies, an extensive electronic resources kit of supporting documents developed by case study schools, and the Student Mapping Tool, a tool designed to assist schools to identify students at risk of early leaving, select and implement appropriate interventions, and evaluate these interventions. Schools receive designated resources to implement MIPs (see Section 4.3 below).

Career education programs should be part of the pathway planning process and schools have access to a wide range of resources on the DEECD and DEEWR web sites. These include detailed lesson plans for Years 6 to 10 and guidelines for using these resources with particular target groups such as Indigenous youth, ESL and CALD youth, and young people with disabilities. Also included are guides to using the VELS to implement it, the Real Game series, and details of web sites and other information sources. In addition to this support, DEECD funds the Career Education Association of Victoria to support schools in implementing career education.

Some schools appear to be confused between activities to be funded by MIPs and general career development activities. MIPs funding is provided to government schools to supplement the funding provided through the SRP to ensure that all Year 10-12 students have individual pathway plans and associated support to enable a successful transition through the 15 to 19 years to further education, training or full-time employment. This associated support includes (but is not limited to) career development activities that assist students to identify their career aspirations, make informed choices, have the opportunity to experience the world of work and enable effective transitions. Through MIPs, additional support is provided to students at risk of disengaging or not making a successful transition to further education, training or secure employment.

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[19] Under the Wannik strategy MIPs has been extended to Koorie students in Years 8 and 9, with roll-out started in Term 1 of 2009.

The aims of MIPs are described as being to help young people to:

- o Make a smooth transition from compulsory schooling to further education, training and employment;

- o Develop skills to manage their pathways throughout their working lives; and

- o Develop their knowledge, understanding and experience of opportunities in education, training and employment.

Within the government secondary school sector MIPS as a pathways planning resource is sometimes seen as one part of the range of career development services that schools should be providing to their students. Quality career education programs throughout schooling are described as being necessary to assist young people in their career development process, and a comprehensive career education program is described as consisting of:

- o Self awareness - to help students identify their personal attributes;

- o Opportunity awareness - to involve students in investigating, exploring and experiencing the world of work and the various pathways within it;

- o Decision learning - to enhance informed decision making; and

- o Transition planning - to develop skills that students [need to] effectively move into new situations.

Given these aims and objectives it is not surprising that the case studies carried out for this review, such as the one illustrated in Box 1, and good practice examples of the implementation of MIPs[20] show that the same methods are used to implement both MIPs and career education. These include individual interviews, group discussions, classroom lessons, providing information, talks by visiting speakers, career simulation games, parental involvement and other forms of community links, and workplace experience. Both programmes are implemented in ways that seek to develop career-related skills, to provide career information, and to help with educational and occupational decision making. As indicated below, these two principal career development services are complemented and supplemented by a number of other staff within the school.

Career services in the TAFE sector are relatively uneven, both when compared to services in schools, and when compared to services in universities (OECD, 2002; PhillipsKPA, 2008). Box 4 describes career services in one large Victorian TAFE institute, showing that services can vary widely within individual institutes as well as between institutes. Individual TAFE institutes are responsible for their own marketing strategies, and so there is also quite wide variation in the nature of the information that they provide to schools and how they provide it. In part this is a function of how they perceive their market and how important young people are seen as a target group. Many have open days for young people, but others prefer different marketing strategies if they see the return from such events as being insufficient.

In addition to services provided by individual TAFE institutes, a number of programmes and services are provided or funded centrally by Skills Victoria/DIIRD. These include the TAFE Course Directory, which is provided to all Victorian schools, the TAFE Course Line, the TAFE Options website, and funding for programmes such as Careers in Manufacturing referred to above. Under the Skills Reform additional funds for career and course information is being provided to Industry Training Advisory Boards (ITABs), and a Qualifications Navigator is being developed by the Victorian Registration and Qualifications Authority to

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[20] http://www.education.vic.gov.au/sensecyouth/careertrans/mips/mipscasestudies.htm

improve information about qualifications available in the training system. A network of 13 Skills Stores exists throughout the state whose primary role is to assist people to have their skills recognised and accredited towards qualifications, but the 2006-7 DIIRD Annual Report indicates that they also provide careers advisers with training-related information. A small number of the TAFE and ACE students surveyed report having used a TAFE Skill Store for information.

All of these services exist alongside a plethora of web sites operated by state and Commonwealth government agencies to provide career information and to assist in career decision making.

Resources

Limited data is available on the level and distribution of resources for career development in non-government schools, in TAFE institutes and in ACE providers. For this reason the analysis that follows concentrates upon the level, quality and distribution of resources in government schools.

While the case studies suggest quite a lot of variation in the way that MIPs funds are used and distributed within the school, schools are funded for MIPs in an efficient way that attempts to ensure that all students, regardless of whether they are in a large or a small school, can have their needs met, and that special provision is made to reflect the relative concentration within schools of those who are in greatest need. MIPs is a cash item within the Targeted Initiatives component of the School Resource Package, with over $15m in funding being distributed annually to schools. The funding is distributed according to a formula whereby a base allocation of $27 is provided based on enrolments of students aged 15 and above in Special Schools and Language Settings, and students in Years 10 to 12 in all other Victorian Government schools. Additional indexed funds are provided to schools with Student Family Occupation (SFO) densities greater than 0.36 to support students at risk of disengaging or not making a successful transition to further education, training or employment. A minimum threshold allocation may also be applied in lieu of the MIPs Formula to ensure that schools are funded according to their enrolment levels, where the minimum allocation rates are higher than the school's funding allocation according to the MIPs Formula.[21,22] Although MIPs is funded separately this program is part of the full suite of careers education program services that schools deliver. However, it appears that some schools see the MIPs program as separate to careers education. This is a matter that should be addressed by central DEECD.

In contrast to the systematic and efficient way in which resources for MIPs are allocated, the funding across schools for career education, which has essentially the same purposes as MIPs, is less systematic and more varied, being based upon individual school-level decisions rather than common guidelines. The result is a wide variation among schools in the level of resources, measured by the number of students per equivalent full-time careers staff, devoted to career education because they contribute different amounts from their Student Resource Package (SRP) budgets.

Data contained in the CPELL SRP database shows that the average number of students per equivalent full-time careers adviser is 1,816 and ranges from 294 to 7,347 (Figure 2). In 75% of schools the number of students per full-time careers adviser is greater than 1,000. In schools with enrolments of between 900 and 1,000 students, the careers staff allocation ranges from 0.20 to 1.57, and the number of students for each equivalent full-time careers staff

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[21] Details can be found in School Compliance Checklist - MIPs Plan (Circular S353-2008).

[22] Career guidance in Irish government schools is funded using a similar formula-based approach, with 0.4 staff allocated to schools with less than 200 students, and the allocation increasing up to a maximum of 2.1 staff in schools with over 1,000 students http://www.ncge.ie/documents/ppt12_05.doc.

ranges from 633 to 1,688. It should be noted, in assessing this analysis and other analysis using this data that around half of the schools in the data base are in the Northern Metropolitan region and another 20% in the Western Metropolitan region. This suggests that the data should be regarded as indicative.

Figure 2: Students per equivalent full-time careers staff

Source: CPELL SRP database.

While MIPs received annual funding of over $15m, and estimates of resources devoted to career education are available, it is not possible to estimate the <u>total</u> resources that schools devote to the full range of career development services and needs. This is because, as is clear from each of the case studies, a wide range of other staff is commonly involved in providing career development services, not just those designated for MIPs and career education (see Boxes 1, 2, 4 and 5)[23]. Other staff members observed in the case studies to be involved in career development activities include:

- o VCAL co-ordinators;
- o VCE co-ordinators;
- o VET co-ordinators;
- o Teachers with time allocated to act as pathways advisers and pathways programme co-ordinators;
- o Teachers who have a pastoral care role that includes careers assistance;
- o Youth workers;
- o Indigenous Liaison Officers;
- o Assistant Principals who co-ordinate the full range of career development services; and
- o School-based apprenticeship co-ordinators.

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[23] This is the case in TAFE and ACE institutions as much as in schools.

The involvement of a wide range of staff in addition to designated MIPs and careers staff is particularly evident where a whole-school approach to careers and strong leadership can be observed. It is also evident that these in-school resources are supplemented by a wide range of resources from outside of the school: parents acting as mentors and visiting speakers; employers providing work experience placements and releasing their staff to visit schools to give talks about careers; local TAFE institutes; universities; LLENs; and Local Community Partnerships are among them. This is a positive finding when considered in relation to the indicators of good practice in career development for young people outlined in section 2.6.

The quality of staff resources

For 92 government schools in the CPELL SRP database, information is available on the types of teachers allocated to careers. The distribution is shown in Table 2. Leading teachers are responsible or involved in careers in nearly 40% of the schools, and expert teachers or above in close to 80%. Relatively inexperienced teachers or teaching support staff are responsible for careers in only a very small number of schools.

The Victorian Institute of Teachers Specialist Area Guidelines indicate that careers staff should have a either sub-major[24] in careers or a year of successful experience in a career-related area. Results from the survey of government, independent and Catholic schools[25] showed that 56% of respondents had a post-graduate qualification in careers, 26% reported a VET qualification (presumably a Certificate IV in career development), and 13% reported having no specialist careers training[26]. Staff in Catholic schools are much more likely to have a post-graduate careers qualification than staff in independent or government schools (83% compared to 75% and 48% respectively) but the absolute numbers are relatively small. Practitioners in the wealthiest schools were almost twice as likely to have a post-graduate qualification (78%) as those in the poorest schools (41%).

Overall 79% report taking part in continuing professional development two or more times a year, with each of the CEAV, DEECD and other sources being commonly used for this. However, Catholic and independent school staff are more likely to participate two or more times a year than government school staff (89% and 88% compared with 75%).

Table 2: Career education staffing levels

Careers staffing level	**% of schools**
Shared among two or more staff, including a leading teacher	13
Leading teacher	25
Expert teacher	41
Shared among two or more staff, no leading teacher	12
Graduate teacher	2
Support staff	7
Total	100

Source: CPELL Student Resource Package database

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[24] This is defined as the equivalent of half a year of full-time higher education study. In effect the guidelines refer to undergraduate study, but in reality career development is normally available only at post-graduate level, and is not offered as an undergraduate discipline. An online vocational education Certificate IV in career development has recently been created with support from the Commonwealth government . A Certificate IV in Career Development qualification is also offered by Victorian tertiary institutions via coursework or Recognition of Prior Learning.

[25] See Annex 5.

[26] Multiple responses were allowed.

The practitioner survey shows that overall, only about one quarter (23%) of those who provide career development in schools are career development specialists[27]. Half of all respondents working in independent schools were career development specialists, compared with 34% of Catholic school and 18% of government school respondents. Career development specialists are also more likely to be in the higher SES schools: they represent 35% of practitioners in schools within the two highest SES quintiles compared with only 14% of practitioners in schools within the two lowest SES quintiles. Larger schools are more likely to have practitioners who are career development specialists (32% of all practitioners from schools with more than 1000 enrolments) than smaller schools (only 10% of practitioners from schools with 1-600 enrolments).

In addition, 79% of practitioners combine it with other roles. Teaching is the most common of the other roles that career development practitioners undertake (69% of cases) followed by programme co-ordination (38%), personal counselling (27%) and educational counselling (27%). With only five exceptions those based in schools who combined careers work with personal counselling were in government schools.

In addition, the practitioner survey revealed that practitioners in independent schools were much more likely to have more than eight years of experience (69%), compared with those in Catholic schools (60%) and government schools (43%). Practitioners in the largest schools (more than 1500 students) were almost twice as likely as those in the smallest schools to have more than eight years of experience in the role (62% compared with 32%)

Since 2007 DEECD has acted to improve the training and qualifications of staff involved in career development services by offering some 140 of them opportunities to gain a Graduate Certificate in Career Development, to undertake the Industry Placement Programme, or to achieve a Certificate IV in Career development.

The distribution of resources in relation to needs

School size

Unlike centrally-allocated MIPs funding, the level of career education funding allocated by the school bears no relationship to school size (Figure 3). So it is not surprising that the level of MIPs funding in a school bears little relationship to the level of resources allocated for career education as a whole (Figure 4).

It was, however, apparent in interviews with a number of LLENs that there is a particular problem in ensuring appropriate and skilled careers services in the smallest schools, and that external services, provided through the LLENs, can be one way to address this problem.

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[27] See Annex 5 for details.

Figure 3: Total Year 7-12 enrolments and EFT careers staff

Source: CPELL Student Resource Package database

Socio-economic status and achievement level

MIPs funding is allocated in a way that helps to ensure equity between schools as a function of their size, and which attempts to compensate schools that have a high proportion of at-risk students. While this does not occur in the case of career education funding, there is no strong evidence that the level of funding for career education is related to socio-economic status (SES), apart from the potential share for careers education that government schools receive for their student family occupation index. For schools in the CPELL SRP database SES scores have been calculated using the ABS Socio-economic Index for Areas code and student home postcode – using 2007 On Track School Completer and Early Leaver files.

An encouraging result from this analysis is that in the case of career education staffing levels only two per cent of the difference in funding levels can be accounted for by the SES of the school. On Track surveys report both the proportion of students who report that they received no career advice and the school Year in which advice was first received. The latter allows an index to be constructed of how long career advice is delayed until it is first received. This finding matches findings from research using national LSAY data that students' evaluation of the usefulness of career advice bear no significant relationship to their family background (Rothman and Hillman, 2008).

PISA 2006 data (see 3) suggests that career development services are also relatively equitably distributed in Victoria in relation to student achievement, with, if anything, resources being somewhat more likely to be concentrated in schools with lower- rather than higher-achieving students. In some other states and territories such as South Australia and Western Australia service provision seems somewhat more likely to favour high achievers.

PISA 2006 data also suggests that delivery methods for career guidance in Victoria are quite similar for high- and low-achieving students, with very small differences apparent between the mean science achievement scores of those schools in which career guidance is provided by specific teachers and those in which special career guidance counsellors are used. In some other states and territories the way in which career guidance is provided does seem to be somewhat more strongly related to student achievement levels. For example specially trained

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career counsellors seem to be more likely to be used to provide career guidance in schools with high average student achievement levels in the Australian Capital Territory, New South Wales, Western Australia and the Northern Territory.

Table 3: Career guidance provision and staffing by achievement level, states and territories, 2006

| | **Mean PISA 2006 Science Scores in Schools Where:** | | | | |
| | **Career guidance is:** | | **Career guidance is provided by:** | | |
	Voluntary	**Compulsory**	**All teachers**	**Specific teachers**	**Specific career guidance counsellors**
NSW	540	532	468	523	546
VIC	531	510	-	516	510
QLD	527	520	588	506	535
SA	515	534	530	529	542
WA	520	546	539	539	551
TAS	493	507	504	509	491
NT	496	476	410	465	507
ACT	555	540	-	540	577

Source: ACER special tabulation.

Year Level

Rothman and Hillman (2008) have found that more support is provided for careers education in years 10 and 12 compared with year 11. The student survey confirms the strong concentration of careers services in year 10 in Victorian schools. The frequency of careers lessons and individual interviews is more even across years 11 and 12. However, given the relatively high percentage of year 11 compared with year 10 early school leavers it is important to maintain strong careers education programs and services in year 11.

The overview of good practice in career development for young people in Section 2.6 emphasises the importance of a developmental approach that begins early, that is a compulsory part of the school curriculum, and that offers experiential learning linked to the labour market. Box 3 below illustrates how these principles are embedded in the approach adopted in England.

Box 3: Careers education and work-related learning in England

The Education Act 1997 requires all pupils in Key Stages 3 and 4 to be provided with a programme of careers education. This does not form part of the National Curriculum but is a statutory entitlement for all pupils. All schools in England must provide a programme of careers education for pupils during Years 7-11, and an appropriate range of career information. One significant aspect of the provision of careers education and guidance in the United Kingdom is that all schools are required to have an accessible careers library that contains up-to-date information on career opportunities and on post-16 opportunities for further learning such as colleges and training providers. This seems to be unique among OECD countries

Careers education is seen as contributing to the school curriculum by helping pupils manage progression in their learning and work as they move through school and beyond. Careers education helps pupils to choose and prepare for opportunities, responsibilities and experiences in education, training and employment that will contribute to their own fulfilment and to the well-being of others, including the wider society and economy. Careers education contributes to pupils' personal effectiveness through its emphasis on transferable skills such as decision-making, handling information critically, self-awareness, action planning and review, negotiating and self-presentation. Pupils can use these skills to manage their self-development and career exploration as well as their career plans, decisions and routes.

In addition, in England there is a statutory requirement that schools include work-related learning within the curriculum for all students at Key Stage 4. At Key Stage 4 students are given opportunities to:

Learn *through* work, by providing opportunities to learn from direct experiences of work (for example, through work experience or part-time jobs, enterprise activities in schools and learning through vocational contexts in subjects);

Learn *about* work, by providing opportunities for students to develop knowledge and understanding of work and enterprise; and

Learn *for* work by developing skills for enterprise and employability (for example, through problem-solving activities, work simulations, and mock interviews).

Source: http://curriculum.qca.org.uk/

In stakeholder interviews there were strong messages that the approach used in Victorian schools pays little attention to the development of young people's career self-management skills, but rather focuses upon assistance with immediate decisions.[28] As the CEAV commented:

> "There isn't a developmental culture in the schools at all…There is a developmental culture for literacy and numeracy …but not for careers…All the strategies we use are exit strategies at the point where students need to make an exit decision."

In a similar vein, in speaking about why the term career development made sense in thinking about what is needed (rather than the term career guidance) the Australian Industry Group said that:

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[28] There may be an inherent tendency for stakeholders look for weaknesses in program areas, including stakeholders in career development. This is a phenomenon of all surveys of public services where users of these services typically are happy with their own direct experiences of these services but believe that the overall services are poor. This applies in health services, transport services and school services.

"What sits behind it doesn't match the concept. We have a long way to go"

Several data sources back up these views, showing that careers assistance in Victorian schools is heavily concentrated in the later years of schooling (Years 10, 11 and 12) and that relatively few resources are allocated to students in Years 7, 8, and 9. For example analysis of the 29 schools in the CPELL SRP database for which data is available on the allocation of MIPs funding by Year shows that 55% of all MIPS funds are allocated to Years 11 and 12, and only 15% of funds are allocated prior to Year 10. Although this finding reflects the MIPs funding allocations, whereby MIPs funding is allocated only to those students aged 15 and above in ungraded Special Schools and Language Settings, and to students in Years 10 to 12 in all other Victorian Government schools, this data is of particular concern for groups likely to leave school early, before year 10, as it suggests that many of them do not receive career development assistance prior to leaving school.

On Track data shows that by the end of Year 9 only 14% of students report having received career advice. Around 29% report either receiving none before Year 11 or none at all. 20% of early leavers report receiving no career advice, and of those who report receiving it, 25% received none before Year 10 and 19% none before Year 11 (see Table 4). Data from the Year 7-9 student survey also suggests that prior to Year 10 relatively few students, even in schools identified as exemplifying good practice, have taken part in careers activities[29].

Table 4: School year in which career advice was first received

	Year career advice first received								
	7	**8**	**9**	**10**	**11**	**12**	**Don't know**	**Did not receive any**	**Total**
Y12 leavers	1	1	12	47	15	9	12	4	100
Early leavers	1	2	17	38	13	2	6	20	100
Total	**1**	**1**	**12**	**46**	**15**	**8**	**11**	**6**	**100**

Source: On Track data

Rothman and Hillman (2008) report, using Australia-wide LSAY data, that around three-quarters of Year 12 students received personal interviews, compared to only around half of Year 10 students, suggesting that schools concentrate greater careers resources upon post-Year 12 options.

Where career education lessons are provided, they rarely commence before Year 9 (Table 10). Only 8% of schools responding to the staff survey indicated that career education lessons took place in Years 7 or 8. A developmental sequence of career education over a number of years is also quite rare. Only 15% of schools reported having careers lessons scheduled in four or more school Years. These figures from the practitioner survey broadly match On Track data (see Table 3). Findings such as these are of particular concern for young people who leave school early, as it means that they are likely to miss out on career assistance that addresses their developmental needs completely.

Types of services

Another way to look at the way that resources are used is to analyse the types of career development services provided. Victorian data for the 2003 LSAY cohort (Table 5) shows

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[29] See also Table 8 in the discussion of curriculum resources.

that the most common forms of career assistance provided tend to be the least intensive and most superficial: being given handouts and other written material; and listening to a talk from a career adviser. More resource-intensive forms of assistance such as individual talks with a careers adviser and small group discussions are less common. Talks by employer representatives are also a relatively uncommon type of assistance, and their frequency declines after Year 10, although the frequency of talks by university or TAFE representatives rises by Year 12, as does the frequency of individual interviews. This tends to reinforce other sources which point to a relatively strong focus upon immediate decisions rather than the development of career-related skills.

Data from the Year 7-9 student survey (see Annex 7) suggests that prior to Year 10 the range of career services provided to students is relatively limited (see Table 6), with only a minority, although a large minority, having taken part in lessons on careers[30].

Table 5: Career activities, 2003-2005

	LSAY 2003 Victorian cohort		
	2003	2004	2005
Per cent who:	**(Year 10)**	**(Year 11)**	**(Year 12)**
Listened to a talk from career adviser	81.2	67.5	76.7
Received hand outs or written material about careers	90.0	80.5	89.0
Taken part in a group discussion about careers	71.6	50.0	55.0
Spoken individually to the school's career adviser	57.2	52.5	62.4
Looked on-line for career guidance or advice	48.4	45.7	58.8
Talk from employer representative	51.6	43.0	46.5
Talk from TAFE or university representative	53.4	54.7	70.5

Source: LSAY database.

Table 6: Career activities used or participated in by Year 7- 9 Students

Activity	**Per cent**
Lessons on careers	37
Personal interviews	7
Work experience	3
Careers Library	4
Careers information on the school website	7
Group discussions on careers	26
Printed information about careers	18
Talks by visitors from TAFEs/universities	11
Talks by visitors from a Group Training Company	6
Visits to employers and/or work sites	8
Visits to TAFEs/universities	11
Career programs (e.g. The Real Game) and simulations	19
Development of a personal career plan	13

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[30] Although it should be noted that these findings come from schools judged to have programmes that exemplify good practice.

Source: Year 7-9 student survey.

Results from the survey of staff in government, independent and Catholic schools show that schools report providing a wide range of career-related activities (Table 7). Information-focused activities such as handing out printed materials and talks by visitors to the school, as well as individual interviews, are the most common forms of activity, and this is consistent with findings from the LSAY survey. Experience-based activities and activities designed to develop career self-management skills such as mentoring, external visits, games and simulations and community-based projects are reported far less frequently. There was very limited targeting of activities for particular groups: the students most likely to be targeted were students at risk of disengagement.

Table 7: Career activities provided by schools

Provided as part of career development services	Provided for all students %	Targeted - Indigenous students %	Targeted - LBOTE students %	Targeted - students with a disability %	Targeted - students at risk of disengagement %	Targeted - refugee students %
Printed materials (handouts) on careers	88	3.1	2.6	2.6	7.8	1.0
A careers library of resources	88	2.1	1.6	2.6	4.7	0.0
Individual career counselling	85	2.6	3.1	5.2	16.1	2.6
Talks by visitors from other educational institutions	75	3.6	1.6	1.6	7.3	0.5
Talks by former students	72	0.5	0.0	1.0	3.1	0.0
Visits to Career Expos	69	2.6	2.1	2.6	8.3	1.6
Group discussion on careers	68	5.2	3.1	2.6	11.9	1.0
Individual meetings with staff	62	1.6	1.6	2.6	8.8	0.5
Talks by visiting employers	60	2.6	1.6	2.1	7.8	0.5
Career materials on school or provider website	58	0.5	0.5	0.5	2.6	0.5
Visits to other educational institutions	57	1.6	2.1	2.6	9.8	1.0
Visits by external agencies	53	2.1	2.1	2.1	14.0	1.6
Dedicated time to explore career websites	48	0.5	1.6	0.5	6.2	0.5
Organised optional activities in students' own time	39	0.5	1.6	1.0	5.2	0.5
Visits to employer work sites	36	2.1	4.1	5.2	17.6	2.1
Careers programs and simulations	35	0.0	0.5	0.0	5.2	1.0
Career mentoring	30	0.0	0.0	0.5	9.8	1.6
Career related projects in the community	22	1.6	2.1	0.5	10.4	1.0
Talks by parents in specific occupations	19	0.5	0.5	1.0	2.1	0.5

Source: Survey of staff in government, independent and Catholic schools.

Some external agencies play a significant role in schools' careers services. 83% of those responding to the survey of government, Catholic and independent schools report using LLENs, 79% using LCPs, 66% using group training companies, and 55% using Australian Apprenticeship Centres.

Curriculum and other resources

In England career education is a mandatory part of the national curriculum[31], as it is in the Czech Republic, Denmark and Finland. However there is not an explicit career education curriculum in Victoria that covers the Year 7-12 period, and career education is not mandatory. Instead it is "embedded" in the Victorian Essential Learning Standards (VELS). 57% of respondents to the staff survey of government and Catholic schools indicated that careers is embedded in other subjects, but only 42% indicated that there is a separate careers curriculum with time allocated for lessons.

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[31] See Box 4.

As pointed out in Section 2.3 above, embedding as a way of delivering career education requires a high degree of co-ordination, and strong school leadership and support. International experience shows that where it is embedded in the entire curriculum, provision is patchy, disconnected and often invisible to the student. In interviews with stakeholders it was commonly pointed out that translating VELS into explicit curriculum guidelines for a school is difficult, particularly for relatively inexperienced teaching staff, and that for many the term "hidden" might be more accurate than "embedded". A guide to linking VELS to career education is provided on the DEECD website.[32] The site also contains a series of lesson plans and resources designed to assist career educators to deliver programmes for students from Year 6 to Year 10.

These arrangements mean that clear signals are not sent to school leaders that careers is part of their core business. Teachers and other staff are provided with relatively little explicit guidance on the outcomes that they should be attempting to achieve at different developmental stages and on the means that can be used to achieve these outcomes.

Table 8: Patterns of career education lessons[1]

| Total years of lessons | First Year of career education lessons | | | | | |
	None	Year 7	Year 8	Year 9	Year 10	Total
0	26	0	0	0	0	**26**
1	0	0	0	4	29	**34**
2	0	1	0	13	3	**16**
3	0	1	1	3	5	**10**
4	0	2	1	9	0	**11**
5	0	1	1	0	0	**2**
6	0	2	0	0	0	**2**
Total	**26**	**6**	**2**	**29**	**37**	**100**

1. Cells show the proportion of all schools in which career education lessons commence in the specified school Year and take place over the total number of specified years.
Source: Practitioner survey

Other resources
Of the government, Catholic and independent schools that were surveyed:
  o 87% report having a separate office for careers staff;

  o 71% report having a regular room for student and small group meetings;

  o 52% report having computers dedicate to careers use;

  o 40% report dedicated careers space in the general library; and

  o 12% report having resources such as career programmes, simulations and mini-enterprises.

Integrated programs

Apart from the case study schools little of the data that have been gathered provide clear insights into the extent to which the range resources that have been outlined are integrated into the wider curriculum in a coherent manner. Various stakeholder and LLEN personnel

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[32] http://www.education.vic.gov.au/sensecyouth/careertrans/careereducation/default.htm#H2N100DA

felt that the levels of integration and coherence are inconsistent and not optimal. The staff and students surveys also suggest that this is the case, with students subjected to fragmented exposure to career development resources and experiences.

There is also little evidence that career development programs have been able to make effective links with the wider community and especially students' families in a consistent and strong manner. It must be acknowledged that this has always been difficult to achieve in post primary education and training. However, as indicated above some schools such as Hume Central Secondary College are attempting to do this is a systematic manner. Furthermore, this school and its leadership group has a clear sense of the interconnectedness between the career aspirations of and for students, their scholastic expectations, the sharing of these expectations between the students, teachers and the students' families, and the resources and support that can be gained from the wider community.

The advent of the Ultranet in government schools should provide an invaluable resource to assist in the integration of career development programs within the wider curriculum and in a manner that allows stronger links with students' families and other agencies.

> *The level and range of resources devoted to career development across providers are considerable and provide the foundation upon which to build quality programs that are integrated into the core business of schools and other providers. However, the distribution and use of these resources across providers are inconsistent and are not necessarily matched with need. There is little evidence of systematic integration of resource, programs and services into the curriculum.*

4.4   External connections

Career development services inside schools are supported by a number of services that link the school to other education and training providers, to the community, to employers, and to other agencies in order to assist either their broader transition programmes or more specifically their career development activities. Some examples are described below.

Established in 2002, a network of 31 *Local Learning and Employment Networks (LLENs)* is funded by DEECD to undertake a number of activities that can support schools' career development activities and their transition objectives more broadly. Although not all LLENs undertake all activities, these include:

- o Supporting a co-ordinated approach to delivery of work placement, school-based apprenticeships, and participation of employers in workplace programs;

- o Building links between school programmes and potential destinations in employment and further education and training;

- o Sponsoring local in-service education and training for teachers, trainers and other stakeholders;

- o Involving local and other levels of government, and other agencies in supporting young people, and facilitating cooperative provision of services;

- o Assisting in building industry and community responsibility for the futures of young people; and

- o Establishing a better basis for accountability for outcomes of young people.

Local Community Partnerships (LCPs) have been funded by the Commonwealth government[33] to assist schools in all sectors with structured workplace learning placements and a range of other career and transition support activities. They work in association with industry and employer groups, schools, career advisers, community organisations, parents, young people, youth service providers and other government and community organisations. Over time LCPs have been moving away from direct service delivery and have begun to adopt a more strategic partnership building role. The LCPs will not be funded beyond 31 December 2009.

A *School Business Community Partnership Broker program* is part of the National Partnership on Youth Attainment and Transitions. The program has a whole of community approach to improving outcomes. Given the similarities between this initiative and the LLEN program in Victoria this program will be delivered through existing LLEN boundaries and 'enhanced LLENs', beginning on 1 January 2010

PACTS (Parents As Career Transition Support) has been initiated by the Brotherhood of St Laurence to improve parents' capacity to assist their children with career decision making, and supports them through workshops and printed information.

The Youth Transition Support Initiative (YTSI) began in January 2007 and employs 24 transition support workers in 12 LLENs areas. Transition support workers provide disengaged young people with tailored assistance to access support services and to re-engage in sustainable education, training or employment options. A YTSI Wannik pilot program operates in three of these areas and provides an additional Worker to work solely with indigenous young people. Funding for the YTSI program ceases in September 2010.

The *Youth Connections* service will commence in all regions of Victoria on 1 January 2010 and incorporates the requirements of YTSI, which will end in September 2010. Youth Connections is a broad youth service with a focus on case management and an emphasis on support for young people who are disengaged from education, training or employment.

The re-engagement of early school leavers has been strengthened in 2009 by the introduction of *Career On Track* in three local government areas that give eligible young people who are under the age of 18 and who have left school without completing Year 12 an entitlement to six hours of career guidance and counselling from a qualified careers counsellor. The aim is to assist early leavers to develop plans to re-engage in education and training. Young people can be referred by a wide range of agencies such as Centrelink or ACE providers.

Regional Youth Commitments in the nine DEECD regions are a framework negotiated within and between all local and regional stakeholders to link and coordinate pathway and transitions support arrangements for 15-19 year olds.

The *On Track survey* has been administered since 2004. It targets all Victorian school leavers who have completed years 10, 11 or 12 in each year. It locates their post school - education, training and work destination in April the year after they have left school and asks questions related to students' course and careers choices. The data are matched with data from VCE and VCAB enrolments. As part of the annual *On Track survey*, young people who are identified as not working or studying full-time can be referred to a LLENs through On Track Connect for information and assistance, including referral to support services.

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[33] The National Partnership on Youth Participation and Attainment signed on 2 July 2009 will see responsibility in these areas transferred from the Commonwealth to the states and territories.

Box 4: Cremorne Institute of TAFE

Cremorne is a multi-campus TAFE institute with around 40,000 students that offers a full range of vocational courses, the VCE, VCAL and a range of access programmes.

Integrated student services

Its Student Advisory Service (SAS) is part of a wider Learning and Community Engagement Department that has 35 staff, and combines career counselling, personal counselling and disabilities counselling in its roles. In addition Cremorne has around four staff who provide a telephone course information service to the general public. Not all campuses of the institute have all categories of student services on tap, with some receiving a visiting service. Commencing students receive an overview of what the SAS provides, and after that students need to make an appointment to receive services. Some staff feel that this way of accessing services is difficult for students who are not aware of the services and not used to making appointments. The SAS provides advice to prospective students, both so that they can make better enrolment choices and as part of the institute's attempts to increase enrolments. It also advises local businesses on retrenchments, and provides counselling services for retrenched workers in the area. It finds itself stretched in coping with all of these sources of demand.

Program integration

In addition to the SAS staff, career-related services are provided by the MIPs staff member linked to VCAL and other programmes, by the VCE Co-ordinator, by a Pathways Adviser who is part of the access programmes and by an Indigenous adviser and counsellor for the small number of Indigenous students, as well as by two youth workers/counsellors located at a new Technical Education Centre who work independently of the SAS. In addition, teachers within each course area provide career guidance and advice related to their courses and arrange activities such as site visits and guest speakers.

Basic information on the institute's course offerings is provided on its web site, and it runs an annual careers expo whose focus is predominantly upon adults (those aged 22 and over) seeking to obtain a qualification at diploma level and above. Career advice is offered as part of the expo.

Little is done to track students' destinations after they leave the institute.

The *Qualifications Navigator* has recently been established by the Victorian Registration and Qualifications Board. It provides on line information about course entry and completion requirements for different types of qualifications, mainly in the VET sector.

A number of *ITABs* run programmes to provide career information to schools and assist their career services. For example the Manufacturing and Engineering Skills Advisory Board runs a Careers in Manufacturing programme that provides classroom resources for teachers, arranges for students to visit firms, and arranges for speakers from industry to visit schools.

Students' experience of the workplace is through work experience programs, work placement linked to mainly vocational programs, and part-time work, as well as other forms of workplace and industry visits. Amongst the years 10-12 students who were surveyed 72 percent reported that forms of work experience that they had taken were useful or very useful.

Percentages of school students who work part-time are shown in table 11. It appears that students undertake part-time work for a variety of reasons, including for financial reasons and to gain work place experience. The relationship between part-time work and scholastic outcomes is complex. However students who have part-time work are less likely to be unemployed when they leave full time education. Students from low SES backgrounds, indigenous students and CALD students are less likely to have part-time work.

Table 10: Proportion of school students aged 15 to 19 in employment by sex and year level (as a percentage of the total in each sex and year group), Australia, 2007

	Males	Females	Total
Year 10 or Below	23	31	26
Year 11	30	48	39
Year 12	43	46	45
Total	*31*	42	37

Source: House of Representatives Standing Committee on Education and Training (2009)

The percentage of students in Victoria enrolled in VET in schools programs is lower than the national percentage. However, the Victorian enrolments are mainly in full certificate programs and are more likely to involve some work placements. As well, Victoria has approximately 15,000 enrolments in VCAL across the schools, TAFE and ACE sectors and has the second highest percentages of students in school based apprenticeships, after Queensland.

Victoria has been relatively advanced in investing in measures to connect providers to outside agencies and has a relatively strong suit of programs that connect students with the workplace. The quality of and integration with external sources of career development services, however, are not so strong. This will become more important in the context of the outcomes of the Bradley Review, the COAG targets, and the further weakening of the full time youth and young adult labour markets.

4.5 Overall satisfaction

Overall satisfaction

Data from the 2003 LSAY cohort (Table 12) shows that young Victorians generally see the careers services that they get as being quite useful, with personal conversations with a careers adviser being rated as more useful than other forms of service. However the proportion rating most activities as very useful is generally quite low: only personal conversations with a careers adviser are rated as very useful by a majority of respondents.

National data from LSAY (Rothman and Hillman, 2008) reaches the same conclusion, and indicates that one of the strongest associations between career advice and its perceived usefulness is the number of activities participated in during the year: the more activities that the school provides, the more useful they are perceived to be.

Table 11: Usefulness of career activities

	Victorian 2003 LSAY Cohort					
	Per cent rating activity as "Very useful"			Average usefulness[1]		
	2003	**2004**	**2005**	**2003**	**2004**	**2005**
Usefulness of:						
Talk from the school's career advisor	41	33	43	3.3	3.2	3.3
Written material	38	31	32	3.2	3.1	3.2
Group discussion	31	26	30	3.1	3.0	3.1
Conversation with the career advisor	58	56	61	3.5	3.5	3.5
On-line career guidance	34	33	35	3.1	3.1	3.2
Talk by the employer representative	40	39	37	3.3	3.2	3.2
Talk by the TAFE/Uni representative	45	46	48	3.3	3.3	3.4

Source: LSAY database.
1. On a four-point scale with four equalling Very useful and one equalling Not at all useful.

Again on the basis of LSAY data, a comparison between ratings of services in Victoria and other states and territories (Rothman and Hillman, 2008) shows that at each of Years 10, 11 and 12 young Victorians rate their services more highly overall than do young people elsewhere in Australia, although differences are small in some cases.

Results from the Year 7-9 student survey show that whilst around 89% of students indicate that their families are the source from which they are most likely to seek help with subject choice, around 53% would ask for help from a careers adviser, the second most common response.

Results from the Year 10-12 survey in part, support these Year 7-9 projections. 85% of Year 10-12 students indicated that they used family members as sources of assistance with their course and subject choices, 39% used their careers advisor, 34% their classroom teachers – the same proportion that indicated that their friends were sources of help that they used.

The integration of MIPS with wider careers education programs and services is a positive outcome. However, it can be observed from the research that there is a degree of variability in this relationship across government schools. Once again there is a need for some greater clarity across the system about the relationship between MIPS and the full range of careers education programs and services and the need to stress that MIPS should not be seen as a substitute for other elements of careers education.

Discussions with some refugee communities also revealed a lack of knowledge about the full range of programs and services that are available to them. This was also reflected in the report of the House of Representative Committee on Education and Training (2009) Inquiry into combining school and work: supporting successful youth transitions.

Meeting the needs of different 15 to 19 pathways

In interviews with key stakeholders it was common to hear comments to the effect that school career advice is more likely to favour those heading to university after school than those heading for apprenticeships and vocational education, or that careers staff show little interest in non-tertiary options. There is some evidence in the research literature to support these views, but there is also contrary evidence. Rainey et al. (2008) found that non-school vocational education students, as well as a number of non-school vocational education and training providers and support agencies, were generally critical of the level of information about vocational pathways available to school students. Misko et al. (2007) conclude, on the basis of a survey of South Australian apprentices and school students, that guidance practices act as a barrier to apprenticeship participation, with specific information on apprenticeship not being widely available and relatively few students being encouraged to pursue apprenticeships by teachers and counsellors. Patton and McCrindle (2001) found that university-bound students were more likely to rely upon written career information and work-bound students upon networks and personal contacts, and suggested that this was due to written sources of information on work and vocational education and training being more limited. Hill et al. (2000) concluded that the tertiary focus of schools' careers programmes creates difficulties in the transition for early school leavers. Results from the survey of Year 7-9 students show that many more report having been given information about the VCE (32%) than about VET in Schools (19%), VCAL (24%), school-based apprenticeships (24%) or University enhancement subjects (15%)[34].

Results from the survey of Year 10-12 students also show that while almost all (97%) reported that their school had provide information to them about the VCE, only 82% received any information about VET in schools, 75% about VCAL, 68% about school based apprenticeships and almost half (49%) about university enhancement subjects.

On the other hand Darley-Trim et al. (2007) looked at school careers advisers' attitudes towards school vocational education programmes and found them to be generally supportive[35]. Data from the PISA 2006 study shows (see Table 2) that in Victoria achievement levels are lower in schools where career guidance is compulsory than in schools where it is voluntary, which is not the pattern that would be expected if careers assistance favoured the university-bound. Rothman and Hillman (2008) found no major differences in satisfaction with career advice as a function of school type, socio-economic status or achievement level. PISA data for Australia (Sweet and Watts, 2009) shows that career guidance is more likely to be compulsory in schools where teachers have a strong emphasis upon developing the skills needed for tertiary study, but it is also more likely to be compulsory in schools where business has a strong influence on the curriculum and where large numbers of students have the opportunity for training in local businesses. This suggests that the common factor is an outward- and future-looking school climate, rather than the specific nature of pathways.

In Victoria there is no evidence of differential resourcing of schools' careers programmes as a function of socio-economic status: in other words it does not seem that schools in which those likely to enter vocational education rather than higher education are concentrated receive either fewer or more resources than schools that attract higher achieving students from more privileged backgrounds. Results from the Year 7-9 student survey show that students were almost as likely to receive information about university as about TAFE and apprenticeships (18%, 21% and 19% respectively), and that there was only a small difference between the

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[34] However almost none of the small number of TAFE and ACE students who have been surveyed report receiving information about universities, but around half report being given information about TAFE, apprenticeships and employment.

[35] However they concluded that advising practices differed between academic and non-academic students, reinforcing the link between vocational options and ability streaming.

perceived usefulness of each type of information[36]. Results from the Year 10-12 student survey present a somewhat different picture: 81% received information about university study; 75% about TAFE courses and 64% about apprenticeships. Information about university study also was more highly rated (3.8 mean rating out of 5) compared with information about TAFE (mean rating 3.4) and apprenticeships (3.2).

Table 12: Average ratings of the availability and quality of five types of career information[1]

	Availability	Quality
University courses	4.6	4.5
TAFE and other VET courses	4.4	4.2
Occupations and employment opportunities	3.6	3.4
Apprenticeships and traineeships	3.6	2.7
Financial assistance	2.7	3.5

1. Using a five-point scale in which 1 represents Very low and 5 represents Very high.
Source: Survey of government, independent and Catholic schools

There do, however, seem to be differences between the availability and quality of the career information that helps to inform and support the choice of different pathways. The results from the survey of government, independent and Catholic school staff show (14) that both the availability and quality of information on university courses is rated more highly than other types of information. Information about TAFE and VET courses is rated a little lower, but not greatly so. However the quality and availability of information on jobs and employment opportunities and on apprenticeships and traineeships is rated quite a lot lower. Information on financial assistance is rated quite poorly in terms of its availability, a gap that will need to be addressed, and which, as the case studies have made clear, is a particular concern for Indigenous youth.

The Year 10-12 student survey asked respondents to report on the usefulness of the resources or services provided to them in relation to decision making about subject choices and about options and pathways beyond school. Information and services about subject choice were much more highly rated than those on options and pathways beyond school. Students in independent schools and those in the largest schools indicated the highest ratings, those in government and the smallest schools, the lowest. Culturally and Linguistically Diverse (CALD) students rated the information and services much more highly than English speaking background students. CALD students were also more likely than English speaking background students, to rate as very high or high, their own level of knowledge and understanding of a prospective career. They were also more likely to aspire to university and TAFE entry than other students.

4.6   Comparing Victoria

Best Practice

Clearly there are a number of positive features to the existing arrangements for career development services for Victoria's youth. A wide range of types of services is available, and within schools many categories of staff are involved in providing them. Levels of provision appear to be somewhat higher than in other states and territories; young people's satisfaction with these services seems higher than in other parts of the country; and services appear to be provided relatively equitably in relation to student socio-economic status and student

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[36] A mean rating of 3.3 out of five for university information and a mean rating of 3.2 for TAFE information and 3.1 for apprenticeships.

pathways. In many respects careers services in Victoria have been quite innovative. MIPs and On Track have been Australian leaders in showing possibilities for more intensive approaches to planning young people's future options and to systematically monitoring school leaver outcomes and feeding the result of this monitoring back to schools. The existence of the LLENs provides a basis for extending and improving services that do not exist elsewhere. A number of examples of good practice exist that can be systematically used as examples to improve overall standards. The current level of staffing, the qualifications of staff, and their levels of engagement in continuing professional development combine to provide a solid foundation for future quality improvement.

Against the proposed best practice framework, career development in Victoria:

- o Is located within a strong culture of school leadership, improvement and accountability across schools, in particular;

- o Has lacked more deliberate measures to identity it as a core part of the curriculum and program outcomes of providers;

- o Has good support from school leaders, but apparent weaker support from TAFE leadership;

- o Has limited awareness and acceptance within the practices of the wider body of teachers across schools and TAFE institutes;

- o Constitute a considerable quantum of resources across the schools and TAFE sectors that can be used for career development programs;

- o Are distributed in an inconsistent manner within the schools sectors that in some cases are poorly matched with need;

- o Show a lack of consistency and coherence in the integration of programs and resources within the school and TAFE curricula;

- o Has relatively strong programs and measures to connect providers to outside agencies and services, and students to the workplace; and

- o Limited coherence in links between school based and external programs and services.

National comparisons

In comparison to other states and territories it is likely that Victoria is relatively advanced and arguably the national leader. This is evidenced by:

- o The range of innovations relevant to and the levels of resources that have been invested in career development across the sectors;

- o The outcomes of the surveys that have been conducted as part of this review; and

- o The performance of post 16 education and training, where Victoria has the highest levels of participation amongst the states and the shortest average period of transition between full time education and full time work.

Improvement

Nevertheless a number of gaps are apparent between the overall level and quality of current provision and international and national criteria best practice benchmarks. Specifically:

- o Too often services are peripheral to the core business of educational institutions;

- o Provision can be fragmented and poorly co-ordinated, both within and between sectors;

- o Few of those who provide it are specialists, the role most commonly being combined with other roles;

- o Services can be unevenly distributed and resourced, particularly in schools, and in many cases the level of resources available to meet student needs does not seem to be sufficient;

- o Some of the most common types of services, such as giving information, have a relatively light touch;

- o Gaps in provision exist: for example for young people who have left the education and training system are not as well served as they might be, and young people in the ACE sector, particularly the smaller providers, who are often highly at risk, do not seem to be well served;

- o Services are too often provided at the last minute at key choice points, and young people's needs for the development of career self-management skills, based upon a wide range of services including experience, information, and developmental interventions, are not met. Reflecting this, the timing of different types of services often does not seem to reflect young people's developmental needs;

- o Career development frequently is not systematically incorporated into the regular school curriculum;

- o There is insufficient provision of services that are independent of particular educational providers and qualification pathways; and

- o The qualifications and status of those who provide services often do not reflect the importance of their work.

- o Programs that involve or provide advice and support for key family members are infrequent.

Box 5: Aspiring High

Aspiring High is a non-government school with around 800 students in Years 7-12. Its careers programme contains a wide range of different activities and uses a range of different tools: it begins in Year 9 and continues to Year 12.

In Year 9 all students do work on the Real Game as part of their Social Studies course. Local business people are invited to talk to student groups in term two, with students selecting several groups according to their interests. In term three there is a programme helping them to consider future options using games, simulations, skits and actor, and students complete eight periods of class work in which they look at their interests and strengths. In term four students undertake industry visits, and also take a computer-based course that looks at potential career paths. This is used to target students judged to be potentially at risk. Some students do a TAFE taster course and this involves individual interviews with the pathways planning co-ordinator. Towards the end of Year 9 all students are given a book to help them prepare for work experience, and a database of previous work experience placements is used to help students find places.

In Year 10 all students do a unit on Industry and Enterprise taught by careers staff that emphasises key competencies and enterprise skills. Students complete a test of their interests and strengths and do a career research assignment on a selected occupation, looking at labour market supply and demand and interviewing somebody in the selected job. They must do a presentation (this year it was to a group of parents) on the results of their research. A mock interview programme is run in Year 10 with 50-60 local employers participating. They are coached by the school through a process that involves preparing an application and resume, and then completing the interview. An external person runs a unit on occupational health and safety during Year 10, and students do two weeks of work experience, one week in first term and one in third term. Year 10 students are taken to visit both a university and a TAFE institute. There is an extensive programme for subject selection in Year 10 that includes a subject selection evening with teachers doing presentations and responding to questions, an all students being interviewed about subject choice by the school's three careers staff.

In Year 11 no formal programmes are run, but visiting speakers, both employers and previous students, are organised, as well as industry tours.

In Year 12 all students complete a questionnaire about their career intentions at the beginning of first term, and this is used to set priorities for personal interviews, with those judged to have high needs interviewed first. All students have a 50-minute personal interview during either first or second term, with follow-up interviews for those judged to be at risk, and interviews being offered at change of preference time. A VTAC information evening is offered, and the school offers help when ENTER scores come out. All students are taken to the Age Careers Expo during Year 12.

Six time allocations (0.20 MIPs, 0.10 project co-ordination, 0.15 school-based apprenticeships, 0.15 pathways planning, 0.50 counselling, 0.10 management for a total of 1.20 equivalent full-time staff) are combined to resource the school's careers programme. The school's Careers and Transition Service has three staff who divide this allocation among themselves. There is a separate and well-resourced careers room with computers plus an office for the careers co-ordinator.

5. Career development services for young Victorians: Policy challenges and ways forward

5.1 A state-wide strategic plan for young people's career development services

To address gaps between current provision and best practice, Victoria should develop a state-wide strategic plan, across all sectors, to be implemented in steps over the medium-term rather than all immediately, for young people's career development services. This plan needs to address six key policy challenges:

1. Ensuring that services meet the full range of young people's career development needs

Strategies need to be developed to ensure that young people receive assistance not only with career information and with imminent career-related decisions, but also help in developing career self-management skills from Grade 6 or Year 7. Students should have the opportunity to learn about jobs, education and training from experience and from contact with community members, employers and external agencies and institutions before they reach school leaving age. And services need to prepare them for their choice of a pathway after Year 10 as much as for the choices that they face after they leave school, which for most young people in Victoria is the end of Year 12. The need to meet the career development needs of indigenous young people studying in schools, TAFE or ACE, should be central to these strategies.

2. Ensuring that services meet the needs of all young people equitably

Services need to be equitably distributed in relation to young people's needs at a given point in their development, fairly in relation to the sector of education and training that they find themselves in.

3. Ensuring that resources match needs

Strategies are needed to help improve the ways that resources are distributed in relation to need, whether defined in terms of developmental stage, education and training sector, or institutional size and location.

4. Ensuring that young people can have access to services that are independent and impartial

Strategies to ensure this are more important in Victoria than in other Australian states and territories given the wider range of pathway choices that exist at the end of compulsory schooling, and will become increasingly important as demand-driven ways of funding vocational and higher education are extended.

5. Ensuring that services are properly planned and co-ordinated

This co-ordination needs to occur at the level of the educational institution, at regional level, and at state-wide level. Co-ordination is required both within sectors, for example between what at present are often poorly integrated and co-ordinated funding sources, as well as between sectors. Meeting the needs of students in small ACE providers is a case in point. And well co-ordinated multi-faceted services are particularly important to deal effectively with the career development needs of those young people who are most disadvantaged and most at risk in the transition.

Effective accountability measures at the institutional, regional and state level can help to ensure that quality improvement focuses upon the full range of career development services for young people, and upon the full range of young people's needs.

5.2   Ways forward

Ten proposals are set out below to assist Victoria to move in this direction:

Careers curriculum

1. An explicit careers curriculum should be developed to cover the Year 7-12 period, and it should be based upon the best current knowledge about young people's career development needs and processes.[37]   Consideration also should be given to the extension and adaptation of relevant elements of this curriculum to primary schooling. This curriculum should be able to be adapted for use with students studying senior secondary qualifications in non-school providers.

Career departments in providers

2. Schools should be encouraged to establish a separate careers department, to be responsible for leading and co-ordinating all career development activities (including MIPs) within the school, for all students. It should be led by a leading teacher, preferably with a post-graduate qualification in careers and should work closely with Koorie Educators and local Indigenous communities to build career development activities that meet the needs of Indigenous students. DEECD should be responsible for encouraging schools to ensure that careers departments are led by appropriately experienced and qualified staff.

Provider career development plans

3. As part of their accountability and compliance requirements, schools (and other institutions providing education for young people who are legally required to participate in education) should be required to develop and annually report through their normal reporting processes (eg through Annual Implementation Plan or Strategic Plan) on a comprehensive careers plan or strategy encompassing all students. The requirements of this plan should be reflected in accountability requirements that encompass the full range of career development services and outcomes for all students, and that include the range of services, outcomes and students currently encompassed in accountability requirements for MIPs. To achieve this, schools should be advised that careers planning should be an explicit part of their strategic plans or their Annual Implementation Plans. Schools should be supported with advice on and support for the use of a specific data collection tool that can be used to measure the outcomes and quality of career development programs. The tool should be based upon a specific question added to the student survey component of the school climate survey for government schools. Schools should be assisted in linking the outcomes of this question to NAPLAN, senior secondary outcomes, On Track, and administrative data on attendance to provide an analysis of students' career development capacities and changes in this capacity over time at the individual

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[37] Including pathway planning as mandatory requirements for the award of the VCE and VCAL could be an additional option, and would have the advantage of extending such requirements, now mandatory in government schools, to other sectors. However by itself it is unlikely to address the existing concentration of services in the later years of schooling and the absence of a developmental approach to careers. Accordingly it would need to be considered not in isolation but as an option within a comprehensive package of reforms to career development services.

student and school levels. Discussions should be held with the Catholic education sector about the adoption of this tool within Catholic secondary schools.

System wide leadership

4. Within DEECD, the leadership role in promoting cultural change intended to ensure that careers becomes part of the core business of Victorian schools could be strengthened.. This should include responsibility to: develop state-wide policies for the full range of career development services in schools; monitor and report on the level and quality of services on a state-wide basis against the goals for school career development services set out in the state-wide strategic plan referred to above; conduct research and evaluation and disseminate the results of this; support, resource, and advise schools; and promote higher qualification and training levels among school career development practitioners. There should be a particular focus upon the needs of young Indigenous students and ensure that the proposed state wide policy meets the specific needs of these students across years 7 to 12. DEECD should also focus upon developing resources for other targeted cohorts of students and have the role of preparing the careers coaches proposed in recommendation 9.

Independent services

5. Building upon existing services and programmes, services that are independent of particular institutions or qualifications should be strengthened. This could be done either through a strengthening and broadening of the role of the LLENs, or through putting the integrated provision of these external services out to tender. Consideration also should be given to strengthening the role of the new Skills Stores and the role of ITABs in career development. Efforts to strengthen existing programs should take into account the need to assist young Indigenous people. As a priority young Indigenous early school leavers seeking to re-engage in education and training should be supported.

A strategic statement on career development

6. DIIRD and ACFE should develop and disseminate to the vocational education and training and the adult and community education sectors a strategic statement on the importance of career development services for all young people enrolled, setting out the case for providing these services, and outlining strategies that can be used to deliver them effectively. The statement should make specific reference to the importance of providing Indigenous TAFE and ACE students with high quality career development services, including a plan that details a pathway into employment or higher education.

State-wide career development co-ordination body

7. A state-wide career development co-ordination body should be established to guide policy and monitor cross-sectoral provision, with membership to include DEECD, DIIRD, ACFE, CEAV, employer representatives and other key stakeholders.

Strategies to support families

8. Given the centrality of family members to the provision of careers information and counselling for students, strategies should be developed to assist parents to improve their knowledge of career development, and in particular the sources of careers information and advice. These strategies should be linked to or form part of the family partnership framework that is being developed by DEECD.

Careers coaches

9. Consideration should be given to the introduction of a careers coach to each of the school education regions. The role of these coaches should be to build the capacity of the 'system' in career development and the encouragement of communities of practice through a range of activities including speaking to school, VET and ACE leaders and communities; supporting the audit of career development programs; assist in planning, monitoring and evaluation; advice on improvement of service delivery; and support for making connections with the Koorie workforce.

Coordination between agencies

10. Relevant agencies should work together in order to harness resources to provide mentors for young people in targeted groups, including Koorie young people, refugees, and young people from low SES and intergenerational poverty households.

Annex 1: Stakeholder interviews

Those taking part in interviews were selected on the advice of the DEECD-DIIRD Joint Policy Unit:

- o Career Education Association of Victoria

- o DEECD Regional Directors

- o DEECD School Improvement Branch

- o DEECD Southern Metropolitan region staff

- o DEECD Youth Transitions Division

- o Dennis Appo, Economics, Monash University

- o Local Learning and Employment Network executive officers (eight)

- o Manufacturing and Engineering Skills ITAB

- o Megan Lilley, Australian Industry Group

- o Peter Tatham, Career Industry Association of Australia

- o Phil Clarke, Skills Victoria

- o Post-compulsory Working Party

- o Robyn Bergin, School-Business Links, DEEWR

- o Sandy Forbes, Adult, Community and Further Education

- o Sian Lewis, Skills Victoria

- o Stephen Ward, DIIRD

Annex 2: Evidence Review

Richard Sweet and A.G. Watts

1. What are career development services?

Career development services intend to assist people, of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers. Career development services help people to reflect on their ambitions, interests, qualifications and abilities. They help them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career development tries to teach people to plan and make decisions about work and learning. Career development makes information about the labour market and about educational opportunities more accessible by organising it, systematising it, and making it available when and where people need it. Career development includes a wide range of services: personal interviews; group discussions; printed and electronic information; school lessons; structured experience; telephone advice; on-line help. Career development is provided to people in a very wide range of settings: schools and tertiary institutions; public employment services; private providers; enterprises; and community settings.[38]

While career guidance or educational and vocational guidance are commonly used as over-arching descriptors of these services in many OECD countries, Australia, like Canada, has adopted the term career development as a more comprehensive and holistic term. Career guidance and career counselling can be seen as a subset of the wider term, referring to personal, one-to-one services. Career education is another subset, referring to curriculum-based interventions.

During the youth transition phase, career development services have traditionally focussed upon helping school leavers to make immediate decisions about the next point in the transition: choosing upper-secondary education and training programmes; choosing an initial occupation; assisting with occupational entry in the form of CV and job search training; choosing a programme of tertiary study. While these remain important, more comprehensive approaches place a substantial emphasis upon developing broader career self-management skills such as skills in planning, decision making, information search and use, and use of networks.

Equally, more comprehensive approaches also place a significant emphasis upon career services as part of programmes designed to help those early school leavers who are neither in education and training nor in employment to re-engage with learning. Increasingly, services during the youth transition phase have shifted from a model in which all or a large proportion of school leavers received personal interviews to one in which these are complemented by a broader career education curriculum, by a number of experiential and community-based interventions, and by on-line and other media-based interventions that link well-organised occupational and educational information to tools for self-awareness and decision making.

Research shows that experience can be one of the more important influences on young people's career information and career decisions. Dyke et al. (2008) show that young people placed greater trust, when making decisions about post-compulsory educational participation, upon information derived from experience, and from family, friends and social networks, than upon information from official sources. Where experience is incorporated into career services, there is a strong argument for multiple experiences in different types of work over time, with good support within career education programmes, to enable students to develop stronger and richer constructs for understanding the world of work (Watts, 1996).

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[38] This draws heavily upon the definition of career information and guidance used as the framework for recent major international reviews of career information and guidance policies and programmes conducted by the OECD (2004a), the European Commission (Sultana, 2004) and the World Bank (Watts and Fretwell, 2004).

This more comprehensive approach to career development during the transition phase owes much to research on young people's needs for career development services that has been heavily influenced by differential and developmental psychology (see Conger, 1994; Maddy-Bernstein and Cunanan, 1995; McMahon and Tatham, 2008). Typically these are expressed around students' needs for a combination of:

- o   Self-knowledge and self-awareness;

- o   Educational and occupational exploration;

- o   Skills in decision making and career planning; and

- o   The skills to implement career plans and decisions.

At the same time, support for personal planning needs to remain at the core of such programmes. Box 1 provides information on the ways in which Careers Wales incorporates personal planning into services for young people.

Box 1

Career planning for young people in Wales

In Wales, the Careers Wales On-Line (CWOL) website plays a central role in relation to Learning Pathways 14-19. It includes: a pan-Wales prospectus of Learning Pathways opportunities for each of the twenty-two 14-19 Networks (one in each Local Authority), containing details of Key Stage 4 and post-16 courses; messaging facilities that allow learners to submit their plans and option choices to tutors, Careers Advisers, Learning Coaches and curriculum co-ordinators; and administrative facilities for schools and networks which support the production of management information reports on the Learning Pathways choices made by learners. Schools are able to download pupil choice data into their school management information system, where they can then use the data to support their timetabling. Wales is effectively adopting CWOL not only as the key guidance tool in relation to the pathways, but also as the key administrative tool. Schools, colleges and other learning providers will not be obliged to use it, but training in its use (including how to customise the content to incorporate their own provision) is to be offered to all of them by September 2010, and it seems likely that most if not all will do so.

This potentially places CWOL in particular and Careers Wales in general in a pivotal position. The vast majority of young people are likely in future to be using CWOL continuously between the ages of 14 and 19. Because it has been designed initially as a guidance tool rather than an administrative tool, it is learner-centred and user-friendly. Since their e-portfolio is housed there, potentially as the basis for sustaining their curriculum vitae, and including the individual's personal bank of relevant information resources, there is a chance that they will continue to use it. In which case, it could genuinely become the basis for their lifelong career development, with their e-portfolio surrounded by other resources – including signposts to other Careers Wales services – that they can access for support. The key will be whether they regard their e-portfolio as something they own, and therefore want to maintain; or as something they associate with school and with obligation, and accordingly want to leave behind. In principle, however, it provides a strong base on which to build, especially if further 'hooks' can be developed to encourage them to use it post-19.

In addition to the website, choices in relation to learning pathways are supported by careers education programmes within the curriculum, by personal support from tutors, and by access to professional careers advisers. Though often based within schools and colleges, the latter are managed by Careers Wales, to assure their impartiality. Students receive an average of 3.5 interviews with these careers advisers between the ages of 14 and 19.

Source: Watts (2009a).

Research in Australia - for example Curtis and McMillan (2008) - commonly finds that young people "over-aspire": in other words that the proportion aiming for professional occupations exceeds the availability of such occupations. While this might be taken as an argument for career development services attempting to reduce aspirations in order to achieve a more "realistic" balance, it should be noted that young people's aspiration levels are a strong predictor of eventual school completion (Marjoribanks, 2005), and that such a strategy might entail a risk of undermining the goal of achieving high-school completion rates. Other research suggests that young people adjust their aspirations as they get closer to decision-making points (Heckhausen and Tomasik, 2002).

2. Why do career development services matter for public policy?

Recent years have seen a growing interest in the role that career development services can play not only in individual betterment, but also in helping to further public-policy objectives (see for example OECD, 2004a; OECD 2004b; CICA, 2007[39]; Council of the European Union, 2008). This interest rests upon a belief that in order to increase the effectiveness of education systems and labour markets, as with financial markets, citizens and consumers need well-organised information systems, objective and well-informed sources of advice, and the skills to be able to make choices and to manage their own futures.

Career development services are particularly important in post-compulsory education. Here, wider curriculum choice leads to students facing more diverse and complex routes into later stages of education and into employment. Where choices are complex and their consequences are costly, effective advice and guidance on options can help to better match individuals' learning choices to their interests, talents and intended destinations. This can help to reduce dropouts and back-tracking; improve flows between different levels of education; and improve transitions from education to the labour market. Well-organised careers services can help to address the information deficits that act as barriers to access to learning, thus helping to address equity concerns and to maximise the use of human talent. They can help to widen access to learning by groups who are under-confident in, unskilled in, or unused to negotiating complex learning systems. These services grow in importance where public policy emphasises the role of individual and family choice as methods for allocating educational resources.

Career development is important in helping to link education and the labour market by introducing better systems for translating labour market signals into educational choices (OECD, 2008; OECD, 2009). Within the labour market, well-organised career development services can help to: achieve a better match between skills, interests and qualifications on the one hand and available job opportunities on the other; improve the allocation of labour across regions, industries and occupations in the face of labour supply and demand fluctuations resulting from technological and structural change; and ensure the successful implementation of active labour market programmes and active welfare-to-work programmes.

The OECD (2002a) argues that educational qualifications and measurable skills account for less than half of the earnings variation in OECD countries, and that a significant part of the remainder should be thought of in terms of the importance of people's ability to manage, and build, their skills: the ability to learn, to identify learning needs, to manage learning, and to understand how to best use skills through career planning, job search and career management skills.

3. Where and how are career development services provided for young people?

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[39] The following discussion draws heavily upon material prepared for this report.

3.1 International evidence

Key policy issues in relation to the provision of career development services for young people include:

(a) The structure of the services provided within schools and colleges, including the roles of specialists, and how career education is structured within the curriculum.

(b) Whether such in-house services are supported by external services, and the nature of such partnership arrangements.

(c) The nature of follow-up and support arrangements for young people who have left full-time education.

(d) Whether external services are structured on an age-specific or all-age basis.

(a) Services within schools and colleges

International reviews have indicated that the most common pattern around the world is for career guidance as a personal service to be the responsibility of guidance counsellors who have to deal with personal and social guidance as well as educational and vocational guidance (OECD, 2004a; Sultana, 2004; Watts and Fretwell, 2004; Sultana and Watts, 2007). There is strong evidence that in such systems:

o Attention to the career guidance needs of all students tends to get squeezed by organisational pressures to attend to the personal and social needs of the few, particularly those leading to behavioural problems within the school.

o Such attention as there is to the needs of all tends to be on course choices, with little attention to their longer-term career implications.

There accordingly seems to be a strong case for separating specialist career guidance roles from generic personal counselling roles. There may also be significant roles for tutors/homeroom teachers: these may be linked to support for portfolio systems as means of encouraging pupils regularly to review, reflect upon and plan their learning, linked to their career aspirations.

The international reviews indicate that models for delivering career education include:

o As a separate subject.

o Embedded within a more broadly-based subject (e.g. social studies; or personal and social education).

o Infused within most or all subjects across the curriculum (this requires a high level of co-ordination and support to be effective).

o Linked to the tutor/homeroom system (i.e. covered in tutor/homeroom periods).

o Delivered through workshops etc. outside the curriculum.

Other key curriculum issues include:

o At which stages the career education curriculum is located. In most countries, it is located mainly in lower secondary schools; in some, it extends into upper secondary

schools; in some (e.g. some Canadian provinces, Czech Republic, Denmark), it starts in primary school.

o The extent to which it includes, or is enriched by, experience-based learning (work experience, work shadowing, work visits, work simulation [e.g. mini-enterprises]).

In some systems, attention is given to whole-school strategies incorporating curriculum and other provision, including community links. This requires attention to leadership skills related to career development. The nature of the professional training in career development required by both specialists and by other teachers (in their teaching and tutorial roles) is receiving increasing attention in a number of countries (CEDEFOP, 2009).

Pros and cons of different models

Where career education is infused into the curriculum, rather than being a separate subject, the review by OECD (2004) indicated that provision can be patchy, disconnected and often invisible to the student. At times it can be adopted for reasons that have little to do with the needs of students. In Austria, for example, it was adopted only because of resistance by teachers to time being taken away from the teaching of their subjects. Experience in Austria and Norway showed that the infusion model requires a high level of co-ordination and support to be effective. And it needs some separate provision where the student is helped to make personal sense of the bits and to pull them together. Without these elements, it can be 'a thin veil hiding a bare cupboard' (OECD, 2002d, p.14). In the Netherlands, a previous requirement for all teachers to include careers education in their teaching was largely withdrawn in order to reduce the load on teachers.

A further major issue in reviewing the pros and cons of the different models is the specialist expertise of the teachers involved, in relation both to career development theory and to the world of work.

Delivery through workshops etc. outside the curriculum (a common model in France, for example) has the advantage that it escapes the confines and constraints of the curriculum, and enables a fresh set of 'recognition rules' (rules about what teachers and pupils regard as legitimate discourse within particular lessons) (Whitty et al., 1994) to be established; the risk is that it is detached from the mainstream learning process.

(b) External services

The international reviews indicate that where career services for school students are exclusively provided within schools, they tend to be characterised by:

o Lack of strong specialised services.

o Weak links with the labour market.

o Lack of impartiality: a tendency to place the institutional needs of the school (e.g. for enrolments) before the needs of the student.

On the other hand, countries with largely externally-based systems (e.g. France, Germany) tend to have a weak relationship with the curriculum. Partnership models potentially combine the benefits of both internal and external models. Denmark, for example, has recently moved to a partnership approach on the basis of this evidence.

Services provided by external services can include:

     o   Specialist career guidance expertise, linked to labour market knowledge, which can be provided to all students, or more selectively to those referred by the school, in the form of interviews and small-group sessions.

     o   Brokerage of links with employers for experience-based learning about work (see (a) above).

     o   Follow-up of students who have dropped out of school, or who are experiencing difficulties in managing transitions (see (c) below).

(c)   *Follow-up/support arrangements*

Some countries have set up specific services for young people who have dropped out of education and training or are experiencing difficulties in managing their transitions into work. In Denmark, municipalities have been legally obliged to make contact with, and offer guidance to, young people who have dropped out of formal education on at least two occasions a year up to the age of 19. In some cases this work has been done by school guidance counsellors; in others, by separate youth guidance counsellors. Very similar services exist in Norway and Sweden. In all three countries the combination of early intervention, mutual obligation and individual action planning has been successful in reducing the number of young people under the age of 20 who are unemployed or not in the labour market (OECD, 2000).

In England, careers services for young people were integrated into a Connexions service designed to address in particular the needs of young people who had dropped out of education, training and employment (the so-called NEET group – not in employment, education or training) or were at risk of doing so. The result has been a significant erosion of career guidance services for young people outside this group. It has also not resulted in sustained reductions in the size of the NEET group (Hayward, Wilde and Williams, 2008). The implication is that if policy-makers want a universal but targeted service, they should design the universal service first, and then attend to ensuring that the distinctive needs of particular target-groups are adequately addressed within the overall strategy; the failures of Connexions were based on designing a targeted service, and then attempting a weak extrapolation to address its universal provision (Watts, 2001; 2008).

(d)   *Age-specific or all-age?*

Where career guidance services are provided at least in part outside schools and colleges, there is debate about whether such services should be provided on an age-specific or all-age basis. Recent reviews of all-age services in New Zealand, Scotland and Wales (Watts; 2005; 2007; 2009a) have indicated that they perform very strongly against the quality benchmarks provided by the OECD Career Guidance Policy Review (OECD, 2004a). A broader review of the evidence suggests that the arguments for an all-age service are strong, and that those against it can be convincingly refuted (Watts, 2009b). It seems likely that an all-age service will soon be established in England too, if (as seems likely) there is a change of government (Conservative Party, 2008).

Box 2
All-age careers services and young people

The three strongest all-age services in the world are in New Zealand, Scotland and Wales.

Advantages of such services from the perspective of young people include:

- They enable young people at school to be familiarised with services which they can use subsequently.

- They avoid rigid and arbitrary transition points in the transition from school to adulthood, and therefore provide support during the protracted transitions experienced by growing numbers of young people.

- They encourage young people's career development needs to be addressed in a lifelong perspective, and to be informed by first-hand experience of what is happening to adult career patterns in the labour market.

- They facilitate 'family guidance', encouraging young people to come together to the same centre or programme.

The existing all-age services provide for young people in different ways. In Scotland and Wales, almost all young people are interviewed at least once by a careers adviser from the all-age service. In the case of Wales, the average number of such interviews received by young people between the ages of 14 and 19 is 3.5, in addition to group sessions. Such provision used to be the case in New Zealand, too, but instead the all-age service there has now moved to a model based more on capacity building, supporting schools in the development of their own service delivery.

All three services also pay considerable attention to follow-up services for young people who are experiencing difficulties in making the transition from school to work, and who are at risk of dropping out of formal structures. In the case of Careers Wales, for instance, it plays a major role in the main Government programmes addressed to such young people, and a recent Welsh Assembly Government consultation document has suggested that it should take the lead in co-ordinating and leading such programmes (DCELLS, 2008).

Sources: Watts (2005; 2007; 2009a; 2009b).

3.2 Australian evidence

The most recent comprehensive survey of Australian career development services, including services for young people, was undertaken to provide background information for the 2002 OECD review of career information and guidance policies (OECD, 2002c; Miles Morgan, 2002). In commenting on services for young people in its Australian country note the OECD (2002b) commended: a recent emphasis on assisting students to develop transition plans supported by portfolios of evidence; case management initiatives for those in particular need of help; the ways in which community resources were harnessed to support programmes; and the introduction of tracking initiatives. On the other hand, the OECD review highlighted uneven access to services, including within TAFE, and a risk that, despite effort to strengthen transition arrangements, career development services might be too closely and narrowly linked to emerging vocational pathways in schools at the expense of broader needs. The review also highlighted the need for improved training arrangements, professional standards, strategic leadership, and research and evaluation.

Since that date there have not been any comprehensive reviews of the nature and extent of career services for young people. However there has been a recent review of career services in tertiary education, including TAFE (PhillipsKPA, 2008), which confirmed the message from documents from the OECD review about the more uneven nature of services in the TAFE sector when compared to services in universities.

The OECD's 2006 PISA survey provides some comparative insights into career development services for Australian 15-year-olds. It included, for the first time, items in the school questionnaire that provide some data on national levels and patterns of career services for 15-year-olds. It showed that:

o Australia ranked eighth out of 27 OECD countries in having career guidance formally scheduled into students' time at school (rather than it being voluntary). This is above the OECD average but well behind Norway, the leading country;

o 98% of Australian schools used designated staff (either teachers or counsellors) to provide careers services to 15-year-olds. This is well ahead of the OECD average of 68% and puts Australia behind only Finland and Norway in this respect;

o Only Germany, at 48%, had more schools reporting that 15-year-olds participate in job fairs more than once a year;

o More Australian schools (51%) than in any other OECD country reported that students take part in industry lectures more than once a year; and

o Australia ranked eighth in the proportion of schools (41%) reporting that students take part in industry visits more than once a year.

These results do not suggest that career development services for 15-year-olds in Australia lag substantially behind the average observed in the OECD as a whole, and in some respects – particularly some forms of industry involvement – it is well ahead of most OECD countries. The PISA data further indicates that the provision of career guidance is systematically related to some characteristics of Australian schools. Table 2 suggests that:

o Schools that are organised by mixed-ability group classes are more likely to provide career guidance than those in which classes are streamed by ability groups;

o Career guidance is more likely to be provided in localities where students have less rather than more choice of schools;

o Schools in which teachers place little importance upon future tertiary study are substantially less likely to provide career guidance; and

o Strong links between schools and local businesses increase the probability that career guidance will be provided.

Table 1

Careers services for 15-year-olds, 2006[1]

	Percentage of schools where:		Percentage of schools where students participate more than once a year in:		
	Career guidance is formally scheduled	Career guidance is provided by designated staff	Job fairs	Industry lectures	Industry visits
Australia	79	92	44	**51**	41
Austria	48	57	23	45	57
Belgium	43	19	2	3	19
Canada	68	80	16	45	35
Czech Republic	22	89	15	39	55
Denmark	80	52	10	30	51
Finland	93	**98**	4	31	47
Germany	51	44	**48**	40	**62**
Greece	96	46	23	9	27
Hungary	29	44	11	18	32
Iceland	49	82	13	20	24
Ireland	52	91	13	22	13
Italy	56	51	23	31	31
Korea	70	23	6	12	6
Luxembourg	58	78	2	12	31
Mexico	61	45	4	25	26
Netherlands	86	73	30	14	36
New Zealand	55	90	18	42	33
Norway	**96**	93	17	24	33
Portugal	19	80	1	15	42
Slovak Republic	34	84	4	26	24
Spain	82	90	4	18	27
Sweden	77	89	5	12	39
Switzerland	68	35	24	15	51
Turkey	64	42	7	8	12
United Kingdom	92	50	22	49	37
United States of America	52	76	16	39	30
OECD average	**63**	**68**	**15**	**25**	**33**

Source: PISA database http://pisa2006.acer.edu.au/.

Table 2

**Percentage of schools in which career guidance is formally scheduled into students'
time, Australia, 2006**

Student ability grouping is:

Into different classes for all subjects	81
Into different classes for some subjects	77
Into different classes for no subjects	93
Within classes for all subjects	99
Within classes for some subjects	80
Within classes for no subjects	74

Number of other schools in the location available to choose from:

Two or more	78
One other	87
No other	88

Teachers' emphasis upon developing knowledge and skills for tertiary study is

Incidental	64
Integrated but not emphasised	79
Focal	82

Proportion of students taking part in training by local business

None	77
Half or less	80
More than half	88

Business and industry have:

No influence on the curriculum	77
A minor influence on the curriculum	79
Considerable influence on the curriculum	86

Source: PISA database http://pisa2006.acer.edu.au/.

4. What is known about their impact, benefits and effectiveness, and what are the implications of this for the organisation and delivery of services?

4.1 International evidence

The potential effects of career guidance can be thought of at the individual, organisational and societal levels (OECD, 2004a):

o   At the *individual level*, from people being better able to manage their choices of learning and work, and to maximise their potential.

o   At the *organisational* level, to education and training providers (if learners were assisted to identify and enter learning programmes which meet their needs and aspirations) and to employers (if career guidance resulted in a supply of job applicants whose talents and motivations were matched to employers' requirements).

o   At the *societal* level, by leading to greater efficiency in the allocation of human resources (e.g. by enhancing the motivation of learners and workers; reducing drop-outs from education and training; reducing mismatches between labour supply and demand; encouraging upskilling of the workforce; reducing the incidence of floundering between job transitions; and thus improving the ways that learning and labour markets operate) and by promoting social equity (by widening access to learning and work opportunities, thus helping people to avoid social exclusion).

These effects operate at three stages:

o   Immediate attitudinal changes and increased knowledge;

o   Intermediate behavioural changes, e.g. through improved search efficiency and persistence, or through entering a particular career path, course or job as a result of career guidance;

o   Longer-term outcomes such as success and satisfaction.

The main source of summary evidence on the relative impact of different career guidance interventions is a series of meta-analytic studies conducted by Spokane and Oliver (1983), Oliver and Spokane (1988), Whiston *et al.* (1998), Brown and Ryan Krane (2000), Whiston (2002) and Whiston *et al.* (2003). These analysed the results of a variety of studies conducted, mainly in the USA, in relation to a variety of outcome measures (some but not all of them in high schools). Most of these were measures of learning outcomes rather than of behavioural or economic outcomes: they included criteria like career maturity, career information-seeking behaviours, and number of career choice options. The meta-analysis by Whiston *et al.* (1998) is perhaps the most relevant to this review, because it replicated the Oliver/Spokane studies but used more up-to-date meta-analytic techniques and incorporated more recent studies, including some that covered more newly-introduced methods (especially computer-based interventions). It concluded that if the aim was to provide the greatest gain in the shortest amount of time for the client, individual counselling was far the most effective intervention. But if the criterion was the greatest gain for the greatest number of clients per unit of counsellor resource, then the most effective methods were computer-based interventions and class-based interventions, followed by workshops, with individual counselling and group

counselling some way behind. Effect sizes were largest for interventions targeting junior-high-school and high-school students.

Meta-analyses have also been conducted of the impact of career education interventions in schools, indicating significant if modest effect sizes (Baker and Taylor, 1998).

Some UK research has indicated that schools with a 'guidance community' approach based on close partnership between schools and external careers services achieve more effective development of students' career development skills than those in which there is little or no partnership of this kind (Morris, Lines and Golden, 1999). There was also evidence that the key factor underpinning successful transition at 16 was the level of career development skills: those demonstrating such skills were less likely to switch or drop out from their courses post-16 and more likely to make transitions indicating progression (Morris, Golden and Lines, 1999). On impact of provision for young people at risk, there is qualitative evidence from England on the impact of support from Personal Advisers for such young people (e.g. Hoggarth and Smith, 2004; Joyce and White, 2004). But the proportion of young people who are 'NEET' (not in employment, education or training) has proved stubbornly resistant to these and other public-policy interventions, hovering at around 10% since the mid-1990s; longer time-series suggest that it is much more closely related to the buoyancy of the economy in terms of general employment rates (Hayward, Wilde and Williams, 2008).

While career development interventions are primarily concerned with helping students to make and implement career decisions and transitions, there is also some evidence that they may enhance student motivation and attainment. This suggests that they may not only be of value in their own terms, but also enhance broader school effectiveness. Thus a meta-analysis of studies of the impact of the curriculum infusion of career education in the USA showed modest but significant effects on academic attainment, amounting to around 1% of total variability in the attainment tests used (Evans and Burck, 1992). Again, state-wide studies have indicated that schools with comprehensive guidance programmes have higher school grades, as well as better attendance and fewer discipline problems (Lapan, Gysbers and Sun, 1997; Lapan, Gysbers and Petroski, 2001; Lapan, Gysbers and Kayson, 2007). Canadian longitudinal data (Bowlby and McMullen, 2002) indicates that those who take part in school career planning courses are less likely to drop out of school than those who do not.

4.2   Australian evidence

While there is ample Australian research that focuses on career counselling techniques and on career development theories, there are relatively few Australian policy-related empirical studies that look at issues such as relative provision, access to and satisfaction with services, the impact and costs of services, and the relative effectiveness of different types of interventions. Issues and themes that have been investigated include: the relationship between pathways and services; the needs of at-risk groups such as early school leavers and Aboriginal Australians; the impact of gender upon the ways that services are used; and service delivery, staffing and school organisation factors.

Post-compulsory pathways

Australian evidence sends mixed messages about the effectiveness of career development services in meeting the needs of young people who are in, or heading towards, the principal post-compulsory pathways. The relative bias of schools' careers services towards the university-bound, and against those bound for work or vocational education, was a common theme in Australian research during the 1990s (see Byrne and Beavers, 1993, and the studies reviewed by Patton and McCrindle, 2001). Interest in this topic has been renewed since the policy thrust that began in the late 1990s to strengthen vocational pathways, particularly within schools. McMahon and Carroll (1999) concluded from an intensive case study of one

school that tertiary-bound students found career guidance very useful, and that non-university-bound students wanted information to be provided at an earlier stage in schooling. Rothman and Hillman (2008), using longitudinal data, found only a very small relationship between student academic achievement levels and socio-economic status (and by implication, future pathways) on the one hand and the perceived usefulness of career services on the other, with their results suggesting greater satisfaction on the part of lower achievers. Darley-Trim et al. (2007) looked at school careers advisers' attitudes towards school vocational education programmes and found them to be generally supportive. However they concluded that advising practices differed between academic and non-academic students, reinforcing the link between vocational options and ability streaming.

Table 3

Student achievement and career guidance provision, 2006

	Mean PISA 2006 scores		
	Science	**Reading**	**Mathematics**
Schools where career guidance is:			
Voluntary	535	518	527
Compulsory	525	512	518
Main responsibility for career guidance is:			
All teachers	523	496	513
Specific teachers	522	507	515
Specific career guidance counsellors	532	522	527
Visiting career guidance counsellors	509	495	409

Source: PISA database http://pisa2006.acer.edu.au/.

Rainey et al. (2008) found that that non-school VET students, as well as a number of non-school vocational education and training providers and support agencies, were generally critical of the level of information about vocational pathways available to school students. Patton and McCrindle (2001) found that university-bound students were more likely to rely upon written career information and work-bound students upon networks and personal contacts, and suggested that this was due to written sources of information on work and vocational education and training being more limited. Hill et al. (2000) concluded that the tertiary focus of schools' careers programmes creates difficulties in the transition for early school leavers. Misko et al. (2007) conclude, on the basis of a survey of South Australian apprentices and school students, that guidance practices act as a barrier to apprenticeship participation, with specific information on apprenticeship not being widely available and relatively few students being encouraged to purse apprenticeships by teachers and counsellors.

Australian data from the PISA 2006 survey, summarised in Table 3, suggests that while achievement levels are on average somewhat lower in schools where career guidance is compulsory, those schools with the lowest average achievement levels tend to have the poorest resources for career guidance and to be the least likely to employ specialist career

guidance counsellors. Achievement levels are highest in schools where specific career guidance counsellors are employed

At-risk groups

Gool and Patton (1999) concluded, on the basis of interviews with a small number of young Aboriginal women, that it is important to involve indigenous community role models in programme delivery for indigenous groups. Hill et al. (2000), on the basis of interviews with early school leavers and key informants, concluded that services for this group need to be stronger. Studies of young people at risk in the transition by The Smith Family (2005) highlight the importance of being able to make educational plans for educational persistence, and the widespread difficulties that many young people in the junior years of high school have in linking educational paths with careers.

Gender

Rothman and Hillman (2008) found a very small relationship between gender and the perceived usefulness of careers services but indicate that it is little practical significance. Patton and McCrindle (2001) found that young women are more likely to rely upon written career information, and young men upon personal sources of information, although it is not clear whether this is independent of intended pathways.

Service delivery, staffing and school organisation factors

McMahon and Carroll (1999), from a case study of the implementation of a K-12 developmental careers programme, concluded that school leadership, staff development and a whole-school approach are significant for successful programme implementation. Walker et al. (2006) concluded from interviews with Year 10 and Year 12 students in three states that students' views of the usefulness of services are linked to their evaluation of the quality of career counsellors, with quality being rated more highly when these spend more time with individual students and small groups: a student-centred as opposed to an information-centred approach. Rothman and Hillman (2008) found that provision is seen as more useful when students use a wider number of career activities, and argue that programmes should therefore focus upon diverse interventions. They found differences in perceived usefulness to be stronger between students than between schools and concluded that career services are delivered equitably across and within schools.

5. Good practice in career development services for young people

Some limited insight into good practice in career development services for Australian young people is available from the literature. The Commonwealth government's career education lighthouse schools project has been accumulating experience over a three-year period on good practice in school-based services and has suggested that the following features of programmes help to define good practice (Kastine, 2007):

- o Effective school leadership;

- o Planning, monitoring and evaluation;

- o Embedding career education into the curriculum;

- o The inclusion of experiential learning, either within or outside of the school;

- o Use of a range of curriculum resources;

- o Use of qualified staff and ongoing professional development;

- o Involvement of parents and families;

- o Student involvement in planning, implementing and evaluating programmes; and

- o Use of a wide range of community resources, external to the school.

A 2005 evaluation of Victoria's Managed Individual Pathways (The Asquith Group, 2005) identified many of the same features of good practice in this one aspect of school-based career development services. In addition, the review highlighted the importance of: a whole-school approach; systematic targeting of students at risk of early leaving; individual case management of at-risk students; and case management and support for early leavers for at least six months after leaving school.

These features are broadly endorsed by international studies (OECD, 2004a; Sultana, 2004; Watts and Fretwell, 2004). However it should be noted that, given the state of research-based evidence in this field, opinions about what constitutes good or best practice in the literature are generally based upon accumulated judgements by expert practitioners rather than evidence on the link between particular types of interventions and particular types of outcomes.

Annex 3: Improving career development in Victoria for Indigenous[40] young people under the age of 19: Literature Review

Sue Helme

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[40] In Victoria the term "Koorie" is used to identify Victorian Indigenous peoples. In this document this terminology embraces all Aboriginal and Torres Strait Islander peoples living in Victoria

Effective career decision making is a key contributor to cultural identity and economic independence for Indigenous young people (Sarra, 1997). However the opportunities for Indigenous Australians to build meaningful and rewarding careers have been hampered by two centuries of government policies and interventions that have restricted the opportunities of Indigenous people and created an intergenerational cycle of educational, employment and socioeconomic disadvantage.

The cycle of socioeconomic disadvantage that currently afflicts Indigenous Australians is well documented (see MCEETYA, 2001, 2005; Productivity Commission, 2009; Long and North 2009). Young Indigenous Australians are significantly disadvantaged in comparison with non-Indigenous Australians across most measures of participation in education, educational attainment and participation in employment. They are about half as likely to complete secondary school (37 per cent compared to 73 per cent) and to be fully engaged in study and/or work, enrolled in full-time study or to have a full-time job (Long and North, 2009).

In the decade 1996-2006 there was strong growth among Indigenous teenagers in school participation. Despite these improvements, frequently growth was as strong or stronger for non-Indigenous Australians and where gaps are narrowing they are narrowing very slightly (Long and North, 2009). The authors predict that at current rates of progress, equality would not be reached until 2056 or later.

Lower aspirations are both cause and effect in Indigenous young people's career decision making. Craven et al (2005) found that Indigenous students are more likely than their non-Indigenous peers to set their schooling and post-schooling aspirations at lower levels. The study also found that Indigenous students were less likely to know much about what sort of job they would like or what sorts of further education and training were available to them after they left school. Hence the knowledge base underpinning post-schooling preferences for Indigenous students is significantly weaker than that of non-Indigenous students.

Similarly, in a study of the VET sector, Alford and James (2007) found that the great majority of focus group participants had no clear perception of post-study career options or 'vision' of their vocational future in five years time. Indeed, only one of the 29 participants made a specific connection between his preferred future (as a physiotherapist or fitness instructor) and any study required to achieve this goal.

Hence there is an urgent need for effective support and advice about career development for Indigenous peoples. As Chesters et al (2009) point out, career services that simply match those available to non-Indigenous people may only serve to perpetuate Indigenous disadvantage, and that a different approach to career development is needed to close the gaps.

This review of the literature highlights the fact that strategies for delivering high quality career development are inextricably linked with strategies for improving educational participation and outcomes, as these provide the platform on which students can make effective and informed career decisions.

This connection is evident in *Wannik*, the education strategy for Koorie[41] Students in Victoria (DEECD, 2008), which recognizes the links between different stages of schooling and post-school transitions. It commits the Victorian government to undertake the following:
- expand the Managed Individual Pathways initiative into Years 8 and 9 for Koorie students at risk of disengaging from school;

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[41] In this document the term "Koorie" is used to identify Victorian Indigenous peoples, while the term "Indigenous" refers to all Aboriginal and Torres Strait Islander peoples.

- make usage of the Student Mapping Tool compulsory for all Victorian Government schools with one or more Koorie students enrolled, to track and monitor student outcomes;
- provide scholarships for high-performing Koorie students to assist them with the costs of continued study;
- implement a residential leadership and cultural identity program modelled on the Alpine School program targeting Koorie students from year 9 onwards;
- develop Youth Transition Support Initiatives in locations where there is a high concentration of disengaged Koorie young people;
- employ more Koorie support staff;
- support Koorie support staff in the form of scholarships, mentoring and coaching so they become more familiar with VET, engage in short-term industry placements and complete qualifications in career development; and
- provide internships and scholarships to increase the number of Koorie teachers.

The targeted initiatives in Victoria identified by Lamb and Rice (2009) in their *Effective Strategies to Increase School Completion Report* to lift engagement and retention provide a useful starting point for enhancing educational opportunities, and ultimately, post-school transitions:

> *What emerged as central to improving school engagement and completion for at risk students was a series of targeted interventions underpinned by a supportive school culture or climate. … a shared vision across the school community, high expectations of staff and students, flexibility and responsiveness to individual student needs, a commitment to success for all students, and a drive for continuous improvement (p. 3).*

On the basis of their review, Lamb and Rice (2009) concluded that the following strategies may be particularly helpful in addressing the needs of Indigenous students in Victoria:
- offering quality VET options that dovetail with local employment markets;
- early intervention to support literacy and numeracy skill growth;
- targeted assistance for skill development among low achievers;
- project-based learning; and
- attendance policies and programs.

They also note that for students with intense and complex needs, or students who are caring for family members or fending for themselves, strong and active links to welfare providers is vital.

Keeping Up (Dusseldorp Skills Forum 2009) outlines eight crucial steps to improve education participation attainment and transitions of Indigenous young people:
- Promotion of holistic schooling approaches (including targeted assistance for students and professional development for school staff);
- Targeted school participation programs;
- Primary to secondary school transition support;
- Education incentives at school and post school;
- Early engagement with paid work while still at secondary school including targeted work experience and related VET training;
- Targetted job generation and work placement opportunities for those out of school;
- Targetted transition support; and
- Regional and remote access to education and work opportunities which are delivered flexibly and appropriately.

In the TAFE sector, Koorie Support Units have been found to have a significant role in providing career development for Indigenous students, for students enrolled in Koorie-specific programs within the unit and for students enrolled in general TAFE programs. Helme et al (2005) found that they play a vital role in enabling Indigenous students to successfully negotiate their pathways through the VET system. Unit Staff, many of whom are Indigenous themselves, provide a wide range of career development support to Koorie students within a culturally affirming environment, including course information and guidance, tutoring, advocacy, and information about financial assistance schemes, scholarships and employment opportunities. However, some staff reported that more intensive case management (for which they did not feel adequately resourced) was needed.

This study revealed a shortfall in the career development services available to Indigenous students, who expressed the need for more assistance with planning their pathway through TAFE and into employment. They wanted more information about job opportunities, practical assistance with writing resumes, and more opportunities to develop their job interview skills. They also wanted work placements and help with locating jobs. They wanted greater employment opportunities for Koories more generally, including more Koorie identified positions in organisations, more on-the-job training, and the development of more Koorie businesses. Many spoke of the need for leaders, role models and mentors in the workplace.

A key finding from the studies reviewed is that Career Development services for Indigenous young people need to be culturally appropriate. What this means in practice may vary according to the context, but, as Chesters et al (2009) note in relation to health career advice, but would apply to career development support more generally, that it should be provided by trained career development professionals who are culturally competent.

Crump (2001) discusses the importance of guidance counsellors respecting and affirming the cultural identity of Indigenous clients, and the need to be aware of how cultural factors such as language, social structures, value systems and identity impinge on career decision making. He emphasizes that this takes time, planning and continued effort in partnership with Indigenous students and their communities.

As Sarra (1997) notes: "Career counsellors must have a good understanding of who their Aboriginal clients are, and what it means for them to be Aboriginal" (p.48). He proposes that when working with Aboriginal clients, the career counselor should:
- Acknowledge and value Aboriginal identity;
- Help clients become aware of the historical, social and political context of Aboriginal career decision-making;
- Challenge the client to examine a broad range of options to break new ground and create role models for others;
- Encourage clients to consider careers away from home and family (and assist with identifying support mechanisms);
- Encourage clients to use Indigenous-specific programs and support mechanisms without guilt or embarrassment.

Sarra points out also that career development services have a broader purpose for Indigenous clients than they do for non-Indigenous clients, because they have the potential to extend beyond the career of the individual to impact on the community:

Effective career counselling that accommodates the broader context of Aboriginal career decision making does more than assist the individual to make sound career decisions. It plays a part in contributing to the empowerment of all Aboriginal people (p. 56).

Recent research suggests however that Careers counsellors in Victoria are not all well equipped to effectively advise Indigenous students (Chesters et al, 2009). This study found that only 18 per cent of a sample of 144 Victorian secondary school career advisors or guidance counselors demonstrated the skills, knowledge and understanding to effectively advise and support an Indigenous student who expressed an interest in a health-related career. Furthermore, less than one in five (19 per cent) knew of university Indigenous Support Units in universities, indicating an urgent need for professional development of career development personnel in providing culturally appropriate support for Indigenous students.

Helme et al (2005) found that racism in the broader community was perceived by Koorie TAFE students as the biggest barrier to employment for their people, as did Craven et al (2005) who found that Indigenous students were significantly more likely than non-Indigenous students to report that employer attitudes may limit their aspirations. As Bin-Sallik noted in her r foreword to Craven et al (2005), "racism in the wider community is one of the most debilitating factors in Indigenous students' low self assessment and self-esteem" (p. iv).

These findings indicate that racism and discrimination needs to be addressed, which, according to Balatti et al. (2004) includes professional development for staff to raise awareness of Indigenous culture, involvement of the Indigenous community in educational planning and provision, and increasing respect in the broader community for Indigenous languages and culture.

Various research studies (eg Alford and James, 2007; Helme, 2007b, Lamb and Rice, 2009) have identified the need for highly coordinated individual case management for Indigenous clients with complex needs. They recommend strong advocacy and liaison with external agencies, and ensuring that students have access to information about financial assistance, scholarships and other forms of support.

Sarra (1997) notes that Indigenous people are underrepresented in many vocational areas and often reluctant to move away from familiar people and situations. He argues that case managers need to assist and challenge them to look more broadly at their career options in an effort to break new ground and to take up the challenge of becoming leaders in new career areas. He identifies the need for Indigenous students to make greater use of career development services and recommends a stronger effort to make Indigenous students and their parents aware of available services and active encouragement to access them.

Helme (2007b) found that mentoring was a key component of the assistance received by Indigenous students in TAFE Koorie Support Units. These Units promoted positive relationships between Indigenous students and between students, staff and elders, who also served as role models and mentors. MCEETYA (2001) recommended mentoring by Indigenous adults.

Sarra (1997) argues that career capital accumulates from acknowledging and valuing Aboriginal identity and positive Aboriginal role models: "By identifying with positive Aboriginal role models, the Aboriginal career decision maker is encouraged to make positive career decisions so they in turn can establish themselves as positive role models for other young Aboriginal people to follow (p. 48.)"

Workplace experience is needed for Indigenous students to develop workplace familiarity and confidence. Many Indigenous students live in families and communities that have no personal experience of tertiary education or employment outside Indigenous organizations. Dusseldorp Skills Forum (2009) called for funding for schools to meet these needs, in the development of programs that provide students with access to workplace experience, both as

part of VET and more generally, such as part-time and casual work, holiday cadetships, structured volunteering opportunities and short-term work placements.

Helme et al (2003) found that Indigenous VET students found work placements assisted them to develop self confidence, generic workplace skills and useful contacts for future employment, including on-going part-time work. Placements in Indigenous organizations, or organizations where Indigenous mentoring was available, were highly regarded. Informants also noted that careful selection of work placements was needed to ensure that Indigenous students' support needs were adequately met. School Based Apprenticeships have also been found to provide effective pathways to training and employment for Indigenous young people.

As Dusseldorp Skills Forum (2009) notes in its recommendations, ensuring that there are jobs for Indigenous young people to transition into when they complete school and further education is crucial. Work based training, work placements connected to study, and local work opportunities for Indigenous young people are central to building a strong economic and social future for communities. To do this there needs stronger engagement with employers. Policy must be woven around local mechanisms to engage industry and develop sustainable work based training and work placement opportunities that enable Indigenous young people to transition into jobs at the completion of training. The report also notes that this may require targeted incentives for employers and funding for targeted job generation, particularly in regional and remote communities where market constraints limit education, training and work opportunities.

To address the gap in post-school qualifications, financial support and other incentives to encourage stronger Indigenous participation in post-school vocational and tertiary education are crucial (Dusseldorp Skills Forum 2009). This report calls for a review of Abstudy payment levels and/or HECS discounts and waivers to encourage more Indigenous students to attempt post-school education.

Western Australian programs such as Follow the Dream and the Midlands Indigenous Youth Project (MIYP) aim to improve the transition between school and further education, training or employment for Indigenous youth. These programs provide powerful evidence of 'what works' in helping Indigenous youth manage career pathways.

The Follow the Dream program is an initiative of the WA Department of Education and Training, with the goal of supporting Indigenous students from Year 8 to Year 12. (Aboriginal Education and Training Directorate, 2007). It focuses on Aboriginal students in secondary school who have the academic potential and desire to complete Year 12 and go on to university, and begins in Year 8

Follow the Dream Learning Centres have been established at various sites across the state to provide participating students with a safe learning environment and academic assistance from coordinators and tutors.

Students enter the program on the basis of a formal commitment and are assisted through:
- an individual plan that focuses on academic excellence and rewards incremental success;
- tutors to assist with homework, study habits and goal setting;
- regular updates on academic performance;
- a supportive and well-equipped facility for after-school study; and
- career guidance.

A key element of the program is the partnerships with local Aboriginal communities, local businesses and agencies. The program is currently being evaluated by a team at Edith Cowan University, led by Gary Partington.

MIYP provides Indigenous students with continuous one-on-one support from Year 10 to post-employment, helping them prepare for work and identify potential career paths (Beacon Foundation, nd). The program, which started in 2005, is run in three schools in the midlands region of Perth, Western Australia. The program was developed by the Swan Education District and the Beacon Foundation with the support of the WA and Australian Governments, local employers and Beacon Foundation sponsors.

Less academically oriented students enter the Aboriginal School Based Traineeship program combining vocational education and training with schoolwork. More academically oriented students remain in mainstream classes. or may already be in the Follow the Dream program which provides additional tutoring and other support aimed at maximising chances of success at university. Families are engaged and involved, and work experience is provided. The long term goals of the program are its growing ripple effect on employment in the youths' extended families, on younger student's attitudes to staying at school and on the sense of hope in the local Indigenous community.

Support provided includes:

- Preparation of a detailed individual profile covering skills, personal interests and goals, personality and family to define an individual pathway, which is modified as needed over the three year period;
- Support with personal and family issues;
- Extensive use of work experience and workplace visits;
- Industry forums for students to hear from ex students, industry and employer representatives, and tertiary education representatives;
- Preparation for job application and work readiness;
- Identification of potential employers who have a special interest in Indigenous employment;
- Job focused support and assistance for job searching, applications and resumes, - attending and presenting at interviews, clothes and transport planning, special requirements such as police clearances and colour blindness testing,
- Liaison maintained with employers and workplace mentors.

Evaluation of the impact of the program (Nairn et al, 2008; DEST, 2007) identified a number of positive outcomes, such as:
- Stronger engagement in the labour market and/or further education (90% compared to the WA average of 67%);
- Increase in Year 12 completion rates;
- Decrease in delinquent behaviour and illegal activity;
- Decrease in the number of young people who would be classified as 'at risk' of continuing generational disadvantage.

Specific transition programs, such as The Bachelor of Arts (Extended) at the University of Melbourne admits Indigenous students whose secondary school results do not allow direct entry to this degree (*Melbourne Voice*, May 2009). The B.A. (Extended) runs over four years as opposed to the regular three-year program. Students benefit from a supported transition to University through the provision of an extra year of study which helps them develop the academic skills needed for success at University. Transitional mentoring is provided and The Centre for Indigenous Education also provides academic support. Students who are admitted

to the Bachelor of Arts (Extended) and successfully complete the first two bridging years may progress into the regular Bachelor of Arts course in their third year.

In summary, good practice in Indigenous career development combines all these components, and most research has made recommendations that align with those discussed above. A further list of recommendations comes from MCEETYA (2006), which recommends the following:
- supplementary measures supporting Indigenous students through pathways into training, employment and higher education that include individual pathway plans, culturally inclusive and intensive support comprising mentoring, counseling, and work readiness strategies;
- improved vocational learning opportunities (including ASBAs from Year 10);
- expanding trade training infrastructure to ensure regional access;
- expanding partnerships between secondary schools, higher education institutions and Indigenous communities to develop strategies to attract, engage and retain Indigenous students across a broad spectrum of higher education courses.

In conclusion, it is evident that the career development needs of Indigenous students are inextricably linked with strategies designed to improve educational participation, attainment and completion. Indigenous young people also require access to culturally appropriate career development support if they are to manage their career pathways confidently and effectively.

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Annex 5: Career Development Staff: Online Survey Findings

Veronica Volkoff and Jack Keating

Introduction

Government, Catholic and Independent school principals were invited, by email, to provide responses to the online survey through their career development staff. The invitation was sent to Government and Catholic school principals using data bases that were provided by DEECD and the Victorian Catholic Education Commission, respectively. A data base for Independent schools was not available and the Register recently established by the Victorian Registration and Qualifications Authority was used to extract email addresses for schools and principals. The data base for schools had some flaws. Some principals were on leave and the Independent schools data base had some gaps. As well the method required the principals to forward the email and survey access to the appropriate staff members in schools.

ACE and TAFE providers were also contacted to invite responses from their career development practitioners. Data bases were supplied by the Adult, Community and Further Education Division and a network of TAFE careers adviser personnel. Multiple logins were forwarded to each organisation allowing for up to 6 responses for a particular organisation**.**

In order to maximise returns the Careers Education Association of Victoria kindly distributed two notices to their members advising them of the survey, encouraging them to complete it, and advising them to contact Melbourne University directly if they had not been given access to it. This enhanced the response rate.

Permission to conduct the survey in Government and Catholic schools was sought from and given by DEECD and all Victorian Catholic school archdiocese.

Career development staff (respondent) characteristics

A total of 193 responses from 167 organisations were received by Thursday 6 August, 2009. The returns for government and Catholic schools were supplemented with enrolment data held by the Centre. Table 1 below details the responses by organisation type.

Table 1. Career development practitioner online survey responses

Organisation type	no. of organisations	%	no. of responses	%
School (Government)	112	67.1	129	66.8
School (Catholic)	30	18.0	35	18.1
School (Independent)	14	8.4	16	8.3
ACE	7	4.2	7	3.6
TAFE	4	2.4	6	3.1
TOTAL	**167**	**100**	**193**	**100**

More than seven in ten (73%) of the respondents were female with only 27% being male. More than half of the respondents (52%) were 51 years or older, and more than eight in ten (83%) were 41 years or older. Table 2 below shows the age groups of all the respondents.

Table 2. Career development practitioner online survey respondents by age

Age	N	%
Younger than 30 years	7	4
31-40 years	25	13
41-50 years	60	31
51 years or older	100	52
Total	**192**	**100**

Overall, almost half of the respondents (48%) reported that they had been in a career development role for more than 8 years and 75 per cent of respondents had been in the role for at least 4 years (See Table 3 below). Similar proportions overall reported that they had been employed within their current organisation for more than 8 years (54%) and for more than 4 years (76%).

Table 3. Career development practitioner online survey respondents by years in career development role

Duration	Years in career development role %	Years in current organisation %
Less than 1 year	5	6
1-3 years	18	18
4-8 years	29	22
More than 8 years	48	54
Total	**100**	**100**

However, if we explore longevity of service in a career development role and within the current organisation by sector, there are differences evident, as Figure 1 below shows. Among the respondents, career development staff working in government schools were much less likely to have worked in the role for more than 8 years (43%) than those in Catholic schools (60%) and Independent schools (69%). The number of respondents in TAFE and ACE providers was low so only a very limited and unreliable snapshot is available for these providers.

Career development practitioners in Government and Independent schools were more likely to have been employed within their current school for more than 8 years than those in Catholic schools, as Figure 2 below illustrates. Indeed, more than 80% of career practitioners in both Government (81%) and Independent (87%) schools had worked within that school for more than 4 years. By contrast, almost four in ten career development staff (37%) in Catholic schools had been employed in their current school for fewer than 4 years, compared with only 19% in Government and 13% in Independent schools.
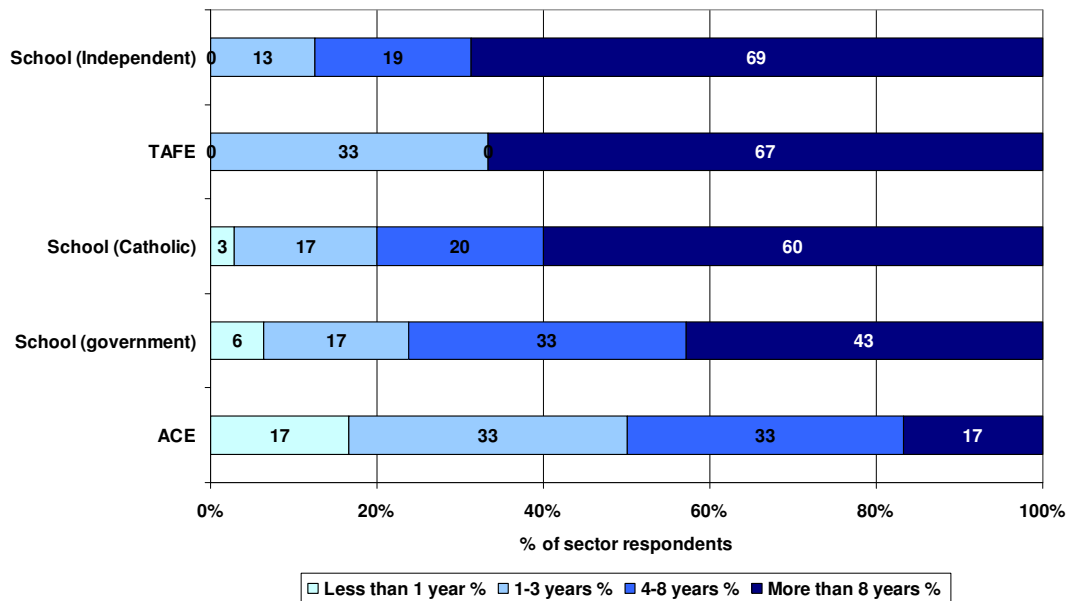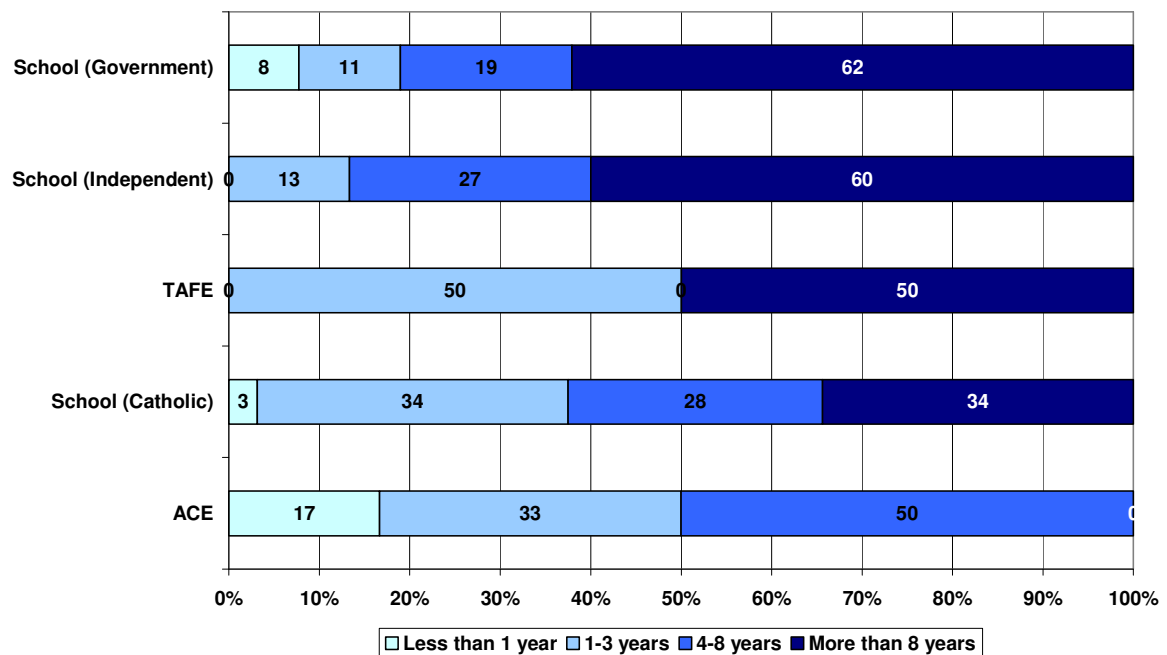
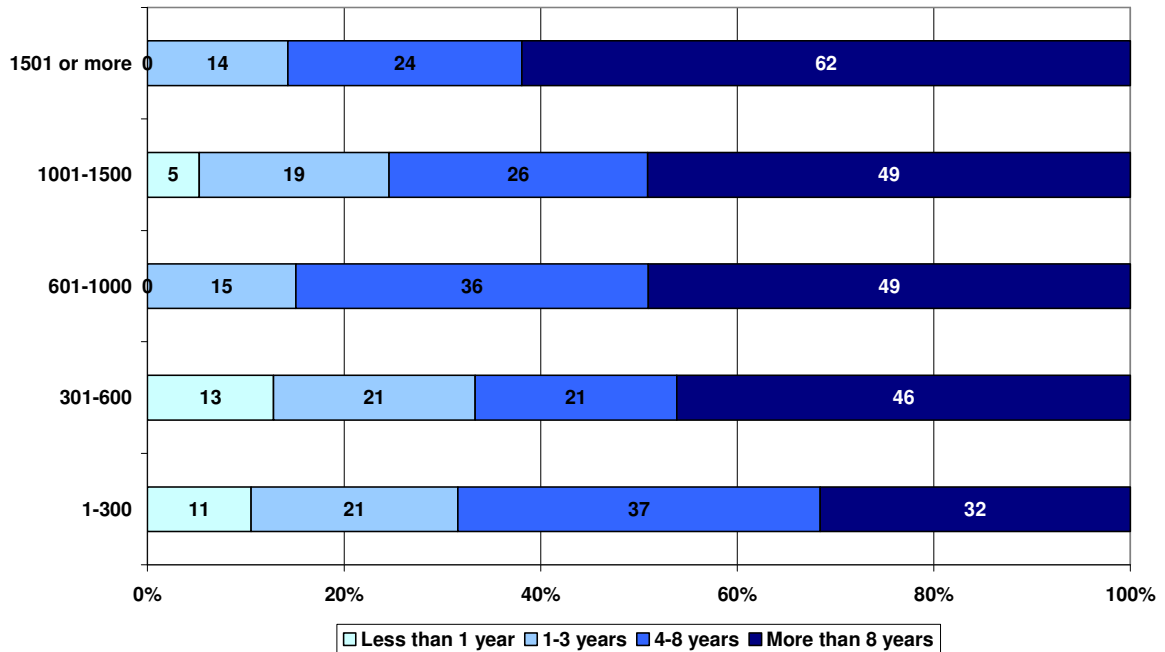**Figure 1. Years in career advisor role by sector**

Sector	Less than 1 year %	1-3 years %	4-8 years %	More than 8 years %
School (Independent)	0	13	19	69
TAFE	0	33	0	67
School (Catholic)	3	17	20	60
School (government)	6	17	33	43
ACE	17	33	33	17

% of sector respondents

☐ Less than 1 year % ☐ 1-3 years % ■ 4-8 years % ■ More than 8 years %

Figure 2. Years in organisation by sector

Sector	Less than 1 year	1-3 years	4-8 years	More than 8 years
School (Government)	8	11	19	62
School (Independent)	0	13	27	60
TAFE	0	50	0	50
School (Catholic)	3	34	28	34
ACE	17	33	50	0

☐ Less than 1 year ☐ 1-3 years ■ 4-8 years ■ More than 8 years

If we analyse the duration of respondents' experience in career development roles by the socioeconomic status of school cohorts, it is evident that career development staff in organisations in the highest mean SES quintile are much more likely to have been in a career development role for more than 8 years (57%) compared with those in organisations in the lowest mean SES quintile (32%). One in ten staff in organisations in the lowest mean SES quintile had been in the role for less than one year and almost a third (32%) for fewer than four years.

Differences are also evident in relation to the size of the provider. The larger the school, the greater the years of experience of the career development practitioners in their role, as Figure 3 above shows. If we compare schools in the largest size band (1501 or more enrolments)

with those on the smallest (1-300), we can see that in the largest schools there is almost twice the proportion of career development practitioners with more than 8 years of experience in the role (62%) than in the smallest schools (32%). This suggests larger schools have a capacity to use dedicated and experienced careers staff in a planned manner within school timetables, whereas smaller schools that face greater resource pressure tend to allocated careers education responsibility after the timetabling of subjects using available staff members. Given the known links between school size and the SES profiles of students, where larger schools tend to have higher SES profiles and small schools have low SES profiles, the finding that schools with low SES students have less experienced teachers is to be expected.

Figure 3. Years in career development role by size band (number of enrolments)

The professional backgrounds of career development practitioners (respondents) were primarily as teachers (82.4%) and as professional careers counsellors (23.3%), student welfare offices (9.3%), in industry or business (8.8%) and as trainers (8.3%) (See Table 4 below). While 10 respondents (5%) reported a background in administration all but three of these reported other professional experience as well: as a teacher, trainer or in industry/business.

Table 4. Professional background of career development practitioners (respondents)

Professional background *	N	%
Teacher	159	82.4
Professional careers counsellor	45	23.3
Student welfare officer	18	9.3
Industry/business	17	8.8
Trainer	16	8.3
Other	12	6.2
Administrator	10	5.2
Psychologist	5	2.6
Librarian	1	0.5
Teacher or laboratory assistant	1	0.5

* respondents could select more than 1 category, as relevant

Half of all respondents working in independent schools were career development specialists, compared with 34% of Catholic school and 18% of government school respondents. Career development specialists are also more likely to be in the higher SES schools: they represent 35% of practitioners in schools within the two highest SES quintiles compared with only 14% of practitioners in schools within the two lowest SES quintiles. Larger schools are more likely to have practitioners who are career development specialists (32% of all practitioners from schools with more than 1000 enrolments) than smaller schools (only 10% of practitioners from schools with 1-600 enrolments).

Respondents were asked to report the qualifications and training that they had completed to support their work as career development practitioners. As Table 5 below shows, more than half (56%) had completed a post-graduate qualification and more than a quarter had completed a relevant VET qualification. Almost half (47%) reported training through in-service courses. However, 13% of the practitioners had not completed specialist careers training or a relevant qualification.
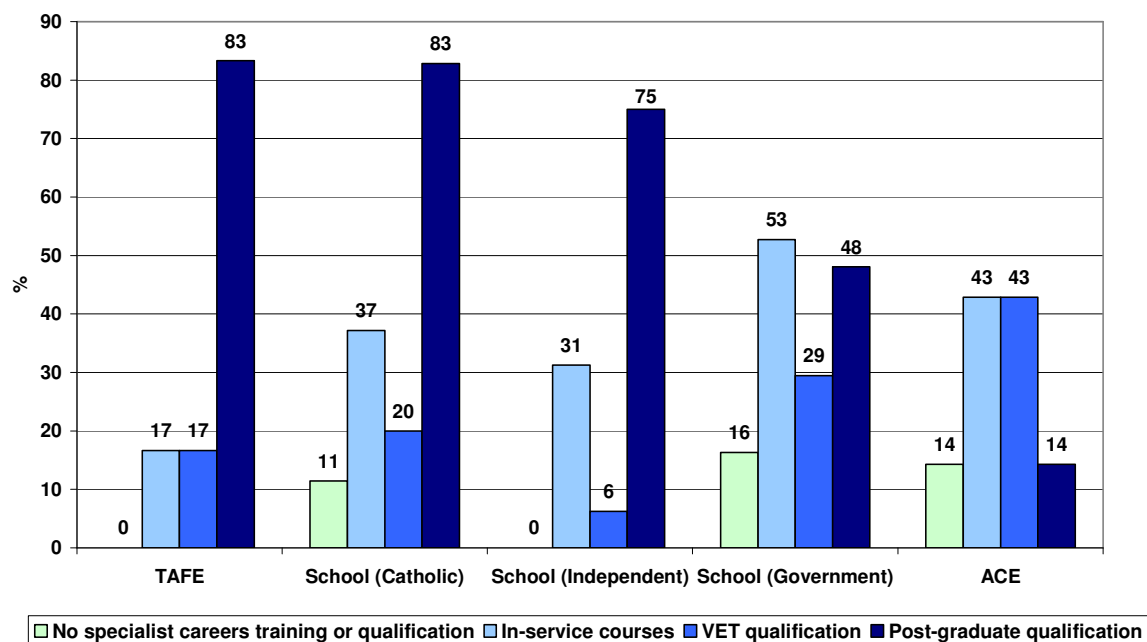
Table 5. Qualifications/training of career development practitioners (respondents)

Qualifications/training	N	%
No specialist careers training or qualification	26	13
In-service courses	90	47
VET qualification	50	26
Post-graduate qualification	109	56

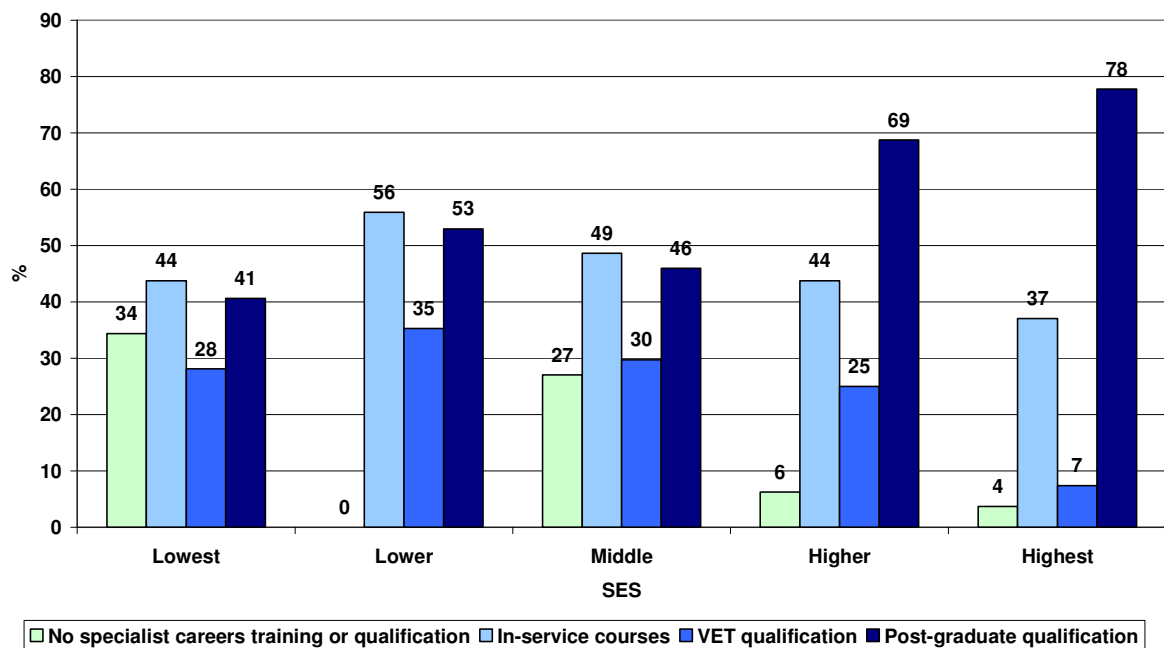* respondents could select more than 1 category, as relevant

Practitioners in Catholic (83%) and Independent (75%) schools were more likely to have completed relevant post-graduate qualifications than those in Government schools (48%). Government school practitioners were more likely than other practitioners to have a VET qualification (29%), have participated in in-service courses (53%) or to have no specialist careers training or qualification (16%) as illustrated in Figure 4 below.

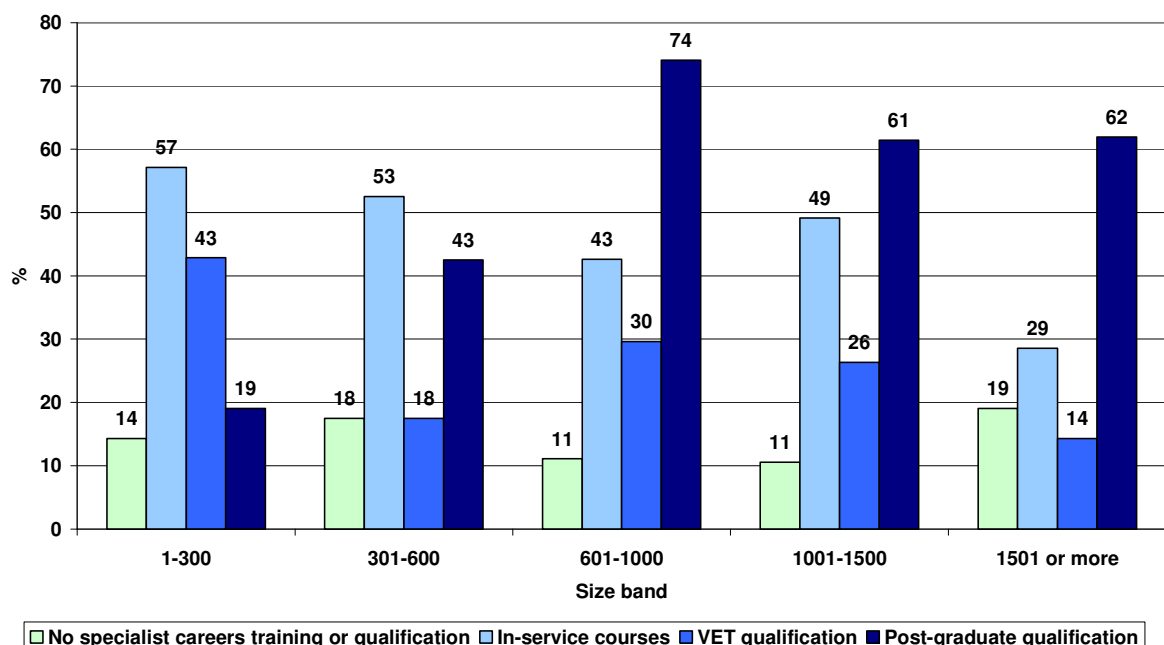**Figure 4. Qualifications and training of career development staff by sector**

Differences in the qualification and training of practitioners are also evident if we examine the socioeconomic status of the school cohorts (see Figure 5 below). Practitioners working in the two highest quintiles SES were much more likely to have a post-graduate qualification than those in the lower SES quintiles. Almost eight in ten of the practitioners working in the wealthiest schools had a post-graduate qualification compared with only around four in ten in the poorest group of schools. Indeed, a third of the practitioners within the poorest schools group reported having no specialist careers training or qualification. Practitioners in the poorer schools were more likely to have a VET qualification and to rely on in-service courses.

Figure 5. Qualifications and training of career development staff by mean SES (of student cohort)

Differences are also evident between schools of different sizes as Figure 6 below details. The smaller the school, the less likely the practitioners were to have a post-graduate qualification (19% compared with an overall mean of 56%) and the more likely they were to have a VET qualification (43% compared with an overall mean of 26%) and to have participated in in-service courses (57% compared with an overall mean of 47%).

Figure 6. Qualifications and training of career development staff by size band (student enrolments)

The CEAV was the main single organisation providing professional development (34%), followed by the DEECD (14%), TAFE (10%) and the CDAA (3%). Almost 4 in ten respondents reported 'other' organisations providing professional development.

Table 6. Organisations delivering professional development

Organisation delivering professional development	N	%
Other	67	39
CEAV	60	34
DEECD	24	14
TAFE	18	10
CDAA	5	3
Total	**174**	**100**

The frequency of participation in professional development was very high. Almost 8 in 10 practitioners overall reported that they participated in professional development two or more times every year. However, there were differences by sector. Practitioners in Catholic (89%) and Independent (88%) schools were much more likely to participate two or more times each year than those in Government schools (75%).

Participation in the smaller schools (1-300 and 301-600 students) was less frequent than in the larger schools with 5% reporting that they never or almost never participated. A further 16% of practitioners in the smallest schools only participated once every 2-3 years.

Participation in the lower SES groups of schools was also less frequent than in the higher SES schools.

Table 7. Frequency of participation in professional development, related to career development, by sector

	Never or almost never	Once every 2-3 years	Once a year	Two or more times a year	
	%	%	%	%	Total
School (Catholic)	0	9	3	89	100
School (Independent)	0	6	6	88	100
ACE	17	0	0	83	100
School (Government)	2	8	15	75	100
TAFE	0	17	17	67	100
ALL PROVIDERS	**2**	**8**	**12**	**79**	**100**

When respondents were asked if they would be interested in participating in more professional development to improve their capacity to provide career development services, 88% said that they would be interested. The proportion of government school respondents expressing interest in more professional development was even higher (92%) compared with Catholic schools (76%) and Independent school (69%). Respondents in schools with the lowest and highest SES quintile cohorts were most likely to be interested in more professional development (93% each) compared with those in the middle band schools.

Employment

The majority of the respondents (68%) were employed in a full-time capacity within their organisations, with 30% in part-time employment and a further 2% (n=4) in contracted positions. Of those in part-time positions, half worked in a position that was greater than three-quarters of a full-time load. A total of 69% of those who were employed in part-time positions worked more than 0.5EFT. Government school career development staff were most likely to be working in a full-time position (70%) compared with Catholic schools (60%) and Independent schools (56%), though the percentage of time allocated to career development work of full-time employees was not necessarily 100 per cent. Table 8 below shows the proportions of work time devoted to career development. Just over one in five practitioners (21%) reported that they were able to devote their entire workload (full-time, part-time or contract) to career development. More than three in five (61%) devoted half or less of their workload to career development and 18% spent 20 per cent or less of their workload engaged in career development.

Table 8. Proportion of total work time devoted to career development

Proportion of work time devoted to career development	N	%
1-10%	14	7
11-20%	21	11
21-30%	19	10
31-40%	14	7
41-50%	29	16
51-60%	11	6
61-70%	10	5
71-80%	22	12
81-90%	7	4
91-99%	0	0
100%	40	21
Total	**187**	**100**

Table 9 below details the other kinds of duties performed by career development practitioners as part of their workload (both full-time and part-time). The most common of these was teaching with almost one in 7 (69%) undertaking a teaching role in addition to their career development one. This wad followed by program coordination (VCAL and VET) (38%), and educational (27%) or personal (27%) counselling.

Table 9. Other duties performed by career development practitioners as part of their workload

Other duties performed	N	%
Teaching	133	69
Program coordination	74	38
Educational counselling	53	27
Personal counselling	52	27
Administration	35	18
Classroom assistance	20	10
Student learning support	20	10
Year level coordination	16	8
Librarian work	2	1
Other	37	19
None	18	9

Career Development Practice

The *Australian Blueprint for Career Development* was reportedly used within almost half (47%) of providers to help in the design of services. However, 20% of overall respondents did not know whether it was used or not.

The *Career Education Quality Framework* (CEQF) was reportedly used in 31% of providers to audit services. However, 42% did not use it and 27% of overall respondents did not know whether it was used or not.

Respondents were asked to identify the components of their provider's career development approach (more than one option could be selected). The most common approach identified was the embedding of careers lessons and materials within other subjects (57%). As Table 10 below shows, only 42% reported having a separate careers curriculum. Only 42% of providers made individual careers assistance available to all students and a further 42% to just some of their students. Within 13% of providers, careers assistance was provided only when students approached nominated staff for information and advice and not during classroom lessons.

Table 10. Form of career development approach used in providers

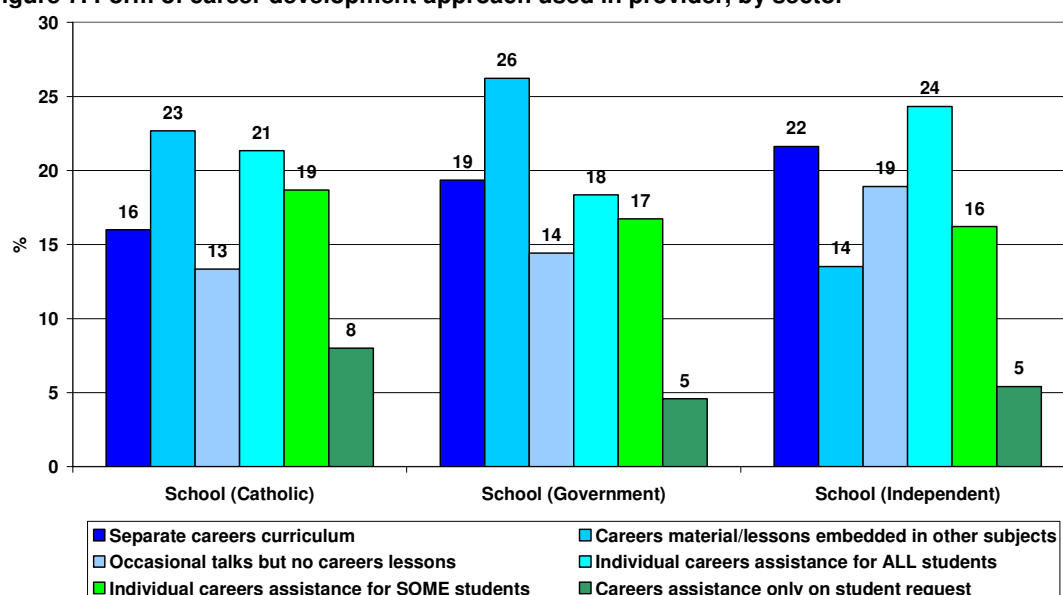| Form of career development approach	%
Separate careers curriculum	42
Careers material/lessons embedded in other subjects	57
Occasional talks but no careers lessons	34
Individual careers assistance for ALL students	42
Individual careers assistance for SOME students	41
Careers assistance only on student request	13
Students not provided with assistance on careers	1

Where careers lessons were provided for students in schools, these were most likely to be provided during Year 10 (85%) and/or in Year 9 (44%) as shown in Table 11 below.

Table 11. School year level during which career focussed lessons are provided.

School year level	%
Year 7	8
Year 8	7
Year 9	44
Year 10	85
Year 11	29
Year 12	23

Figure 7 below shows the differences in approach by school sector. Government schools are most likely to provide careers information embedded within other subjects while Independent schools are most likely to provide either individual careers assistance for all students or a separate careers curriculum.

Figure 7. Form of career development approach used in provider, by sector

Figures 8 and 9 below show the differences in approach by mean SES and by size of the provider.

Figure 8. Form of career development approach used in provider, by mean SES

Legend:
- Separate careers curriculum
- Careers material/lessons embedded in other subjects
- Occasional talks but no careers lessons
- Individual careers assistance for ALL students
- Individual careers assistance for SOME students
- Careers assistance only on student request

Figure 9. Form of career development approach used in provider, by size band (number of enrolments)

Legend:
- Separate careers curriculum
- Careers material/lessons embedded in other subjects
- Occasional talks but no careers lessons
- Individual careers assistance for ALL students
- Individual careers assistance for SOME students
- Careers assistance only on student request

Respondents were asked to select, from a list, the strategies that they used and the kinds of materials that they provided as part of their career development services. They were also asked to identify whether these were provided for all of their students and whether they were targeted to specific student groups. Table 12 below details the responses.

Table 12. Strategies used and materials provided as part of career development services

Provided as part of career development services	Provided for all students %	Targeted - Indigenous students %	Targeted - LBOTE students %	Targeted - students with a disability %	Targeted - students at risk of disengagement %	Targeted - refugee students %
Printed materials (handouts) on careers	88	3.1	2.6	2.6	7.8	1.0
A careers library of resources	88	2.1	1.6	2.6	4.7	0.0
Individual career counselling	85	2.6	3.1	5.2	16.1	2.6
Talks by visitors from other educational institutions	75	3.6	1.6	1.6	7.3	0.5
Talks by former students	72	0.5	0.0	1.0	3.1	0.0
Visits to Career Expos	69	2.6	2.1	2.6	8.3	1.6
Group discussion on careers	68	5.2	3.1	2.6	11.9	1.0
Individual meetings with staff	62	1.6	1.6	2.6	8.8	0.5
Talks by visiting employers	60	2.6	1.6	2.1	7.8	0.5
Career materials on school or provider website	58	0.5	0.5	0.5	2.6	0.5
Visits to other educational institutions	57	1.6	2.1	2.6	9.8	1.0
Visits by external agencies	53	2.1	2.1	2.1	14.0	1.6
Dedicated time to explore career websites	48	0.5	1.6	0.5	6.2	0.5
Organised optional activities in students' own time	39	0.5	1.6	1.0	5.2	0.5
Visits to employer work sites	36	2.1	4.1	5.2	17.6	2.1
Careers programs and simulations	35	0.0	0.5	0.0	5.2	1.0
Career mentoring	30	0.0	0.0	0.5	9.8	1.6
Career related projects in the community	22	1.6	2.1	0.5	10.4	1.0
Talks by parents in specific occupations	19	0.5	0.5	1.0	2.1	0.5

There was very limited targeting of specific groups reported. However, students at risk of disengagement were the group most likely to be targeted, for example, with provision of visits to employer worksites (18%), individual career counselling (16%), visits by external agencies (14%), group discussions on careers (11.9%) and career related projects in the community (10.4%).

It we look only at those schools that had significant numbers of Indigenous students (n=19), only three of these schools targeted Indigenous students for group discussions about careers (the other 7 schools who did so did not report significant numbers of Indigenous students), two schools provided individual meetings with staff specifically for Indigenous students. Only one school with significant numbers of Indigenous students provided a broad range of targeted resources and activities for them, including involvement in community projects.

Work experience provision

Work experience was only provided for <u>all</u> students in 55% of providers, for just <u>some</u> students in a further 39% and for no students at all in 5% of providers.

Table 13. Work experience provision

Work experience provision for:	N	%
All students	105	55
Some students	75	39
None	10	5
Total	**190**	**100**

As Figure 10 shows, Government schools were most likely to provide work experience for all students (60%) and all government schools offered work experience to at least some of their students. The duration was mostly either for one week or two, in some cases for one week with an optional second week in the school holidays. However, in some schools, selected students were offered the option of a longer period of part-time work experience.

Schools with the poorest student cohorts were more likely to offer all students work experience (68%), compared with those with the wealthiest cohorts (52%). The largest

schools (with 1501 or more students) and the smallest school (1-300 students) were least likely to provide for work experience. Only 30% of the largest schools provided work experience for all students and 25% of these schools provided no work experience at all. More than a quarter of the smallest schools (26%) did not provide work experience for students.
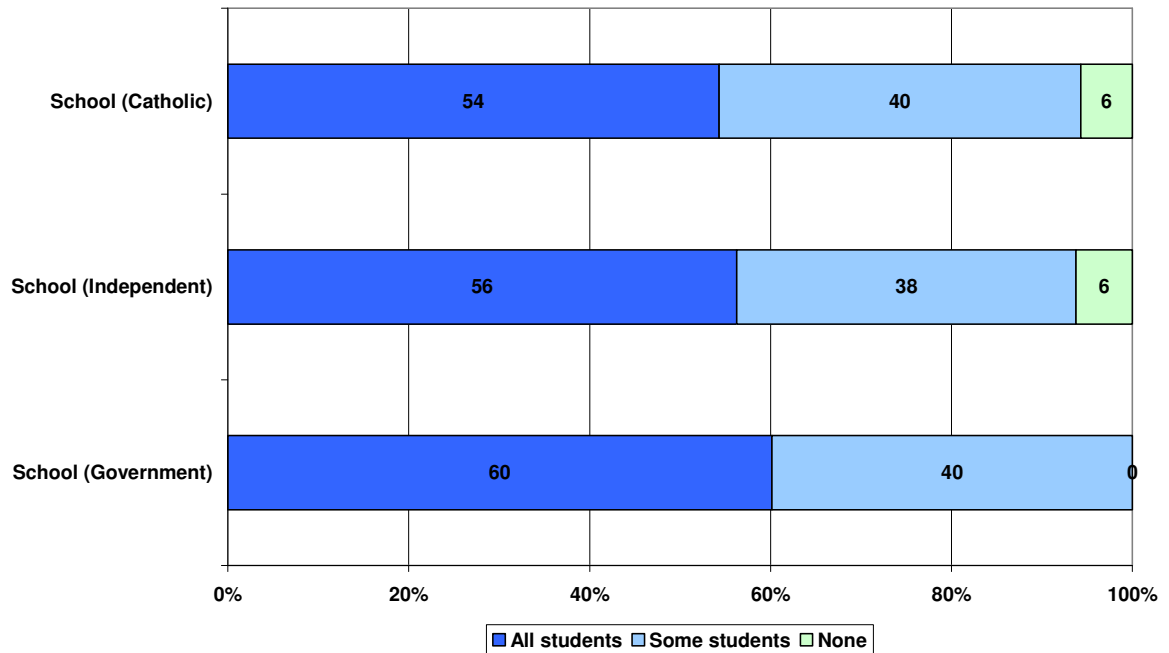
Figure 10. Work experience provision by sector
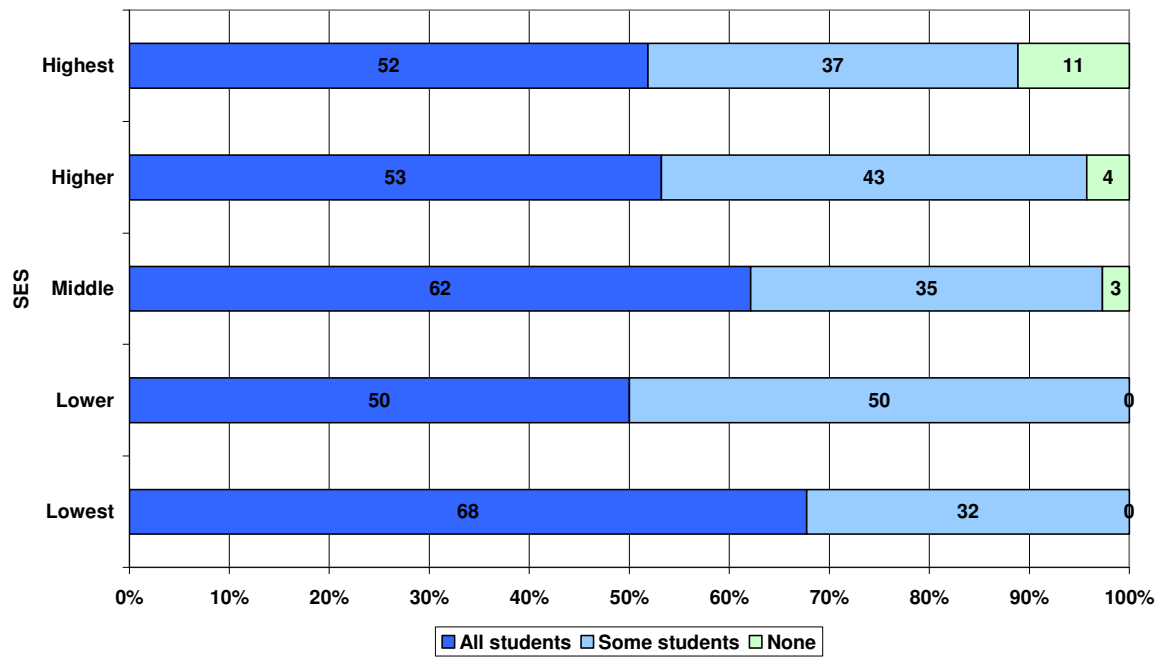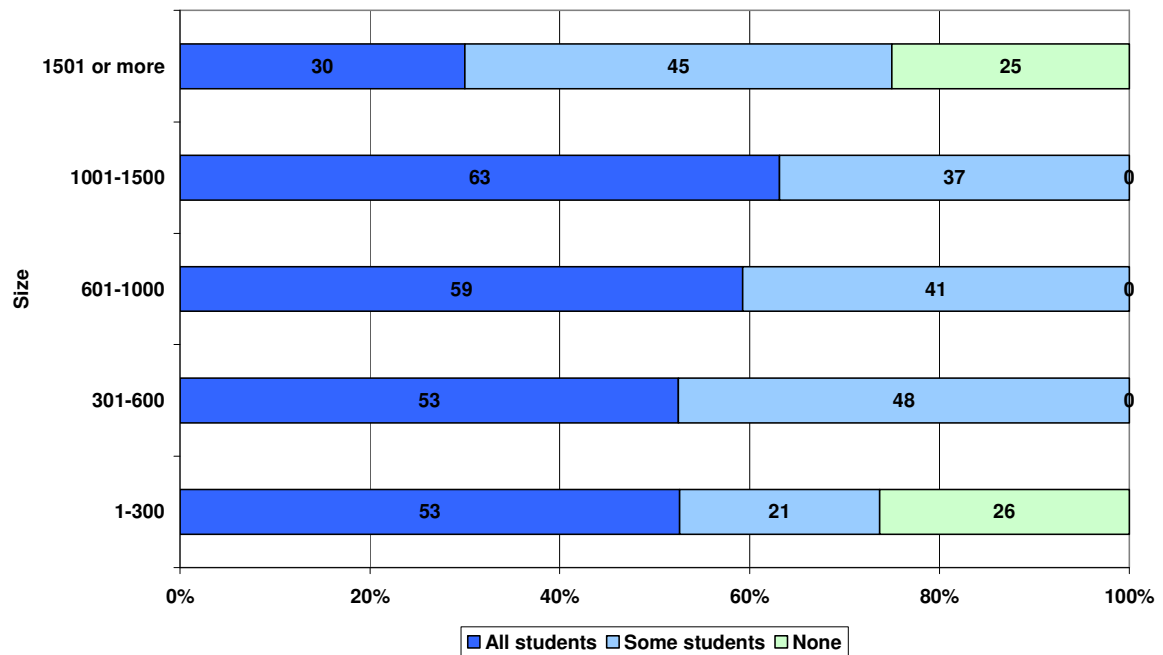
Figure 11. Work experience provision by SES

Figure 12. Work experience provision by size band (number of enrolments)

The provision or work experience specifically as part of VET in Schools programmes was also explored. A quarter of all the practitioners (25%) reported that work experience was provided for all students engaged in VET in Schools study, 57% reported that this was provided but only for some students, and a further 18% said that this was not provided for any of the students. The majority of the work experience that was provided was in the form of a 1 day per week placement or as a one or two week block placement.

Personal pathway planning

More than six in ten respondents (61%) reported that all their students developed personal career or pathway plans, with an additional 35% saying that some of their students did so. Only 4% indicated that none of their students developed these. There also were strong sectoral differences with government schools almost twice as likely to provide personal pathway planning for all students (72%) as Independent schools (38%) with 46% of Catholic schools doing so. However, respondents reported that 2% of Government schools and 11% of Catholic schools did not provide personal pathway planning to any of their students.

Figure 13. Personal pathway/career planning by sector

Figure 14. Personal pathway/career planning by SES

Figure 15. Personal pathway/career planning by size band (number of enrolments)

Respondents were asked to identify the groups that were targeted as part of their provider's careers services. The main group targeted was students at risk of disengagement (74%), followed by students with a disability (36%), Indigenous students (17%), CALD students (15%) and Refugees (12%). About 17% of respondents reported that they did not target careers services provision to any specific students groups.

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Table 14. Groups targeted by careers services

Groups targeted by careers services	N	%
Students at risk of disengagement	143	74
Students with a disability	70	36
Indigenous students	33	17
None	33	17
CALD students	28	15
Refugee students	24	12

Government (82%) and Catholic (63%) schools were more likely to target students at risk of disengagement while Catholic (43%) and Independent (44%) schools were more likely to target students with a disability than Government schools.

Figure 16. Targeting of careers programmes, services or resources to specific groups, by sector

It is important to note that targeting of the range of student groups is relatively low within the lowest quintile SES schools, compared when compared with targeting by Lower, Middle and even Higher mean SES schools (see Figure 17 below).

Figure 17. Targeting of careers programmes, services or resources to specific groups, by SES

Targeting of specific groups also varies by school size, as illustrated in Figure 18 below. The smallest schools are much less likely to target specific groups of students. Indeed, almost 3 in ten (29%) schools with 1 to 300 enrolments did not target any groups at all for the purposes of career development.

Figure 18. Targeting of careers programmes, services or resources to specific groups, by size band

Respondents were asked to identify, from a list, the services and agencies that they used as part of career development services and the mean perceived value of these services and agencies. The perceived value was rated on a scale of 1-5 where 1 represents 'very low' value and 5 represents 'very high' value.

The most commonly used (≥50%) services and agencies were the Local Learning and Employment Networks (LLENs) (83%), Local community Partnerships (79%), Group Training Companies (66%), Australian Apprenticeship Centres (55%) and the provider's

internal online resources. 'Other' services or agencies reported (n=31) included mainly named private providers of career and transition related services (22) and regional networks and clusters (7).

Table 15. Services and agencies used as part of careers services and their mean perceived value^

Services and agencies used as part of careers services	USE	VALUE
	%	mean rating
LLENs	83	3.1
Local Community Partnerships	79	2.6
Group Training Companies	66	3.5
Australian Apprenticeship Centres	55	2.1
Internal online resources	50	2.3
Regional Industry Careers Advisors	39	2.8
Centrelink Career Information Centres	33	3.0
Youth Career Centres	23	2.6
TAFE Skills Stores	21	3.2
National Industry Career Specialists	15	3.9
Other	10	4.5

^ on a scale of 1-5 where '1' is 'very low' and '5' is 'very high'

Staffing

Almost three quarters (73%) of respondents reported that there were additional staff members in their organisation who provided career development services for students. While in some cases, EFT data for these additional staff were provided, many respondents did not specify how many additional staff were involved or their EFT status.

Resources and facilities available to career development practitioners

Respondents identified, from a list, the resources and facilities that were available for career development services use. Most career development staff (87%) had a separate office dedicated to their use and 71% also had a regular room for meeting with students on an individual or small-group basis (See Table 16 below).

However, it is important to note that three in ten staff did not have access to a regular and dedicated room for provision of individual and small group career counselling. In addition, almost half of the respondents (48%) do not have access to computers dedicated to career focussed use.

Table 16. Resources and facilities available for career development practitioners

Resources and facilities available for career development practitioners	N	%
Separate office for careers staff	167	87
Regular room for meeting with students on individual or small-group basis	137	71
Computers dedicated to career focussed use	101	52
Space dedicated to careers in general library	78	40
Career programs and simulations including mini-enterprises	65	34
Other	24	12

Respondents were asked to rate the availability and quality of information about further study, employment opportunities and financial assistance for young people. The rating was on a scale of 1-5 where 1 represents 'very low' and 5 represents 'very high'. As Table 17 below shows, ratings regarding availability were generally quite high, except in the case of financial

assistance. Information about university courses was most highly rated in relation to both availability and quality. The quality of information about apprenticeships and traineeships also received a relatively low rating.

Table 17. Availability and quality of information

Information about:	Availability of information mean rating	Quality of information mean rating
University courses	4.6	4.5
TAFE and other VET courses	4.4	4.2
Occupations and employment opportunities	3.6	3.4
Apprenticeships and traineeships	3.6	2.7
Financial assistance	2.7	3.5

(on a scale of 1-5 where 1 is 'very low' and 5 is 'very high')

Knowledge of resources and programs for specific groups

Respondents were asked to rate their own knowledge of resources and programs designed to support career development for specific groups, again on a scale of 1-5 where 1 represents 'very low' and 5 represents 'very high'. While there was clearly confidence among practitioners in relation to their knowledge of resources and programs to support career development work with mainstream students and students at risk of disengagement, they expressed much less confidence in relation to Indigenous students, CALD students and particularly refugees.

Table 18. Rating of knowledge about and quality of resources and programs for specific student groups

Student group	Mean practitioner self rating of knowledge	Mean practitioner rating of resources quality
Mainstream students	4.4	4.2
Students at risk of disengagement	4.0	3.5
Students with a disability	3.1	3.1
Indigenous students	2.7	2.9
CALD students	2.7	2.7
Refugees	2.3	2.6

(on a scale of 1-5 where 1 is 'very low' and 5 is 'very high')

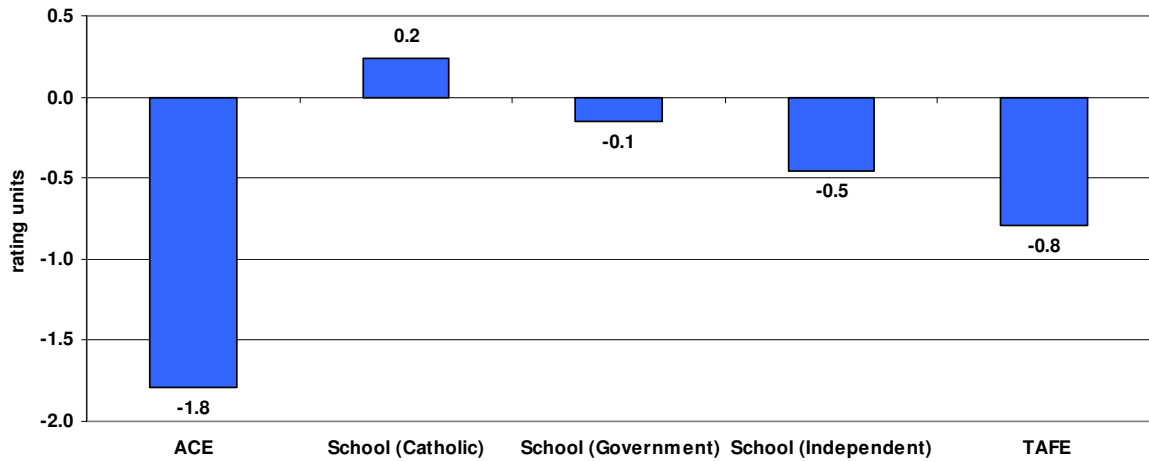**Figure 19. Knowledge of resources and programs for mainstream students by sector, deviation from the mean**

Figure 20. Knowledge of resources and programs for mainstream students by SES, deviation from the mean
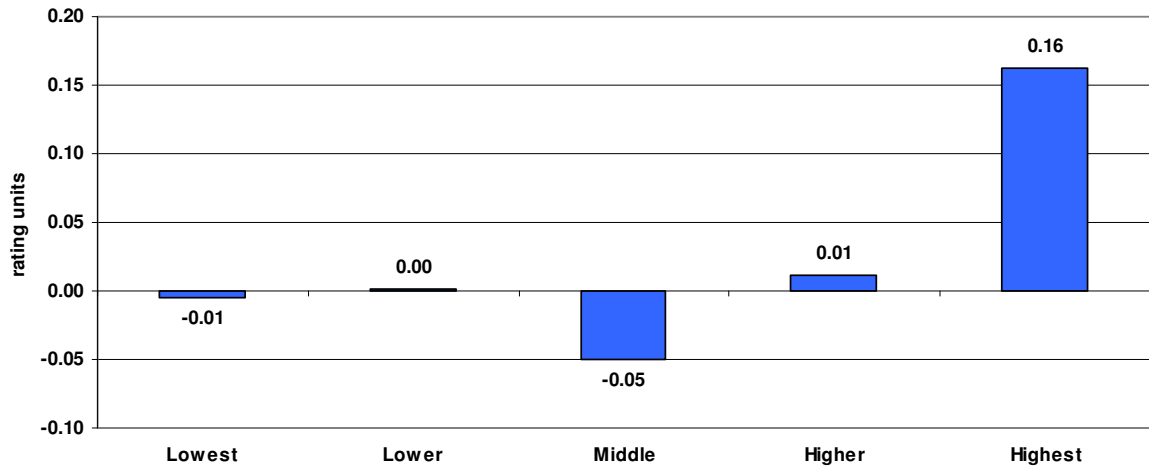

Figure 21. Knowledge of resources and programs for mainstream students by size, deviation from the mean
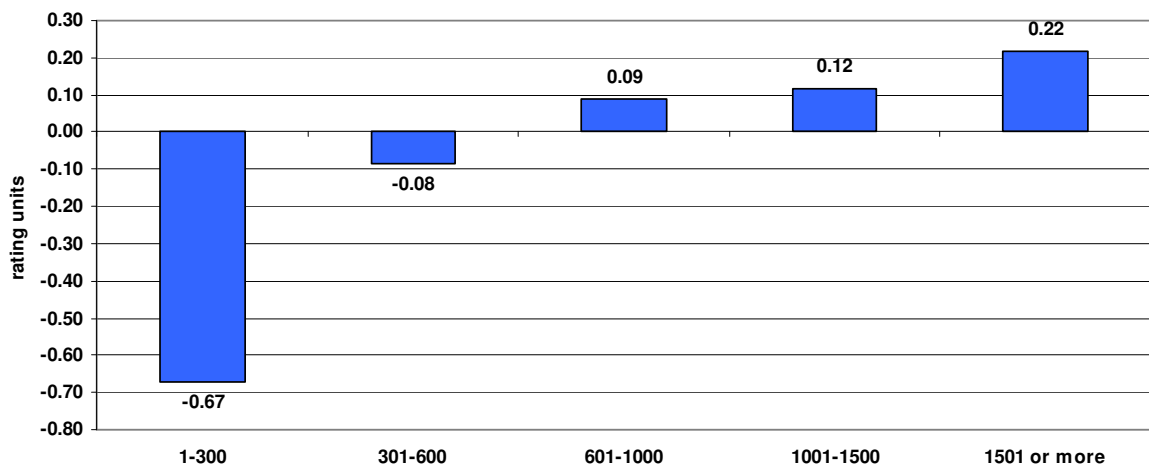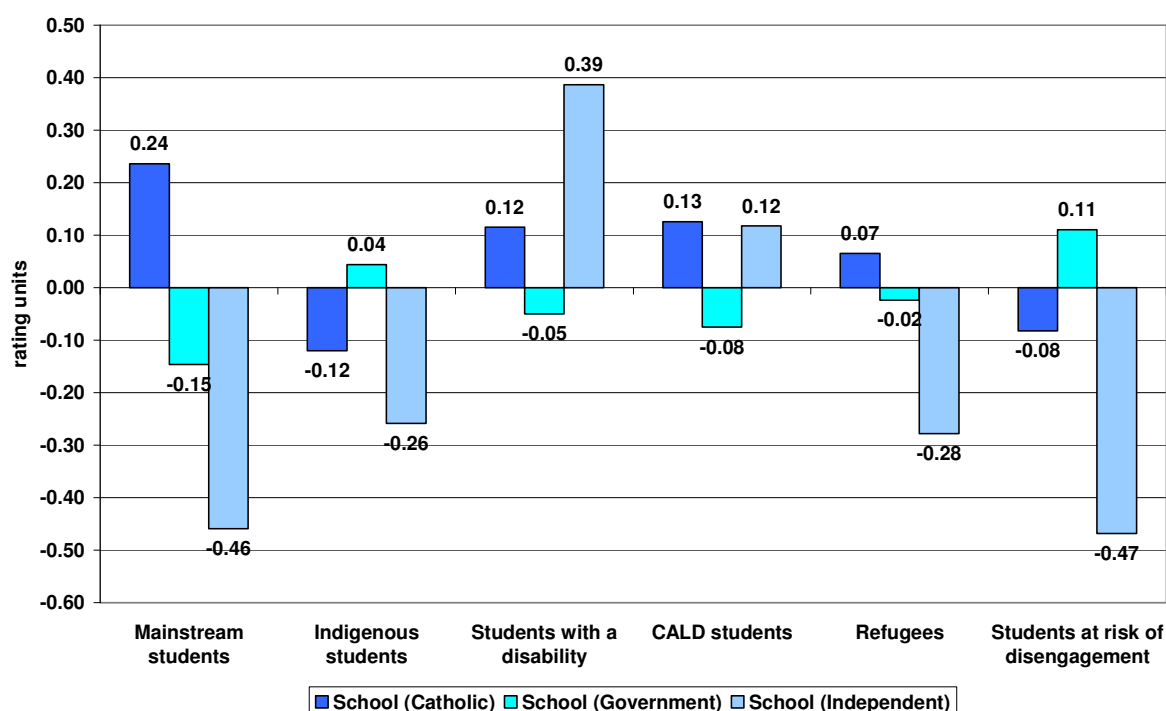
Figure 22. Knowledge of resources and programs for all groups of students by sector, deviation from the mean

Respondents were also asked to rate the quality of the resources and programs targeted to specific groups. Those designed for mainstream students and students at risk of disengagement were most highly rated while those for Indigenous students, CALD students and particularly refugees, were rated more lowly.
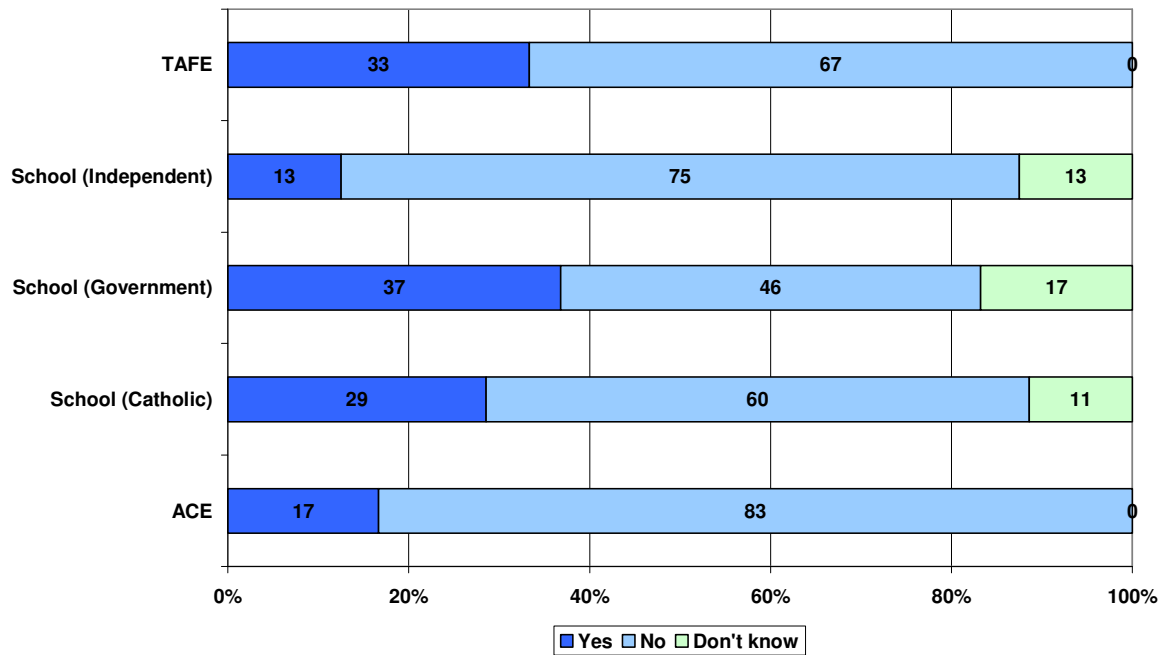
Strategic Planning

Around one-third of respondents (32%) reported that there was a separate strategic plan developed for their school/provider's careers services. However, 14% did not know whether there was one or not.

When asked whether careers services were included within their organisation's overall strategic plan, 71% reported that they were. However, 14% again did not know whether this was the case or not.

As Figure 23 below shows, Government schools were more likely to have specific careers services focussed strategic plans (37%) compared with Catholic (29%) or Independent (13%) schools. However, the proportion of careers practitioners who did not know whether there was such a plan or not was also highest in Government schools (17%).

Figure 23. Existence of specific careers services strategic plan, by sector.

The highest SES schools were least likely to have a separate strategic plan for careers services, as Figure 24 below shows. However, when size of school is considered, the larger schools were more likely to have one, as Figure 25 below shows.

Figure 24. Existence of specific careers services strategic plan, by SES.
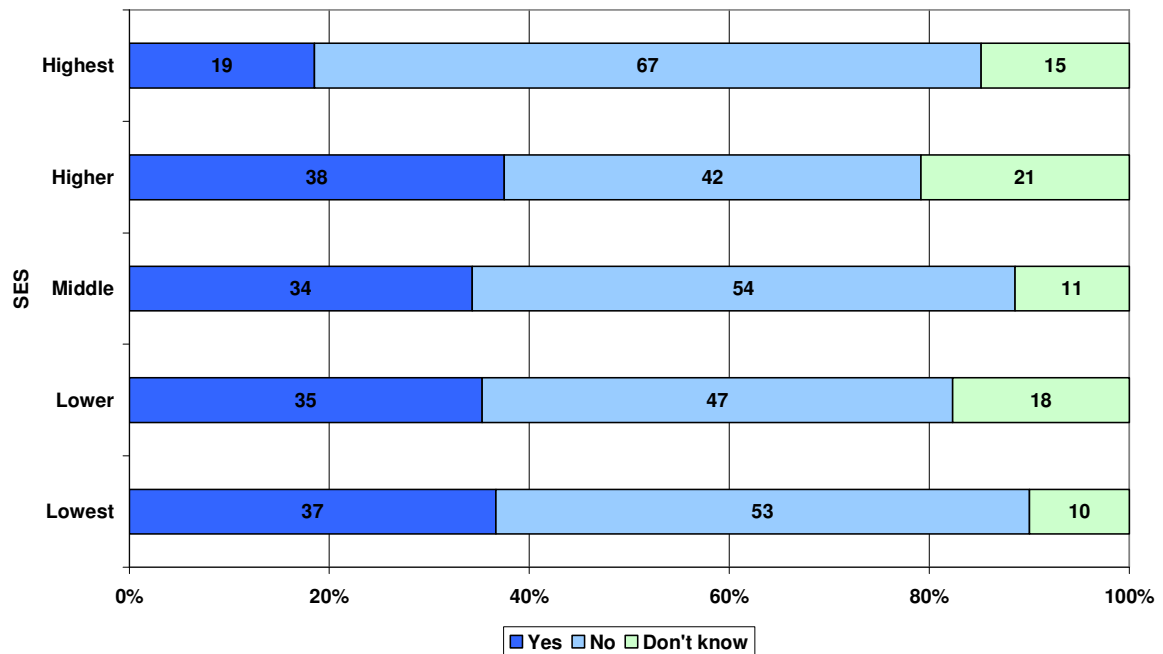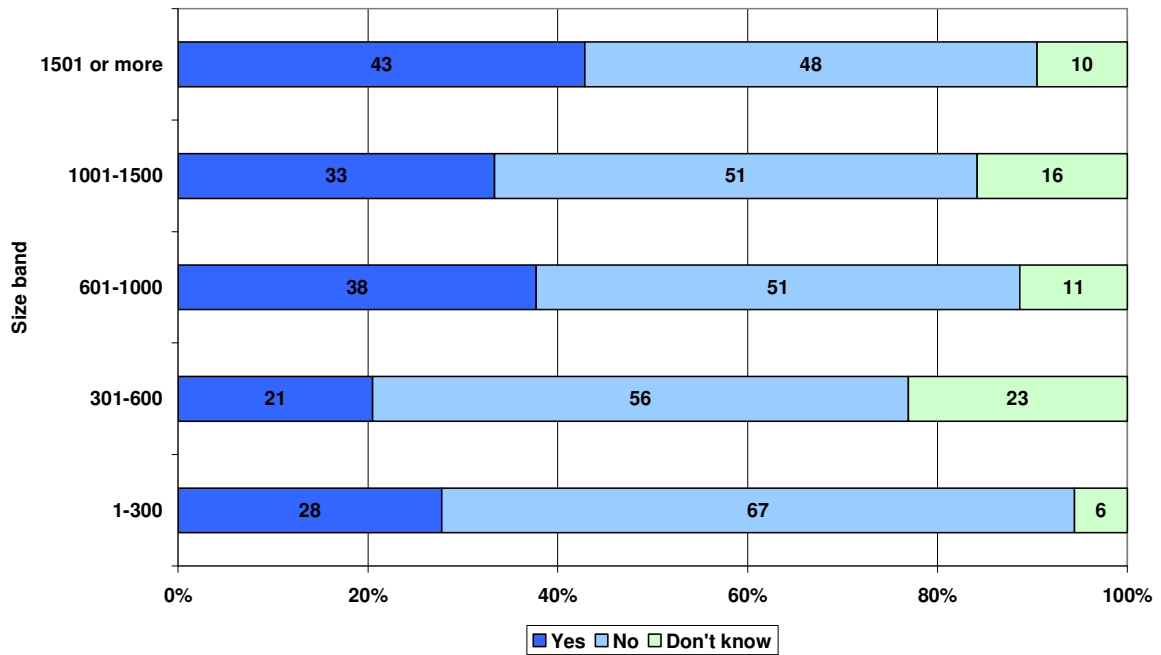

Figure 25. Existence of specific careers services strategic plan, by size.

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Size band	Yes	No	Don't know
1501 or more	43	48	10
1001-1500	33	51	16
601-1000	38	51	11
301-600	21	56	23
1-300	28	67	6

There was great variation, by sector, as to whether careers services were included within the organisation's overall strategic plan. Nearly eight in ten (79% of) Government school and seven in ten (71%) of Catholic school strategic plans included reference to careers services (See Figure 26 below). Schools within the Lowest, Lower and Middle mean SES quintiles were more likely to include careers services in their strategic plans than schools within the Higher and the Highest ones (See Figure 27 below).

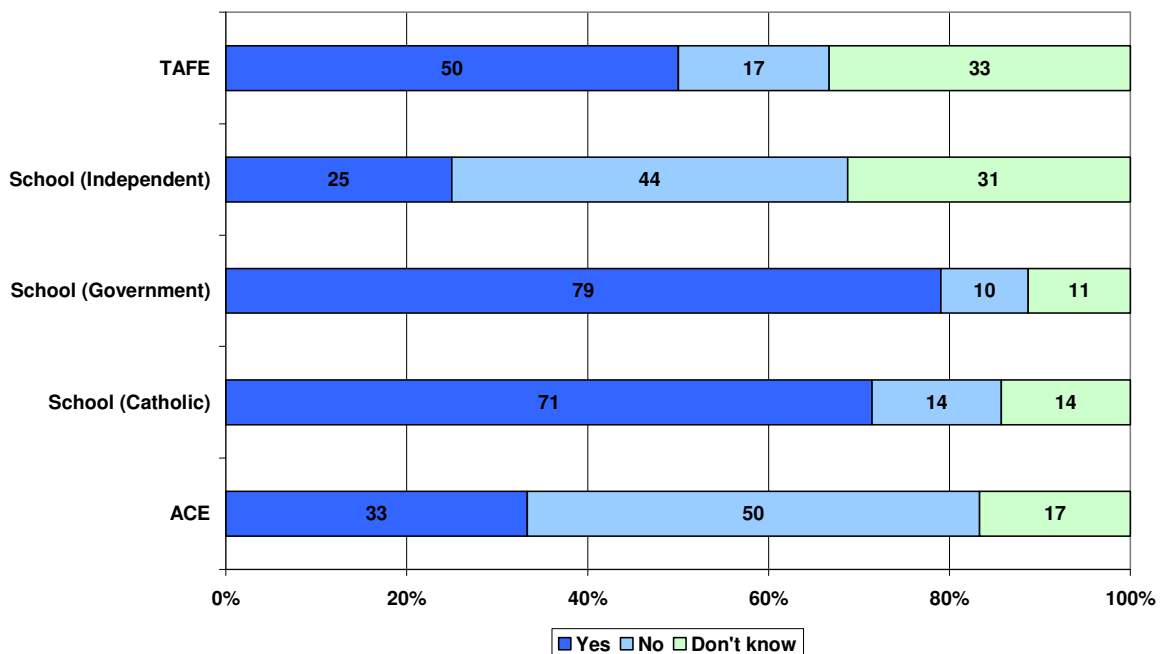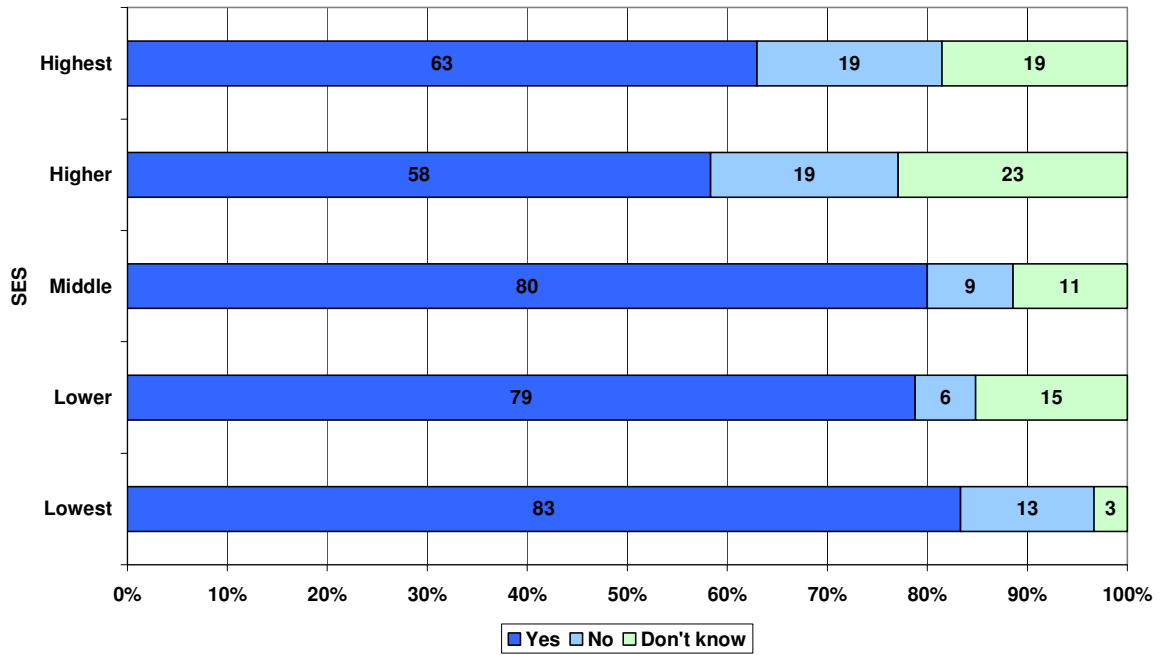**Figure 26. Inclusion of careers services in organisation's overall strategic plan, by sector.**

	Yes	No	Don't know
TAFE	50	17	33
School (Independent)	25	44	31
School (Government)	79	10	11
School (Catholic)	71	14	14
ACE	33	50	17

Figure 27. Inclusion of careers services in organisation's overall strategic plan, by SES.

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SES			
Highest	63	19	19
Higher	58	19	23
Middle	80	9	11
Lower	79	6	15
Lowest	83	13	3

■ Yes ■ No □ Don't know

Support for careers services from senior leadership

Respondents were asked to rate the level of support that careers services received from the senior leadership within their organisation. Again, the rating was on a scale of 1-5 where 1 represents 'very low' and 5 represents 'very high'. As Figure 28 shows, practitioners from Catholic schools rated support for careers services from their senior leadership most highly: 4.2 rating compared with an overall mean of 3.9.

Figure 28. Rating of the level of support that careers services receive from senior leadership in the organisation, by sector, deviation from the mean (3.9)
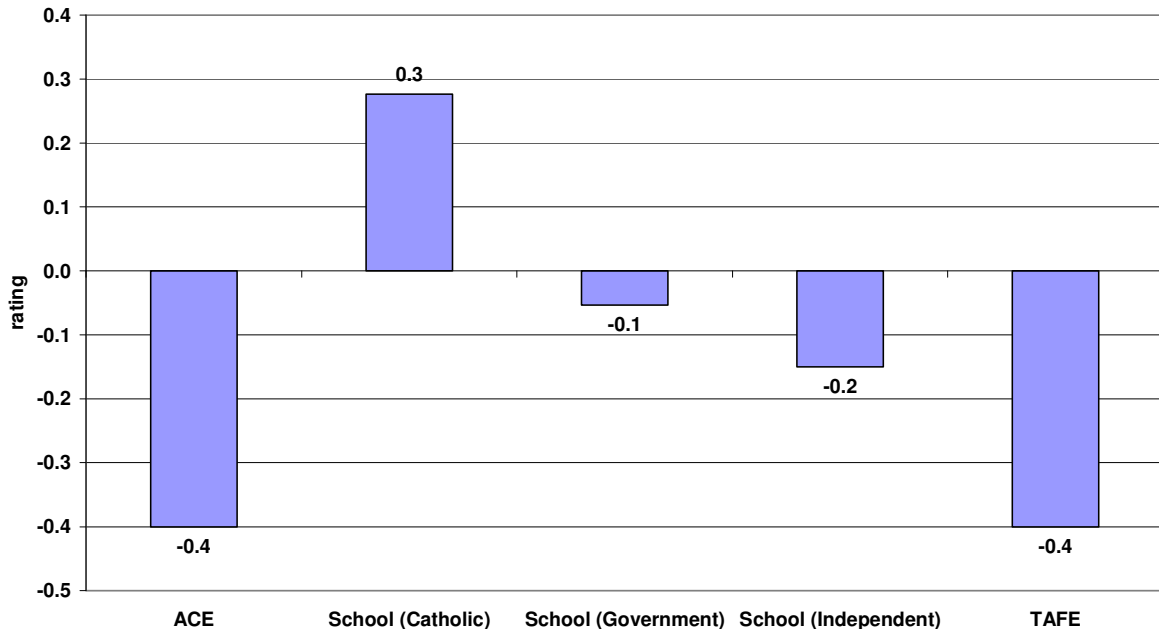

Figure 29. Rating of the level of support that careers services receive from senior leadership in the organisation, by SES, deviation from the mean (3.9)
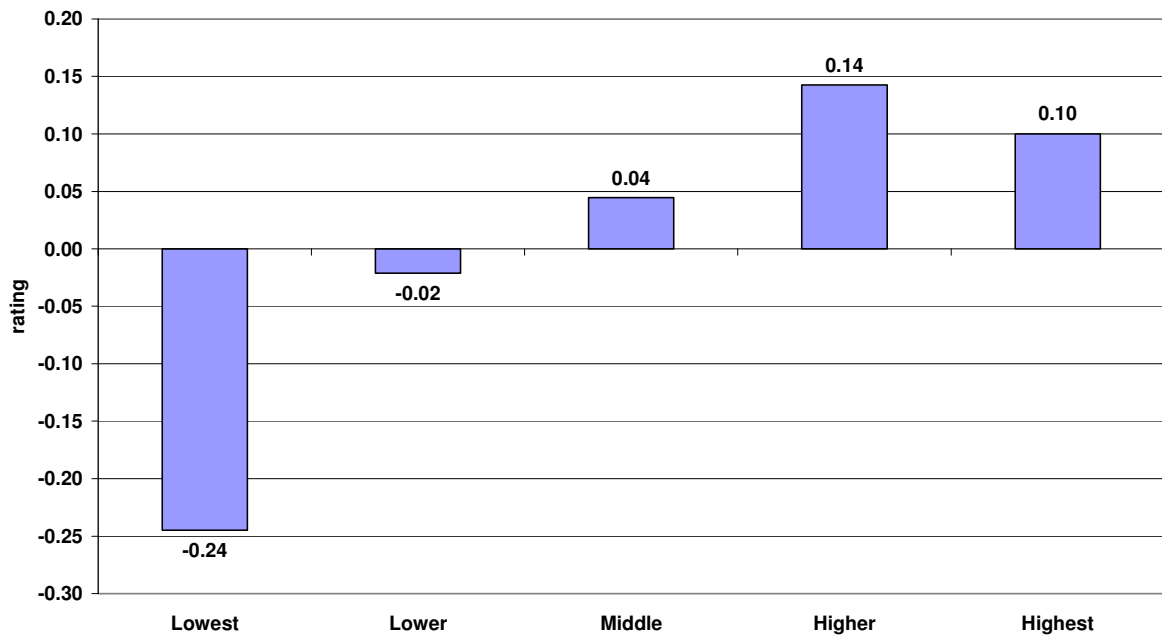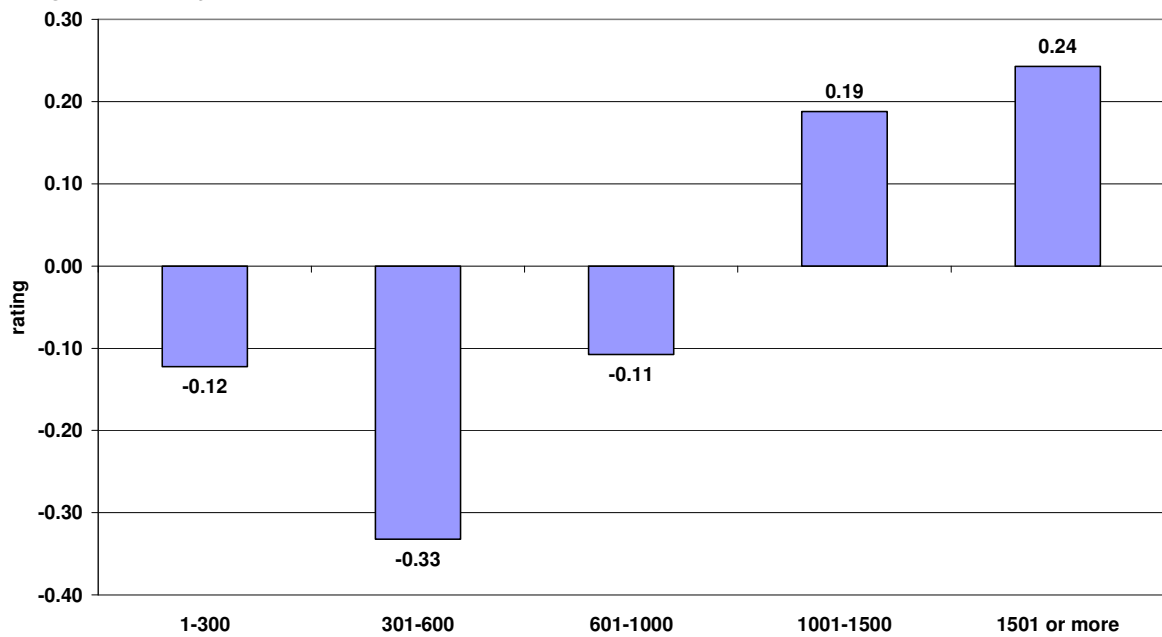
Figure 30. Rating of the level of support that careers services receive from senior leadership in the organisation, by size, deviation from the mean (3.9)
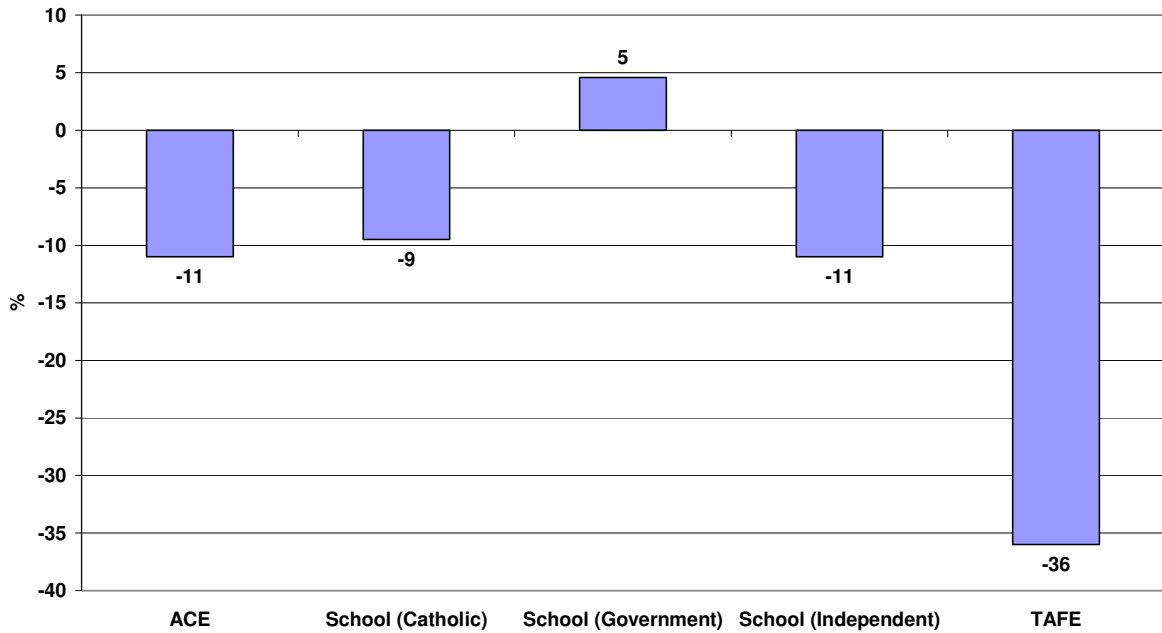
Evaluation and monitoring

Around 82 per cent of all respondents reported that their Year 12 completers were followed up after they left the provider: 45% after 3 months; 51% after 6 months and 4% after 12 months. In addition, 83% said that tracking data was used to inform the careers programme.
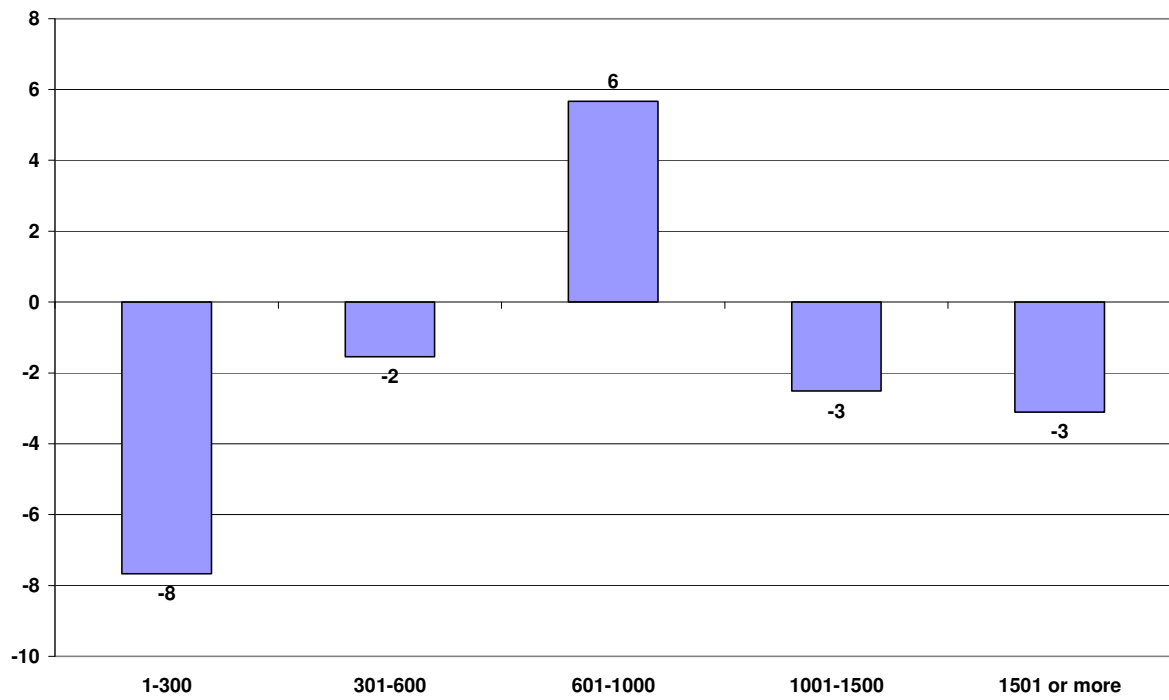
More than three in five (61%) of all respondents reported that their careers programme was monitored and evaluated in a systematic way.

Figure 31. Systematic monitoring and evaluation of careers programme by sector, deviation from the overall mean

Government school practitioners were most likely to report systematic monitoring and evaluation of careers services (66%), as Figure 31 above illustrates. However, only half of the practitioners in the schools within the highest SES quintile reported systematic monitoring and evaluation and only 53% of practitioners in small schools (1-300 students) reported systematic monitoring and evaluation of their careers services (See Figure 32 below).

Figure 32. Systematic monitoring and evaluation of careers programme by size, deviation from the overall mean

Annex 6: Year 10-12 Student Survey: Findings

Veronica Volkoff

Introduction

Case study schools were asked to arrange for surveys to be completed by 15 students, at each year level (Years 10-12), drawn from the range of senior secondary students and the course options offered by the school: VCE, VCAL, VET in Schools and School Based Apprenticeships. Eleven schools returned 337 surveys completed by Year 10-12 students. Table 1 below details the characteristics of the respondents. We are most grateful to all the school principals, careers advisors and other staff who kindly facilitated collection of this valuable data.

Respondent characteristics

Table 1. Year 10-12 Student Survey respondent characteristics

Student characteristic	N	%
Female	156	46.3
Male	181	53.7
Indigenous	7	2.1
Speaks a Language other than English at home	76	22.7
Born overseas	46	13.6
in Australia more than 5 years	30	*8.9*
in Australia 4-5 years	7	*2.1*
in Australia 2-3 years	6	*1.8*
in Australia 1 year or less	3	*0.9*
School sector		
Government	181	54.0
Catholic	127	38.0
Independent	29	9.0
SES		
Lowest	42	12
Lower	123	36
Middle	62	18
Higher	50	15
Highest	60	18
School size		
301-600	31	9
601-1000	49	15
1001-1500	133	39
1501 or more	124	37
School year level		
Year 10	85	25
Year 11	120	36
Year 12	132	39

Almost three in five students (59%) were enrolled in the VCE with a further 10% in the VCE-VET option, 10% in VCAL and 22% in Year 10 studies. Fourteen students were undertaking an additional second study to that reported above and two students, a third as well.

Table 2. Year 10-12 student programs

Program	N	*%*
VCE	195	59
VCE-VET	34	10
VCAL FOUNDATION	5	2
VCAL INTERMEDIATE	6	2
VCAL SENIOR	21	6
YEAR 10	72	22
Total	**333**	**100**

Sources of assistance for subject choice and pathway planning

Respondents were asked to identify, from a list, the people who had helped them to make decisions about their subject choices for Years 10-12 study. Family members were the most common source of assistance reported by 85% of students in Years 10-12 who completed the survey, followed by careers advisors (39%), classroom teachers (34%) and friends (34%), as shown in Table 3 below. The majority (41) of the 50 students who reported an 'other' source of assistance declared that they made the course/subject choices without any assistance, on their own.

Table 3. Source of help used in making subject choices for Years 10-12

Source of help	N	*%*
Family	259	84.9
Careers Advisor	118	38.7
Classroom teachers	104	34.1
Friends	103	33.8
Members of my community	8	2.6
Other	50	16.4

Respondents also were asked to identify the single most valuable source of assistance. The most valuable source of help in making decisions about Year 10-12 study was the family, reported by 59% of respondents. Careers advisors were the next most valuable, reported by 16% of students, followed by classroom teachers, 15%, and friends, 10%.
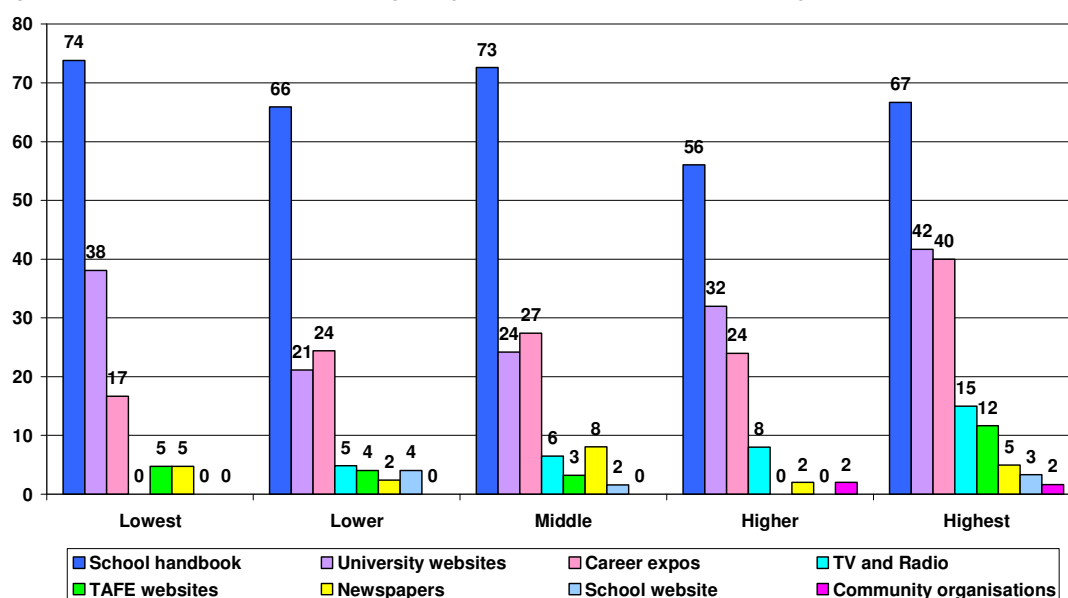
Those respondents who reported being from culturally and linguistically diverse backgrounds (CALD) identified similar patterns of assistance. However, they placed slightly more emphasis on family and career advisor input and slightly less on the input of classroom teachers. There also were very limited differences between male and female students with almost equal proportions of both nominating family members as being the most helpful. More males nominated careers advisors as most helpful (17%) compared with 14% for females.

Respondents also were asked to select, from a list, the other resources that they had used to help make decisions about their subject choices. They could select one or more options. The school handbook, used by three-quarters of students was the most commonly used other resource, followed by university websites (33%) and career expos (30%) (See Table 4 below). Of the 32 students who reported using 'other' resources, nine reported that they made the decision alone and another seven reported guidance through job related experience and materials.

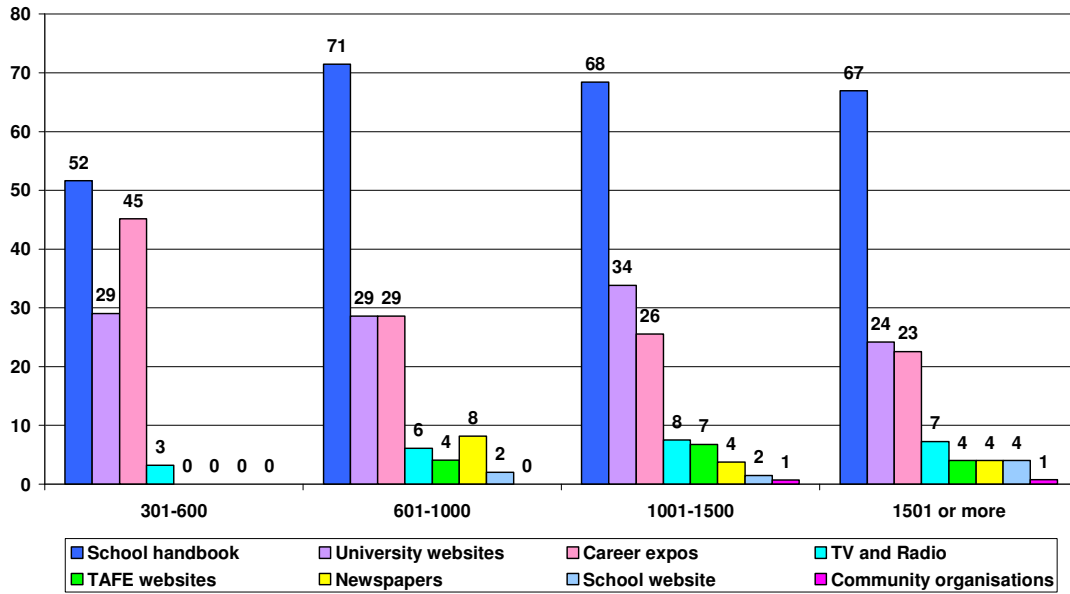**Table 4. Resources used in making subject choices for Years 10-12**

Resource	N	%
School handbook	225	75.0
University websites	98	32.7
Career expos	90	30.0
TV and Radio	23	7.7
TAFE websites	16	5.3
Newspapers	14	4.7
School website	8	2.7
Community organisations	2	0.7
Other	32	10.7

Figure 1. Resources used in making subject choices for Years 10-12, by SES

The lowest quintile SES students used a smaller range of resources than the others with the highest quintile SES students using the widest range of resources, as Figure 1 above shows. The use of University and TAFE websites, attendance at career expos and use of radio and television to support career development were highest among the respondents from the highest quintile SES schools.
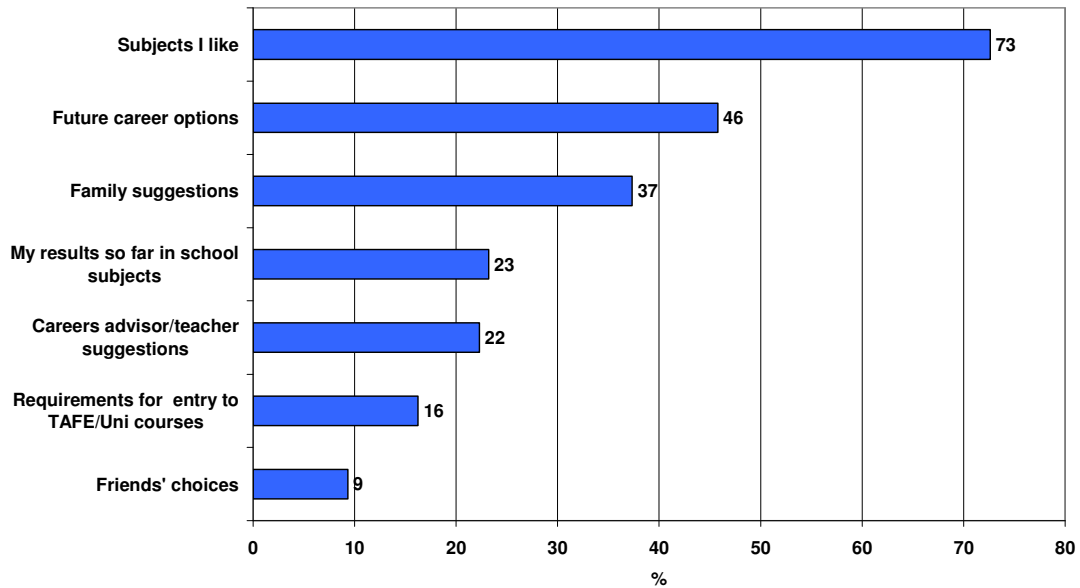
Figure 2. Resources used in making subject choices for Years 10-12, by size band (number of enrolments)

Students in the larger schools reported using a greater range of resources than those in the smallest ones, as Figure 2 above shows. In the smallest schools, there was a much greater dependence on career expos, perhaps because attendance at these was more feasible with small cohorts.
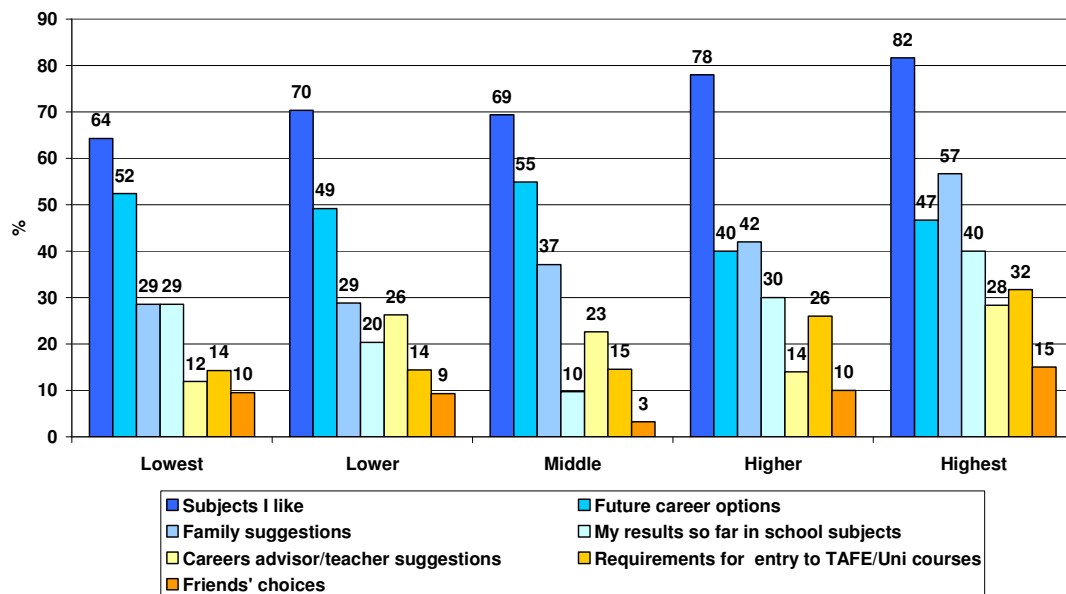
A list of potential influences on student decision making about their senior secondary course and subject selections was presented in the survey and respondents were asked to select one or more sources of influence from this list. As Figure 3 below shows, 73% of students identified 'subject I like' as an important influence in their choice of course and subjects. 'Future career options' was selected by almost half (46%0 of students, followed by 'family suggestions', identified by 37%. Fewer than one-quarter of respondents reported that 'my results so far' (23%) and 'careers advisor/teacher suggestions' (22%) had influenced their choices. The final two options, 'requirements for entry to TAFE/Uni courses' (16%) and 'friends' choices' (9%), were identified as influential by even fewer respondents.

Figure 3. Influences on decisions about course and subject selection, Year 10-12 students

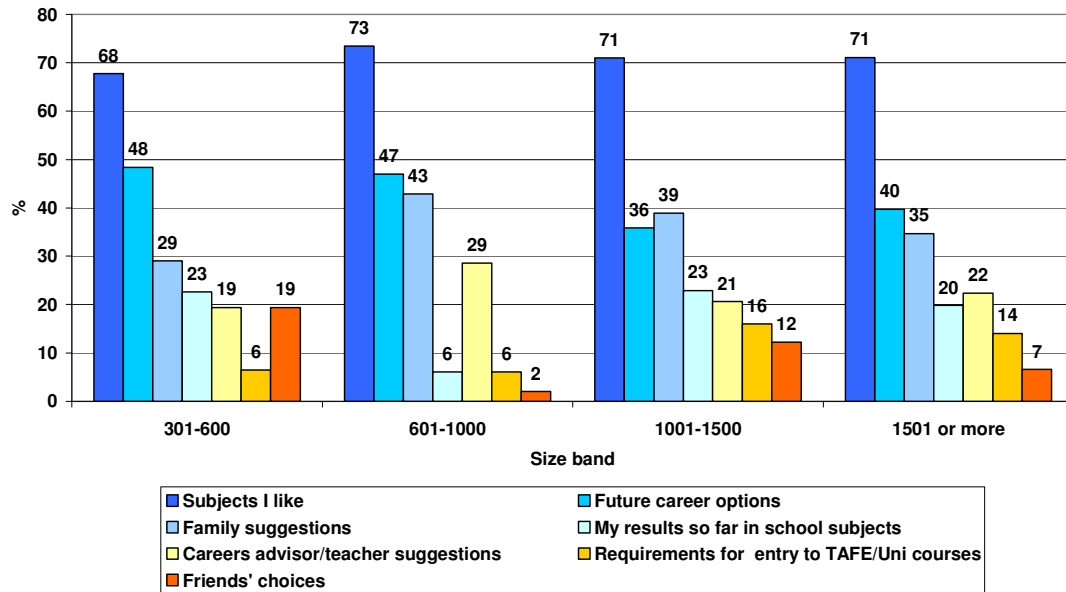| Influence	%
Subjects I like	73
Future career options	46
Family suggestions	37
My results so far in school subjects	23
Careers advisor/teacher suggestions	22
Requirements for entry to TAFE/Uni courses	16
Friends' choices	9

As Figure 4 below shows, there were differences evident across schools with cohorts of different socioeconomic status (SES). The wealthier the students, the more likely they were to report 'subjects I like', 'family suggestions', 'results so far in school subjects', career advisor/teacher suggestions' and 'requirements for entry to TAFE and university courses' as influences. Consideration of 'future career options' was more likely to influence decision making of students within the lower SES quintiles.

Figure 4. Influences on decisions about course and subject selection, Year 10-12 students, by SES

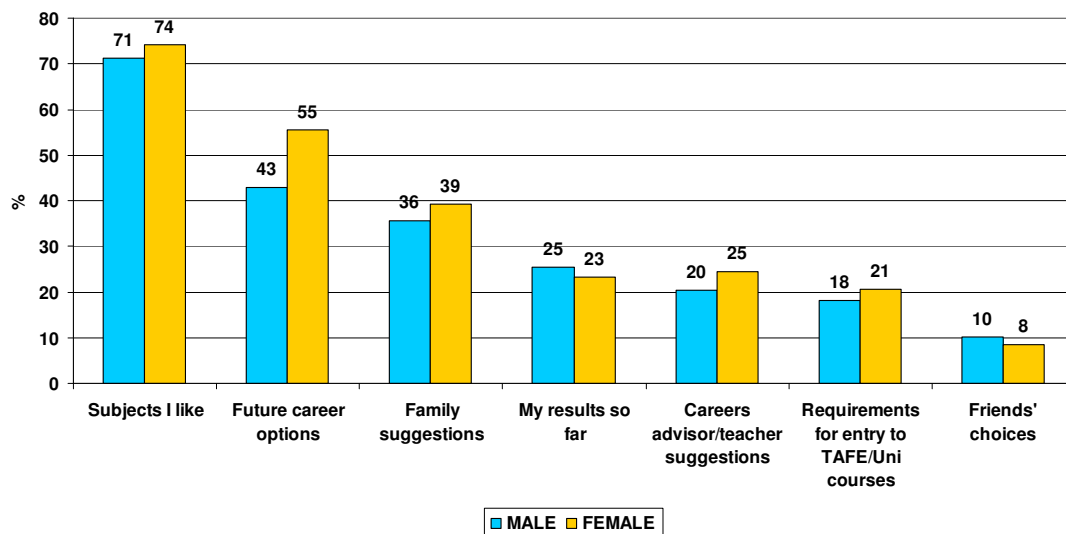| Influence	Lowest	Lower	Middle	Higher	Highest
Subjects I like	64	70	69	78	82
Future career options	52	49	55	40	47
Family suggestions	29	29	37	42	57
My results so far in school subjects	29	20	10	30	40
Careers advisor/teacher suggestions	12	26	23	14	28
Requirements for entry to TAFE/Uni courses	14	14	15	26	32
Friends' choices	10	9	3	10	15

Differences by size of the school cohort were not as strong though students in the smaller and smallest schools were more likely to be influenced by 'future career options' and in the smallest schools, by their 'friends' choices' (See Figure 5 below).

Figure 5. Influences on decisions about course and subject selection, Year 10-12 students, by size

Legend:
- Subjects I like
- Family suggestions
- Careers advisor/teacher suggestions
- Friends' choices
- Future career options
- My results so far in school subjects
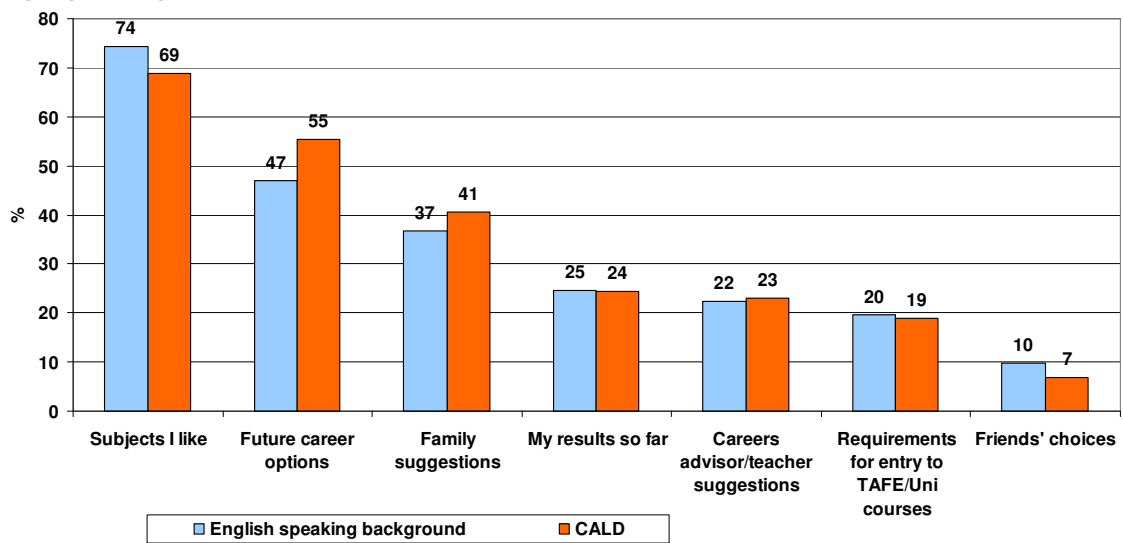- Requirements for entry to TAFE/Uni courses

Female students tended to report a broader range of sources of influence, than males (See Figure 6 below). A higher proportion of females reported being influenced by most of the listed options. However, males were slightly more likely to be influenced by their results so far and by their friends' choices.

Figure 6. Influences on decisions about course and subject selection, Year 10-12 students, by gender
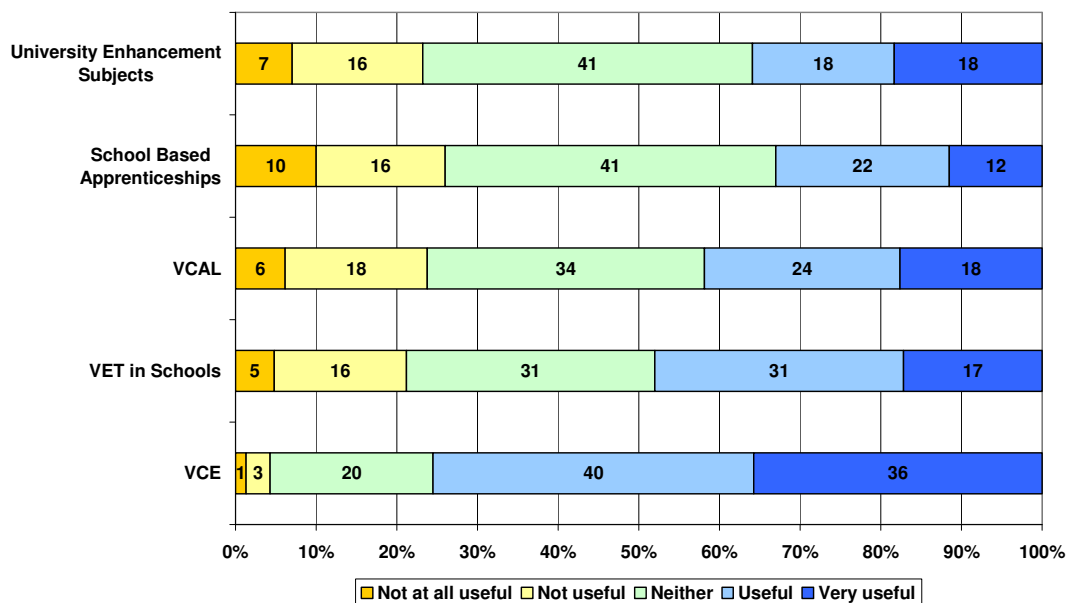

Students from culturally and linguistically diverse backgrounds (CALD) identified a mostly similar pattern of sources of influence (See Figure 7 below). However, CALD students were less likely to choose their subjects on the basis of subjects that they liked but more likely to consider future career options and their family suggestions.

Figure 7. Influences on decisions about course and subject selection, Year 10-12 students, by language background

Respondents were asked to report on school provision and usefulness of information about VCE, VET in Schools, VCAL, School Based Apprenticeships and University Enhancements subjects. As Figure 8 below shows, almost all (97%) of Year 10-12 respondents reported that information about the VCE was provided by their school. A further 82% received information about VET in Schools. However, only 75% reported receiving information about VCAL and only 68% about School Based Apprenticeships. Almost half (49%) were provided with information about University Enhancement subjects.

Figure 8. Usefulness of information provided by the school, Year 10-12 students

Emphasis on provision of information about the VCE and university enhancement subjects was reportedly highest among students in the wealthiest schools where there was the lowest emphasis on VET in Schools, VCAL and School Based Apprenticeships (See Figure 9 below).

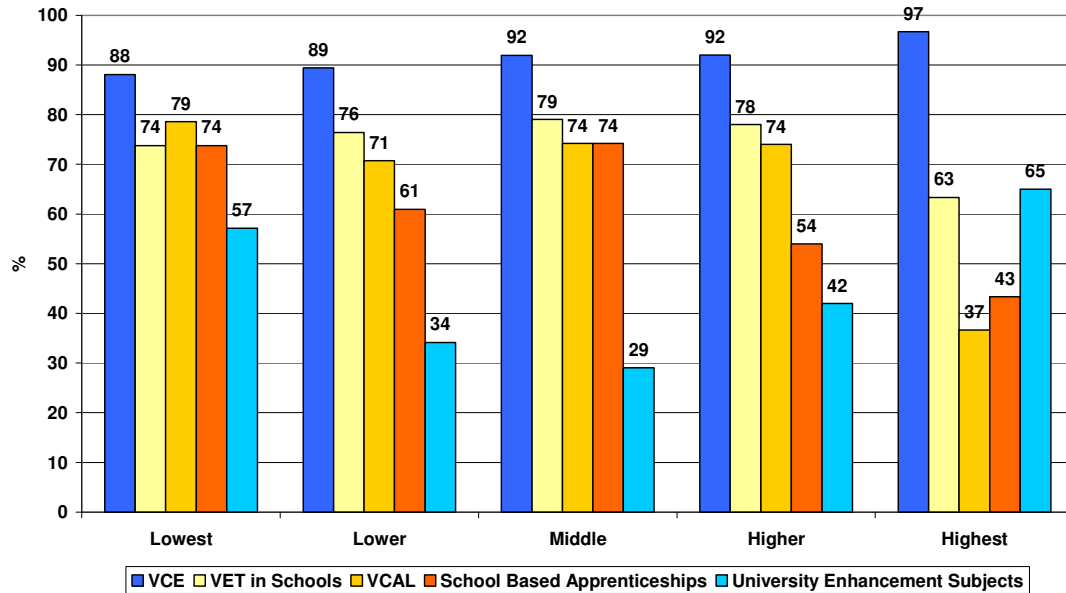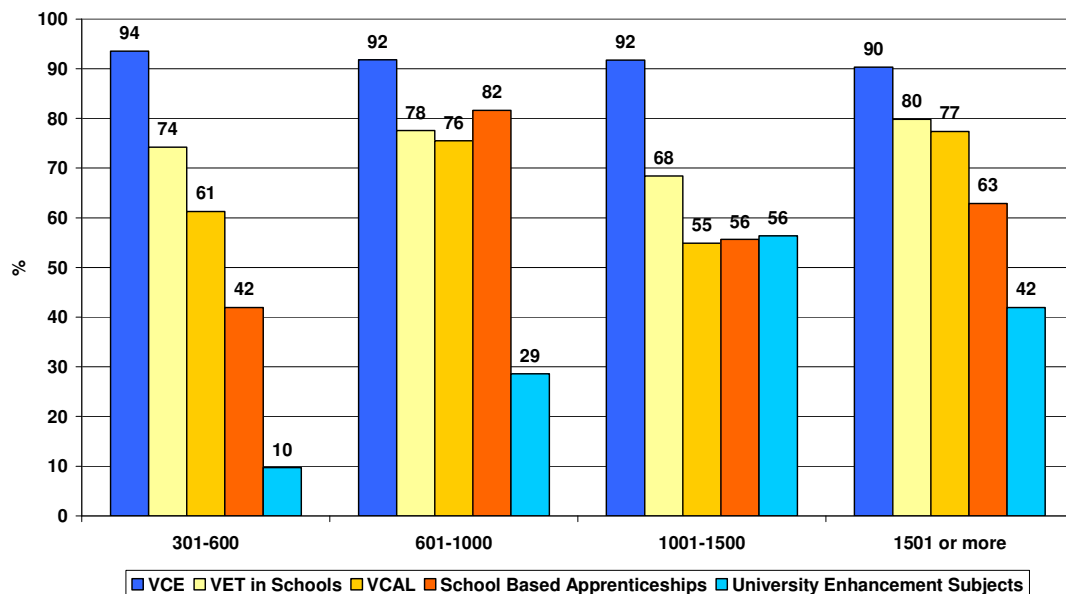**Figure 9. School provision of information about senior secondary course options, Year 10-12 students, by mean SES**

Legend: VCE | VET in Schools | VCAL | School Based Apprenticeships | University Enhancement Subjects

Figure 10. School provision of information about senior secondary course options, Year 10-12 students, by size band

Legend: VCE | VET in Schools | VCAL | School Based Apprenticeships | University Enhancement Subjects

While differences in school provision of information about course options were evident by size of the school, the patterns are not straightforward, as Figure 10 above illustrates.

Students were asked to select, from a list, their planned destinations (one or more) after leaving school. Overall, almost two-thirds (65%) of Year 10-12 respondents reported university as one of their planned destinations after leaving school. As Table 5 above details, the next most common destination identified overall was part-time work (20%), followed by

apprenticeship (17%), TAFE 14%, full-time work 12% and traineeship (4%). An additional 12% of respondents said that they did not know what their post-school destination might be.

Table 5. Destinations planned after leaving school

Destination	N	%
University	213	65
Part-time work	64	20
Apprenticeship	57	17
TAFE	45	14
Don't know	40	12
Full-time work	38	12
Traineeship	13	4

Figure 11 below shows the planned destinations by SES. Plans to enter university are highest within the highest SES quintile, though clearly, aspirations for university entry were also high among students from the poorest schools. Plans to take up an apprenticeship or full-time work were highest among the Lower and Middle SES band students.

Figure 11. Planned post-school destinations, Year 10-12 students, by SES
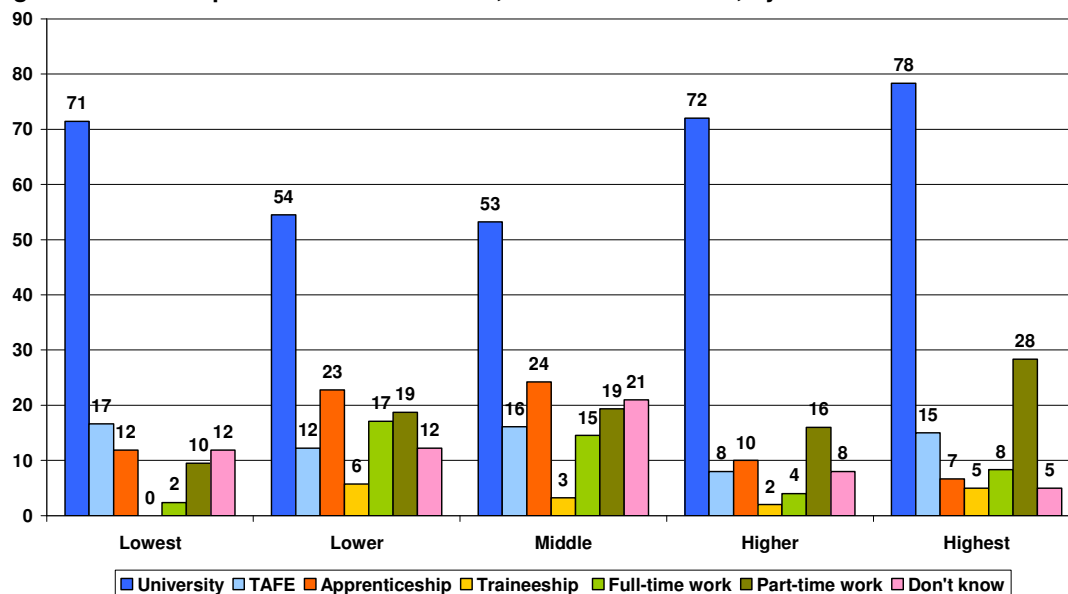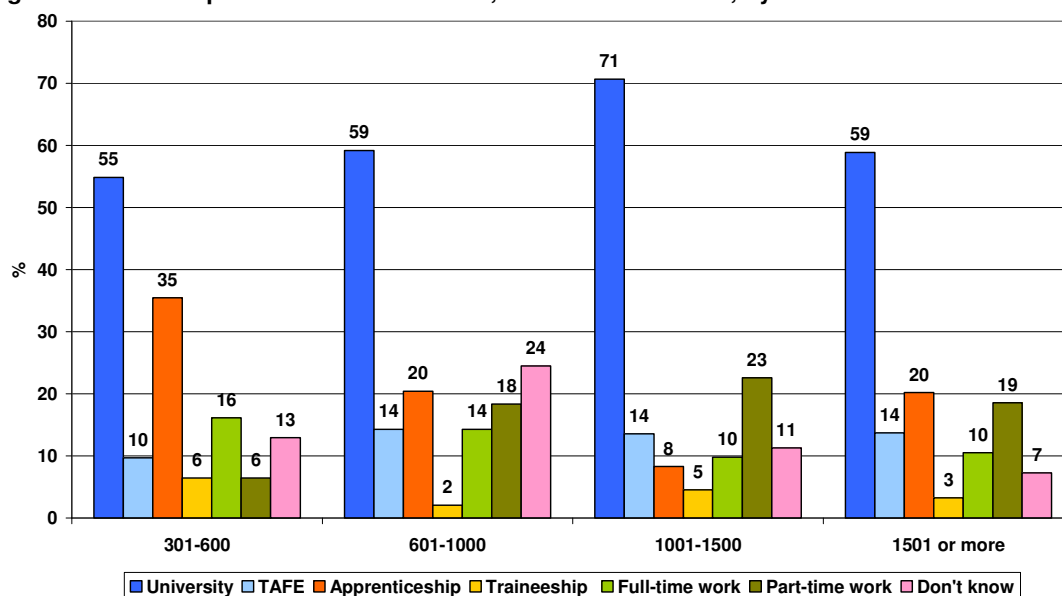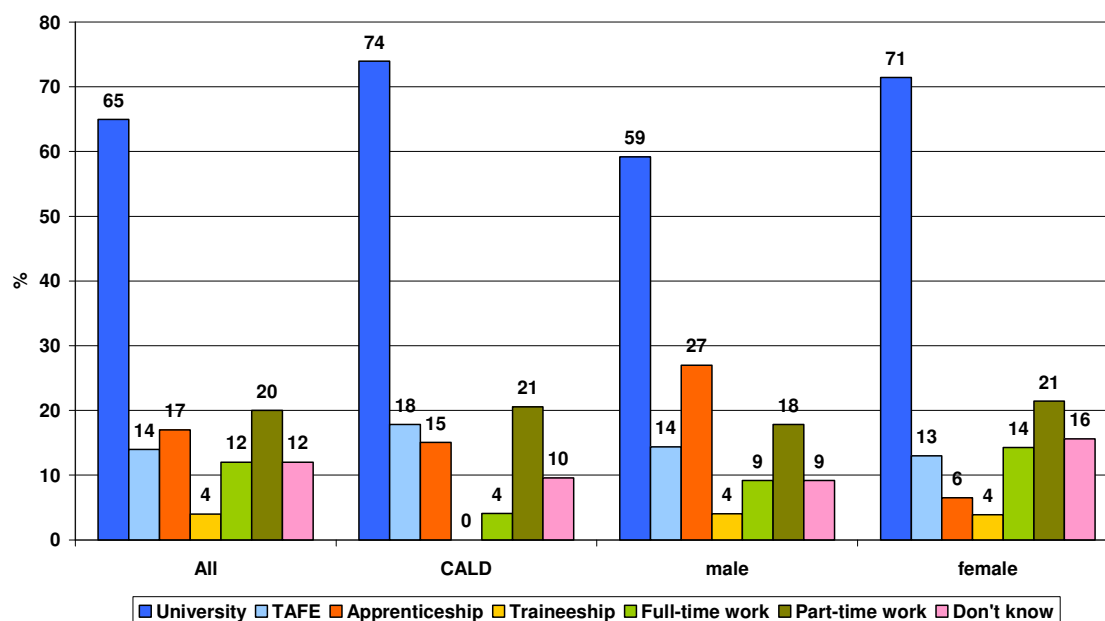
Figure 12. Planned post-school destinations, Year 10-12 students, by size band

As Figure 12 above illustrates, there were different patterns of planned destinations reported by size of school.

Figure 13. Planned post-school destinations, Year 10-12 students, by gender and language background

CALD students were more likely to plan university or TAFE study and less likely to plan for an apprenticeship, traineeship or full-time work than respondents overall. Female students were more likely to be aiming for university entry (71%) than males (59%). However, males were more likely than females to be planning to seek an apprenticeship place (27% compared with 8%). Female respondents were almost twice as likely as males to report that they did not know what their destination might be.

Careers lessons

The survey asked respondents to report on whether they had been provided with lessons on careers at their school, with an explanation of what might have been included in such lessons. Overall, 83% of Year 10-12 respondents reported that they had experienced such career lessons (See Table 6 below). The great majority of respondents (78%) reported having careers lessons during Year 10, with a further 30% reporting such lessons during Year 11. Almost one in five students (19%) reported careers lessons provision during year 9 and a similar proportion during Year 12. In addition, 2% of students reported provision during Years 7 and 8.

Table 6. School year level of careers lessons provision

School year level	N	%
Year 7/8	5	2
Year 9	52	19
Year 10	213	78
Year 11	81	30
Year 12	52	19

Students who had been provided with careers lessons were asked to report on their usefulness on a five point scale with '1' being 'not at all useful' and '5' being 'very useful' (See Table 7 below). Almost three in five students (59%) reported that their careers lessons were either useful (40%) or very useful (19%). Almost a third were not sure of the usefulness of their careers lessons and 9% found them to be either not very, or at all useful

Table 7. Usefulness of careers lessons

Usefulness	N	%
Not at all useful	6	2
Not useful	19	7
Neither	86	32
Useful	108	40
Very useful	52	19
	271	100

Individual interviews about career pathway choices

Fewer than half of the respondents (43%) reported that they participated in an individual interview in their school about their career pathway choices. They also were asked to indicate who had conducted the interview. However, too few respondents answered this question to make any detailed analysis meaningful. However, responses that were provided suggest that most interviews were with either the careers advisor or a teacher. More than half of the students (56%) who identified that they participated in an individual interview, reported doing so during Year 10. A further 39% participated in such an interview during Year 12, 33% in Year 11 and 5% during year 9.

The majority of students (70%) who had participated in an individual interview reported that it had been either useful (38%) or very useful (32%). Only 8% found it not to be useful (See table 9 below).

Table 8. School year level when individual interviews are held

Year level	N	%

Year 9	7	5
Year 10	75	56
Year 11	44	33
Year 12	52	39

Table 9. Usefulness of individual interviews about career pathway choices

Usefulness	N	%
Not at all useful	1	1
Not very useful	9	7
Neither	31	23
Useful	50	38
Very useful	42	32
Total	**133**	**100**

Work experience

Overall, 61% of respondents indicated that they had participated in work experience through their school, including any VET placements. The majority (89%) reported that their work experience was during Year 10. A further 16% participated during Year 11, and 8% during year 12. A small proportion (4%) reported participating during Year 9 and one student during Years 7 or 8.

Table 10. Usefulness of work experience

Usefulness	N	%
Not at all useful	10	5
Not very useful	7	4
Neither	35	19
Useful	56	30
Very useful	78	42
Total	**186**	**100**

The survey asked respondents to indicate, from a checklist, the career development activities/resources that they had experienced during the survey year, 2009. It also asked them to rate the usefulness of the ones that they had experienced. Table 11 below details the responses and shows a mean usefulness rating for each item. Printed information about careers was most commonly reported (59%), followed by group discussions on careers (46%), talks by visitors from TAFEs and universities (43%), visits to TAFEs and universities (41%) and exploration of career websites in school time (39%). Only one third indicated that they had been involved in development of a personal career plan and only 28% had visited employers or work sites.

Students were asked to rate usefulness on a five point scale where '1' was 'not at all useful' and '5' was 'very useful'. The mean usefulness ratings fall within a rather narrow band (3.4-3.8) as Table 11 below shows. However, visits to TAFEs and universities (3.8), visits to employers and work sites (3.7) and printed information about careers (3.7) were the most highly rated and careers programs and simulations, the most poorly rated (3.4).

Table 11. Usefulness of career development resources and activities

Career development activities/resources	% participated during 2009	Mean usefulness rating
Printed information about careers	59	3.7
Group discussion on careers	46	3.6
Talks by visitors from TAFEs/universities	43	3.6
Visits to TAFEs/universities	41	3.8
Exploration of career websites in school time	39	3.5
Development of a personal career plan	33	3.5
Visits to employers and/or work sites	28	3.7
Career programs and simulations	19	3.4
Careers information on the school website	18	3.5
Talks by visitors from a Group Training Company	15	3.5
Careers Library	13	3.6
Career-related community projects	13	3.6

Respondents were asked to identify the information about post-school options that had been provided to them by their school. Table 12 below shows both the percentage of students who had been provided with the information and their rating of the usefulness of it. Information about university study (81%) and TAFE courses (75%) were the most commonly reported options. Two-thirds of respondents reported receiving information about employment and 64% about apprenticeships. However, only half received information about traineeships and even fewer about non-TAFE providers of VET. Information about university study was rated as most useful (3.8 mean rating) followed by information about employment (3.5)
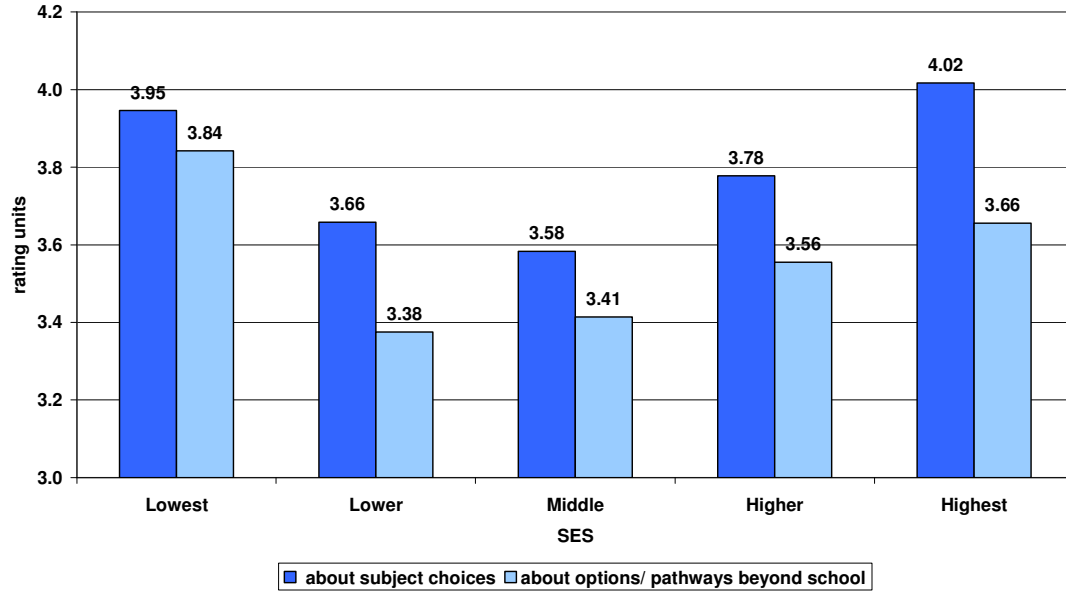
Table 12. Provision of information about post-school options

Post-school options	School provision of information on post-school options %	Mean usefulness rating
University study	81	3.8
TAFE courses	75	3.4
Employment	66	3.5
Apprenticeships	64	3.2
Traineeships	50	3.2
VET courses in Private providers or in ACE	39	1.9

The survey asked students to report on the usefulness of the resources or services provided by their school in helping them to make decisions about their subject choices and about their options or pathways beyond school. Usefulness was indicated on a five point scale where '1' was 'not at all useful' and '5' was 'very useful'. Information about subject choices was rated more highly overall in relation to usefulness, with a mean rating of 3.8. Information about options or pathways beyond school was more lowly rated overall, with a mean rating 3.5.
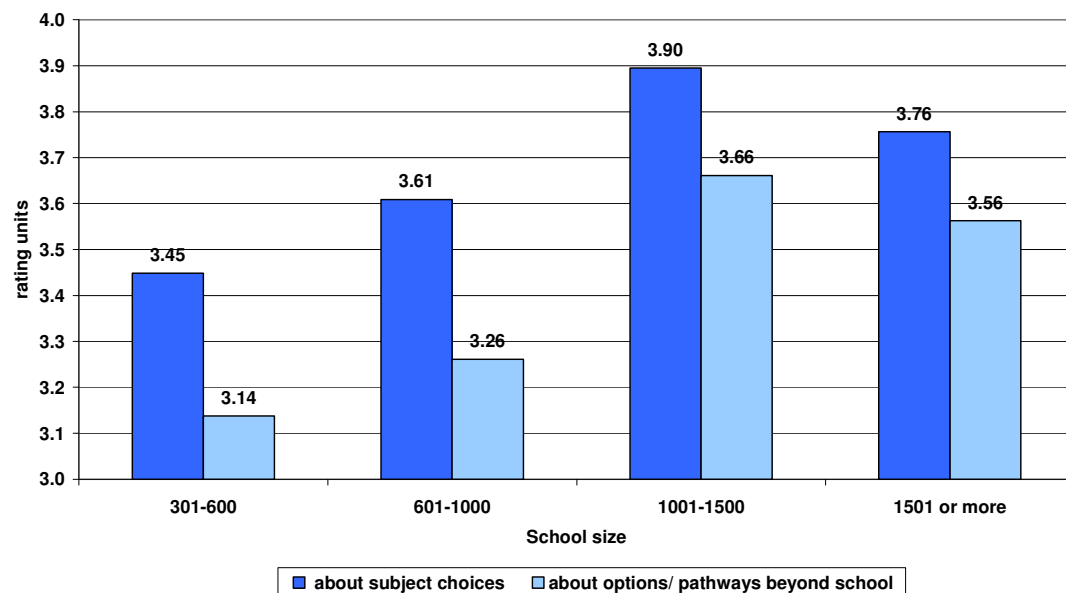
Figure 14 below shows the differences in reported usefulness of information provided by SES. Students in the poorest (Lowest SES quintile) and wealthiest (Highest SES quintile) schools indicated greater levels of usefulness than those in schools within the Lower, Middle and Higher SES quintiles.

Figure 14. Usefulness of school resources or services in helping with decision making, by SES
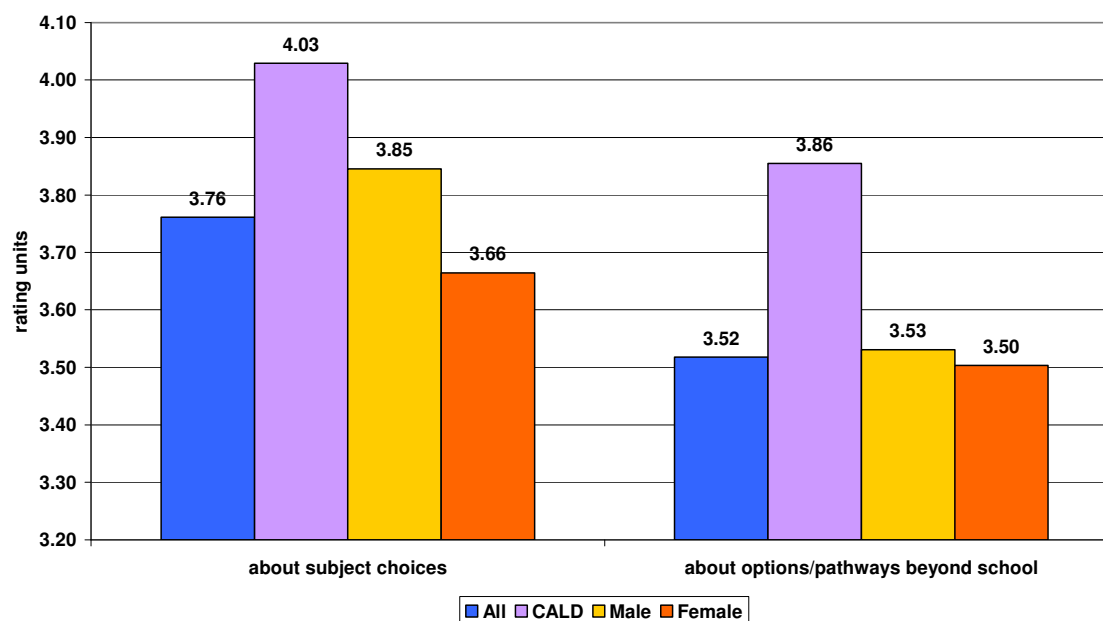

Respondents in larger schools (101-1500 and 1501 or more students) reported higher usefulness of the information provided to them by their schools than those in the smaller schools. Students in the smallest schools gave the lowest ratings overall.

Figure 15. Usefulness of school resources or services in helping with decision making, by school size

CALD students rated the usefulness of the information that they were provided considerably more highly than English speaking background students (See Figure 16 below). Male students also indicated higher usefulness than female students, particularly in relation to subject choices.

Figure 16. Usefulness of school resources or services in helping with decision making, by language and gender

Figure 16. Usefulness of school resources or services in helping with decision making, by language and gender

The survey also asked students to identify which listed agencies they had used for information and advice during 2009 and to indicate the usefulness of the input that they had gained. However, as Table 13 below shows, very small numbers of respondents had used the listed agencies and even fewer provided any indication of their usefulness so no reliable rating of usefulness can be provided here.
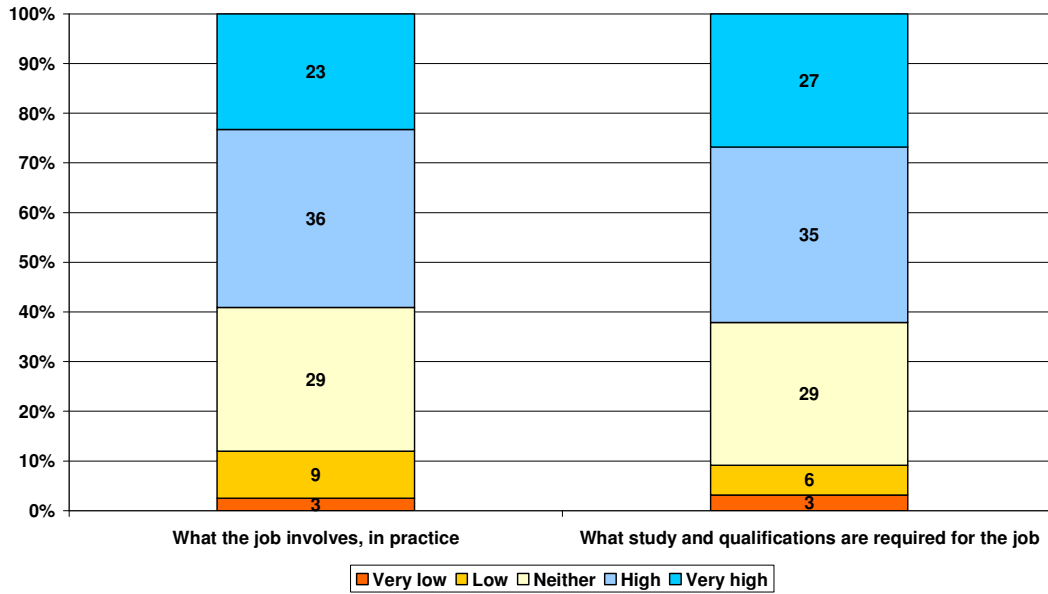
Table 13. Use of agencies for information and advice during 2009, Year 10-12 students

Agencies	N	%
Youth Career Centre	27	8.5
Centrelink Career Information Centre	24	7.6
Group Training Company	21	6.6
TAFE Skills Store	20	6.3
Australian Apprenticeship Centre	20	6.3
Regional Industry Careers Adviser (RICA)	9	2.8
Local Community Partnership (LCP)	8	2.5
Local Learning and Employment Network (LLEN)	7	2.2
National Industry Career Specialist	5	1.6

At the end of the survey, students were asked to think about the career that they might like and to rate their level of knowledge and understanding of: what the job involves, in practice; and what study and qualifications are required for the job.
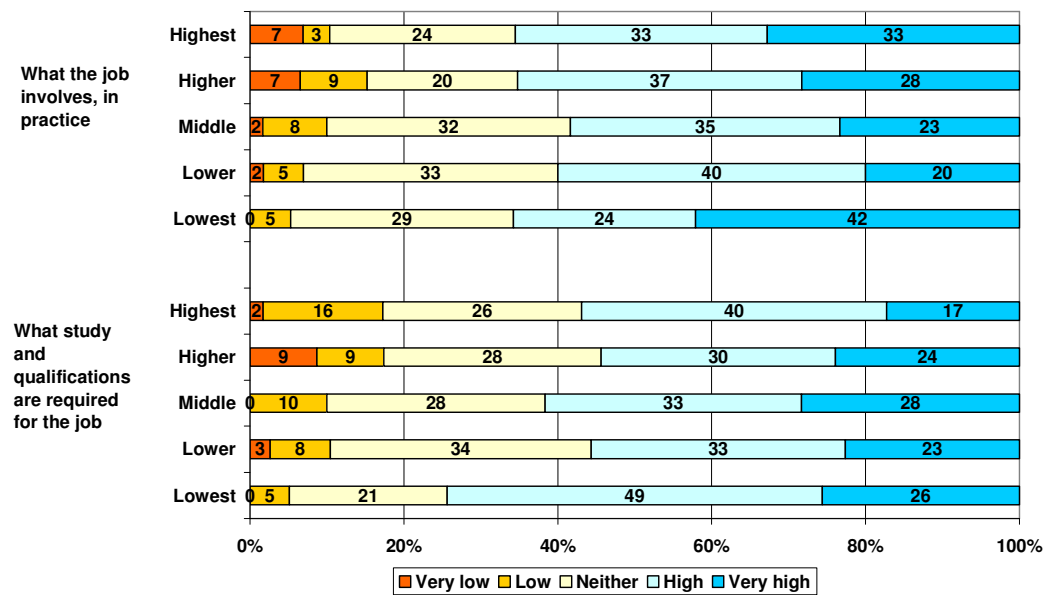
As Figure 17 below shows, respondents reported slightly higher levels of knowledge and understanding about what study and qualifications were required for the job (62% 'high' and 'very high' rating) than what the job involved, in practice (59%).

Figure 17. Level of knowledge and understanding of prospective career
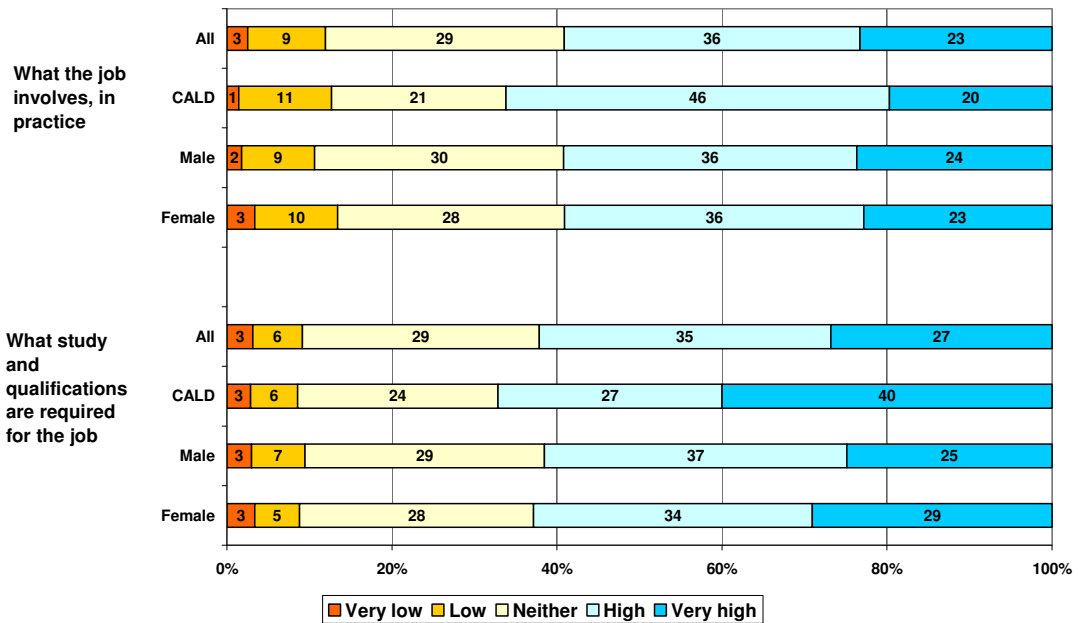
134

Students in the lowest quintile SES schools reported higher levels of knowledge and understanding, particularly in relation to the study and qualifications required for the job (75% 'high' or 'very high' rating compared with only 62% across all respondents) (See Figure 18 below) but also in relation to what the job involves in practice (66% 'high' or 'very high' rating compared with 59% for all respondents0.

Figure 18. Level of knowledge and understanding of prospective career, by SES

There were very limited differences in the ratings of knowledge and understanding between male and female students, as Figure 19 below shows. However, CALD students reported higher levels of knowledge and understanding than English speaking background students.

Figure 19. Level of knowledge and understanding of prospective career, by language and gender

		Very low	Low	Neither	High	Very high
What the job involves, in practice	All	3	9	29	36	23
	CALD	1	11	21	46	20
	Male	2	9	30	36	24
	Female	3	10	28	36	23
What study and qualifications are required for the job	All	3	6	29	35	27
	CALD	3	6	24	27	40
	Male	3	7	29	37	25
	Female	3	5	28	34	29

Finally, respondents were asked to report what careers support or advice they would have liked to receive from their school but did not. A total of 136 respondents (40%) provided a response. About 50 of the responses focussed on additional information about university and TAFE pathways, entry requirements, ENTER score cut-offs, and the kinds of courses and subjects offered.

A further 30 respondents were interested in more information about the pathways to specific careers including what subjects they should or could choose, what relevant courses were offered and where. About 20 respondents would have liked greater access to individualised career advice, another 20 more information about employment, apprenticeships and traineeships and another 20 greater provision of opportunities to hear talks by careers advisors and guest speakers.

Annex 7: Years 7-9 Student Survey: Findings

Veronica Volkoff

Introduction

Case study schools were asked to arrange for surveys to be completed by 15 students, at each year level (Years 7-9), drawn from the range of students at the school. Eleven schools returned 387 surveys completed by Year 7-9 students. Table 1 below details the characteristics of the respondents.

We are most grateful to all the school principals, careers advisors and other staff who kindly facilitated collection of this valuable data.

Respondent characteristics

Table 1. Year 7-9 Student survey respondent characteristics

Student characteristic	N	%
Female	158	40.5
Male	228	58.5
Indigenous	9	2.3
Speaks a Language other than English at home	79	20.3
Born overseas		
in Australia more than 5 years	29	7.4
in Australia 4-5 years	5	1.3
in Australia 2-3 years	7	1.8
in Australia 1 year or less	4	1
School sector		
Government	211	54.5
Catholic	122	31.5
Independent	54	14.0
SES		
Lowest	66	17
Lower	123	32
Middle	86	22
Higher	41	11
Highest	71	18
School size		
301-600	43	11
601-1000	68	18
1001-1500	174	45
1501 or more	102	26
School year level		
Year 7	96	24.6
Year 8	132	33.8
Year 9	159	40.8

Table 2. Year 7-9 students' planned program

Program	N	%
VCE	143	39.1
VCE-VET	53	14.5
VCAL	16	4.4
ASBA	16	4.4
Haven't decided yet	163	44.5

More than two in five students had not yet decided on the program for their senior secondary school study. This included 50 students at Year 9 level. Almost two in five (39%) planned to enrol in the VCE and a further 14% in the VCE-VET option.

Anticipated sources of influence on subject choice and pathway planning

Respondents were asked to identify, from a list, what they anticipated would influence their decisions about their subject choices and courses for study at the senior levels of secondary schooling. As Table 3, below shows, 'subjects I like' was the most anticipated influence reported by 84% of respondents, followed by 'future career options' (62%), 'family suggestions' (55%) and 'my results so far in school subjects' (34%). The overall pattern of responses by this group of students mirrors that provided by Year 10-12 students reflecting on the influences that had shaped their course and subject choices.
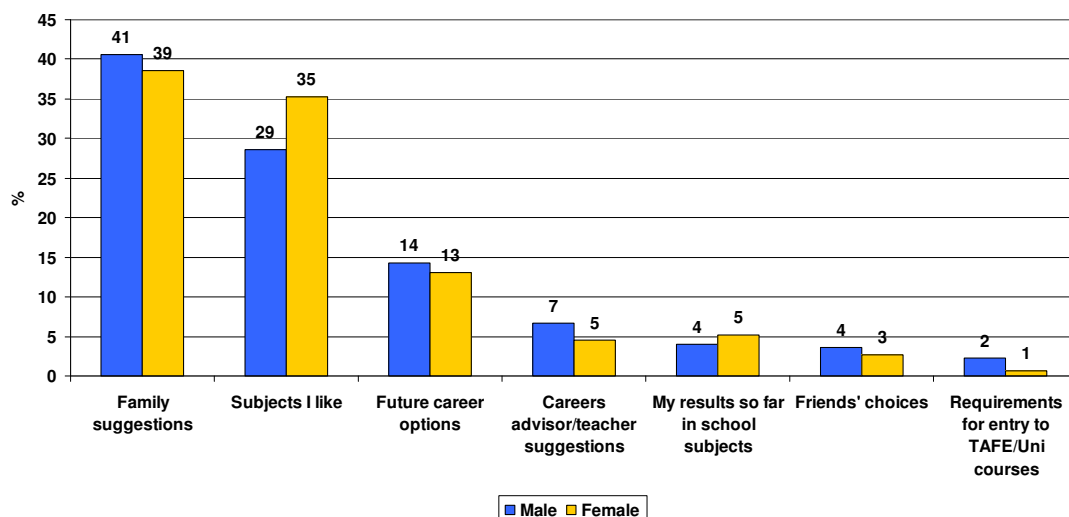
Importantly, only one-quarter of respondents anticipated being influenced by their careers advisor or by teachers' suggestions. This accords with the evidence from the Year 10-12 students' survey where only 22% of respondents reported being influenced in their choices by their careers advisor or teacher suggestions.

Table 3. Anticipated influences on course of study decision making

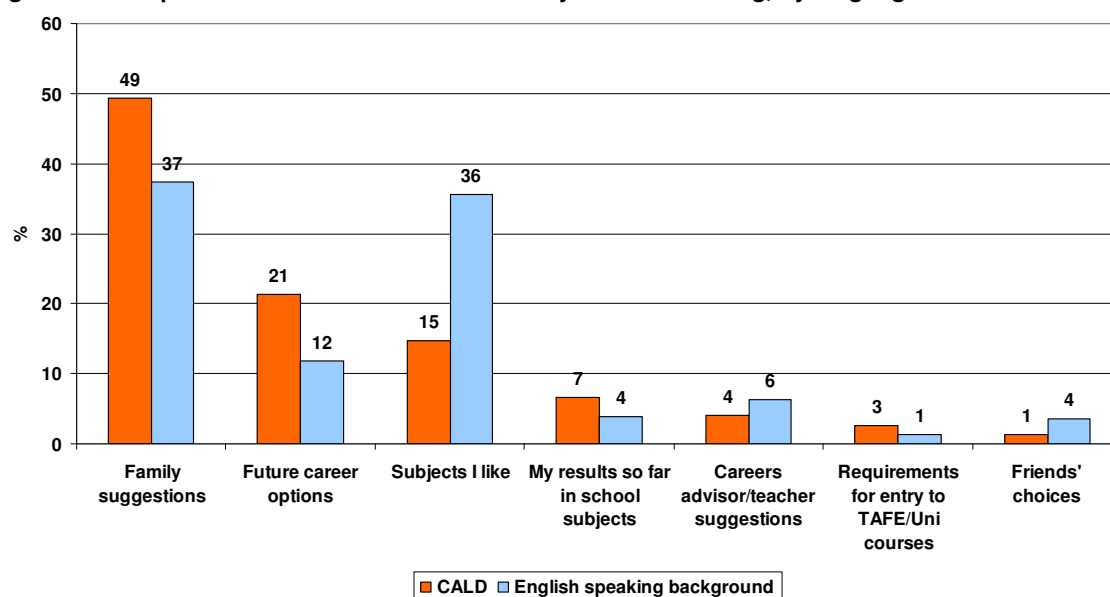| Planned source of help	N	%
Subjects I like	232	84.4
Future career options	169	61.5
Family suggestions	150	54.5
My results so far in school subjects	93	33.8
Careers advisor/teacher suggestions	69	25.1
Requirements for entry to TAFE/Uni courses	40	14.5
Friend's choices	35	12.7
Website information	6	2.2
Other	5	1.8

There were only limited differences by gender with female students giving more emphasis than males to the subjects they liked while males were more likely to see themselves being influenced by family and careers advisor/teacher suggestions, as Figure 1 below shows.

Figure 1. Anticipated influences on course of study decision making, by gender

Students from culturally and linguistically diverse backgrounds (CALD) were more likely than English speaking background students to be influenced by their family suggestions (49% compared with 37%), future careers options (21% compared with 12%) and their results in schools so far (7% compared with 4%). English speaking background students were much more likely than CALD students to be influenced by the subjects that they liked (36% compared with 15%).

Figure 2. Anticipated influences on course of study decision making, by language
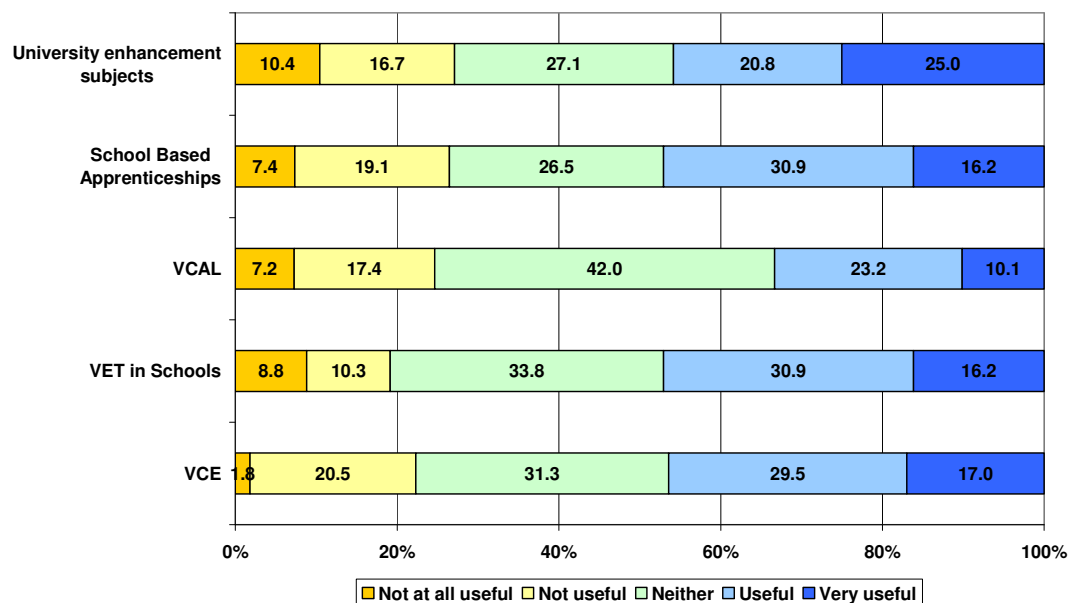

When asked to indicate what information about course of study had been provided for them, only around one third indicated that they had received information about VCE study, one-quarter about VCAL and School Based Apprenticeships and fewer than a fifth had been given information about VET (See Table 4 below).

Table 4. Information provided by schools about programs of study

Study Options	School provision of information options %
VCE	32.3
VET	18.8
VCAL	24.4
School Based Apprenticeships	24.4
University Enhancement	14.7

Those who did receive this information were asked to report on its usefulness (See Figure 3 below).

Figure 3. Usefulness of information provided by schools about programs of study

Careers lessons

Year 7-9 respondents also were asked to indicate whether they had had lessons on careers at their school. Overall 37% of students indicated that they had. Of these, 39% had careers focussed lessons during Year 7, 45% during Year 8 and 37% during Year 9. They also were asked to report the usefulness of these careers lessons on a five point scale where '1' was 'not at all useful' and '5' was 'very useful'. As Table 5 below shows, just over half (52%) found these lessons to be useful or very useful. However, almost a third (32.5%) was unsure whether these lessons were useful or not.
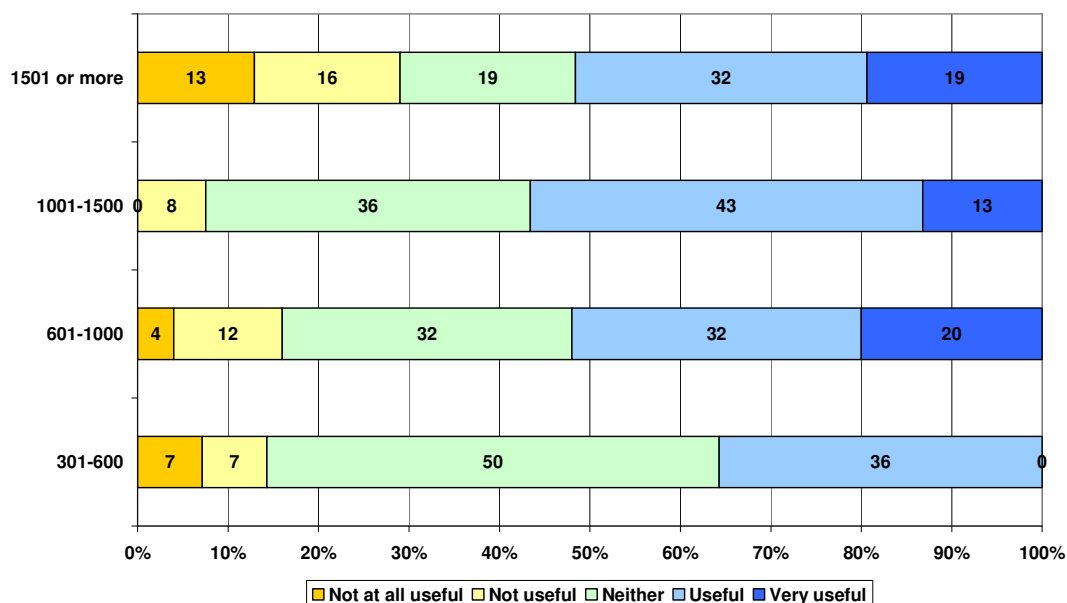
Table 5. Usefulness of careers lessons

Usefulness	N	%
Not at all useful	6	4.9
Not useful	13	10.6
Neither	40	32.5
Useful	46	37.4
Very useful	18	14.6
	123	100.0

The smaller the school, the more likely students were to have had careers lessons. More than three-quarters of students in the smallest schools (77%) reported having careers lessons, 38% of students in schools of 601-1000 enrolments, one-third of the students in schools of 1001-1500 enrolments and only one-quarter of those in schools with 1501 enrolments or more.

Students in small schools were least likely to find their careers lessons to be useful and none reported them to be very useful (see Figure 4 below).

Figure 4. Usefulness of career lessons by school size

Individual interviews

Of the 380 students who responded to the question about whether they had participated in an individual interview about their subject and career pathway choices at their school, only 27 (7%) had done so. Two-thirds of those who had participated in such an interview were in schools with the Lowest and Lower SES quintile cohorts, and three-quarters were in schools with more than 1,000 enrolments. The individual interviews were mainly with teachers (66%) or parents (33%). Most of the interviews were during Year 9.

Work experience

Only ten of the 380 students reported that they had participated in work experience, seven during Year 9 and three during year 8. Durations varied significantly: for five it was for one

week; for the others it ranged from 1.5 months to 6 months. All reported that their experience had been either useful or very useful.

Career development activities and resources

The survey asked respondents to indicate, from a checklist, the career development activities/resources that they had experienced during the survey year, 2009. It also asked them to rate the usefulness of the ones that they had experienced. Table 6 below details the responses and shows a mean usefulness rating for each item. Group discussions about careers was most commonly reported (26%), followed by careers programs and simulations (19%), printed information about careers (18%), development of a personal career plan (12.5%) and exploration career websites in school time (11.5%).

Students were asked to rate usefulness on a five point scale where '1' was 'not at all useful' and '5' was 'very useful'. The mean usefulness ratings fall within a rather narrow band (3.1-3.6) as Table 6 above shows. However, visits to employers and work sites (3.6), group discussions on careers, printed information about careers and the careers library (all rated 3.5) were the most highly rated. Exploration of careers websites in school time (3.1) and careers information on the school website (3.2) were the most poorly rated.

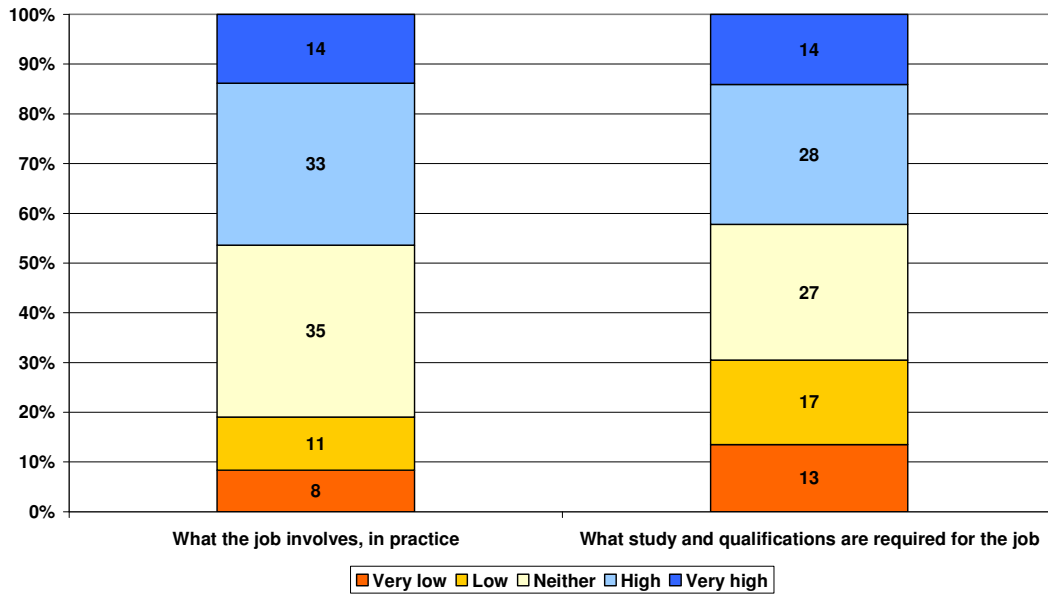**Table 6. Usefulness of career development resources and activities**

Career development activities and resources	N	%	Mean usefulness rating
Group discussions on careers	99	26.4	3.5
Career programs and simulations	71	18.9	3.3
Printed information about careers	68	18.1	3.5
Development of a personal career plan	47	12.5	3.4
Exploration of career websites in school time	43	11.5	3.1
Talks by visitors from TAFEs/universities	40	10.7	3.4
Visits to TAFEs/universities	35	9.3	3.3
Visits to employers and/or work sites	30	8.0	3.6
Careers information on the school website	25	6.7	3.2
Talks by visitors from a Group Training Company	24	6.4	3.3
Career-related community projects	17	4.5	3.4
Careers library	15	4.0	3.5

Table 7. School provision of information about post-school options

Post-school options	N	%	Mean usefulness rating
Employment	88	24	3.3
TAFE courses	78	21	3.2
Apprenticeships	71	19	3.1
University study	67	18	3.3
Traineeships	45	12	3.1

Respondents were asked to identify the information about post-school options that had been provided to them by their school. Table 7 above shows both the percentage of students who had been provided with the information and their rating of the usefulness of it. Less than a quarter of the respondents had received information about any of the listed options. Information about employment (18%) and TAFE courses (21%) were the most commonly reported options. Information about university study (3.3) and employment (3.3) was most highly rated in relation to its usefulness.

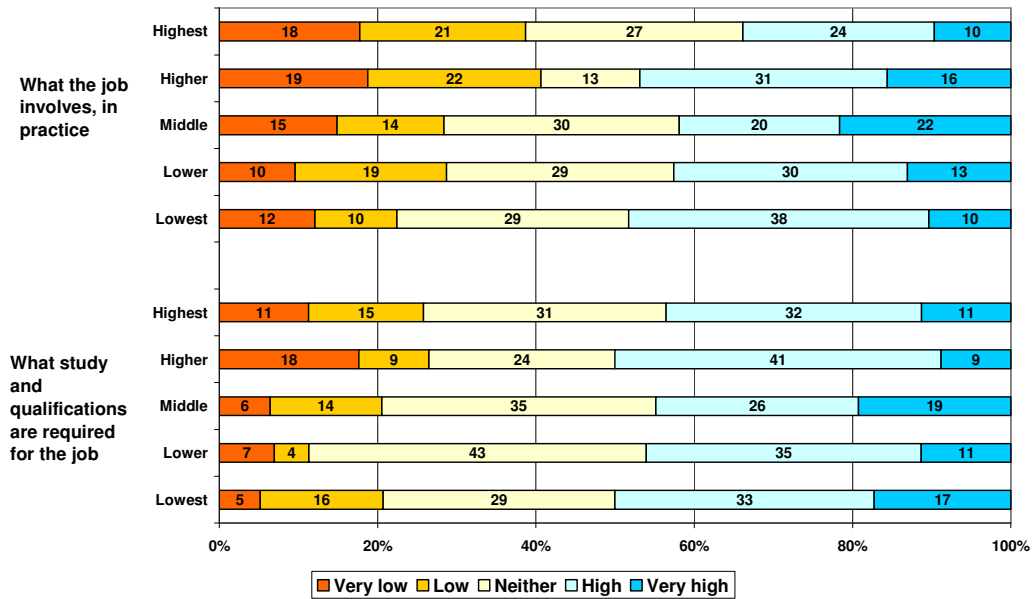**Figure 5. Level of knowledge and understanding of prospective career**

At the end of the survey, students were asked to think about the career that they might like and to rate their level of knowledge and understanding of: what the job involves, in practice; and what study and qualifications are required for the job.

As Figure 5 above shows, respondents reported higher levels of knowledge and understanding about what the job involved, in practice (47%) than what study and qualifications were required for the job (42% 'high' and 'very high' rating).

Students in the highest and higher SES quintile schools were most likely to consider that their knowledge and understanding related to a prospective career was low or very low (See Figure 6 below).

Figure 6. Level of knowledge and understanding of prospective career, by SES

Male students in Years 7-9 were more confident in their knowledge and understanding of what the job involved, in practice, than female students, though there was a much smaller difference between male and female student ratings in relation to the study and qualifications required for the job.

Figure 7. Level of knowledge and understanding of prospective career, by gender
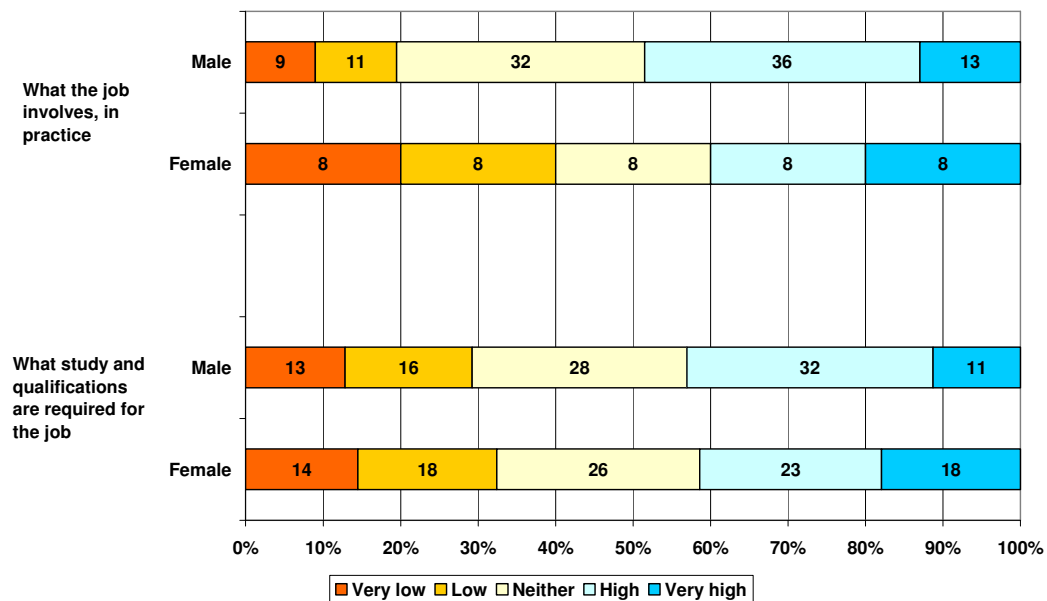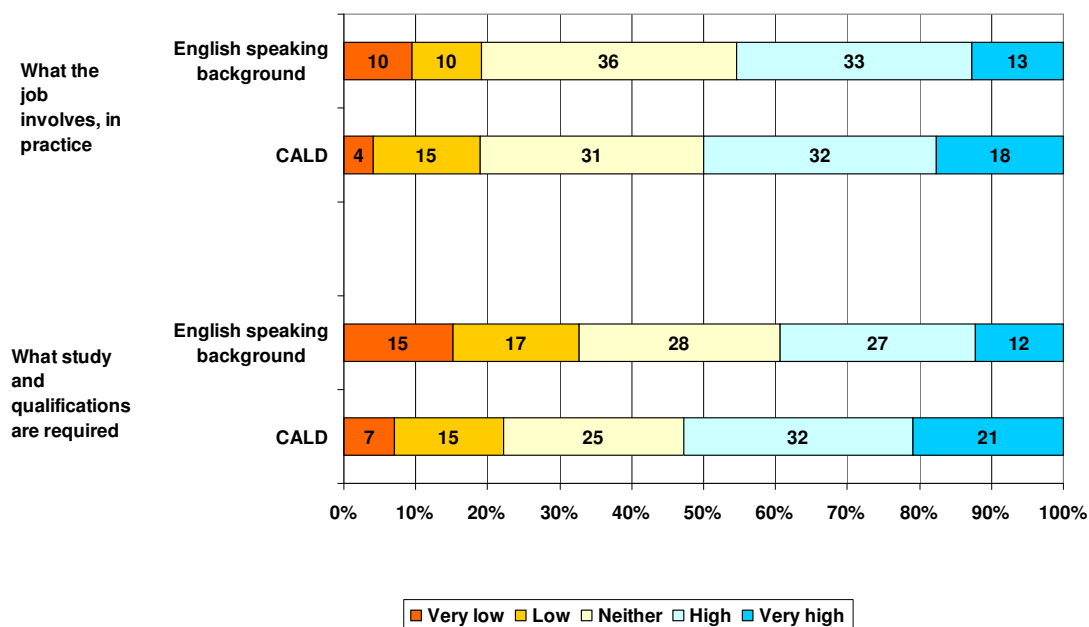
Figure 8. Level of knowledge and understanding of prospective career, by language background

CALD students were more confident than English speaking background students in relation to both dimensions with 50% (and more) of CALD students reporting that their knowledge and understanding were high or very high.
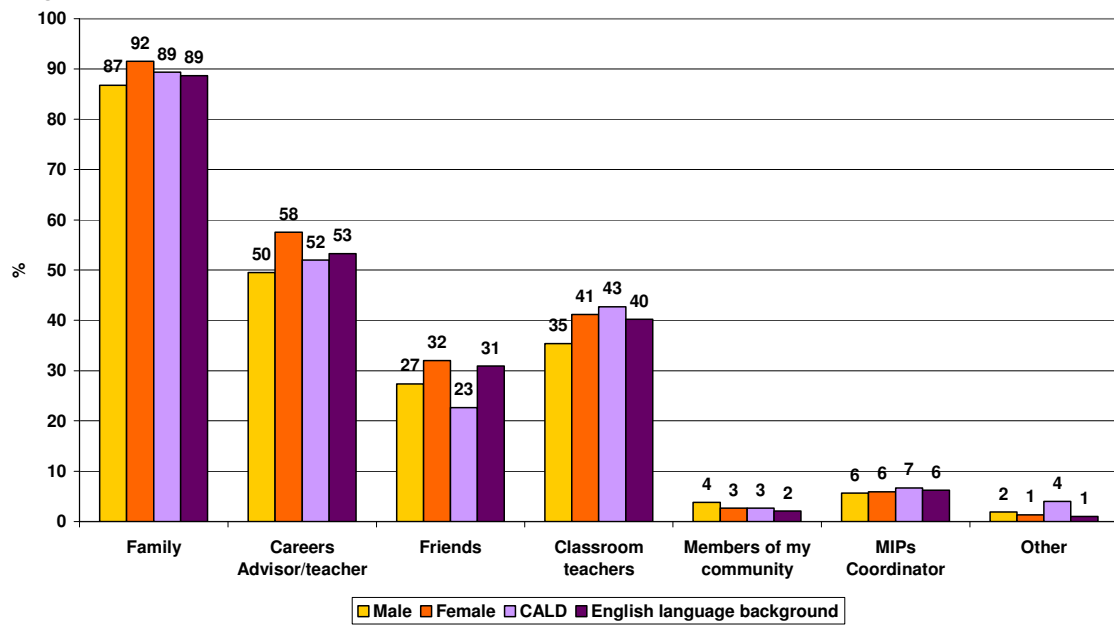
Table 8. Anticipated sources of help for Year10-12 course and subject choices

Anticipated sources of help for subject choice	N	%
Family	325	88.8
Careers Advisor/teacher	194	53.0
Classroom teachers	138	37.7
Friends	107	29.2
MIPs Coordinator	21	5.7
Members of my community	12	3.3
Other	6	1.6

At the end of the survey, students were asked to identify the sources of advice that they would go to for help in making their decisions about subject choices for Years 10-12. Almost nine out of ten students (89%) identified their family though more than half (53%) said that they would go to their careers advisor or careers teacher for help. The pattern of support for course and subject choice 'predicted' here by Year 7-9 students mirrors the help reportedly used by the Year 10-12 students (See Annex 6).

Figure 9 below shows that while there were some differences by gender and by language background, these were relatively minor and the pattern of predicted assistance was common.

Figure 9. Anticipated sources of help for course and subject choice, by gender and language background

Annex 8: 15-19 year old students in TAFE and ACE Survey : Findings

Veronica Volkoff

Introduction

Case study TAFE and ACE providers were asked to arrange for surveys to be completed by up to 15 students within each of the relevant programs undertaken by 15-19 year olds, drawn from the range of students and the course options offered by the provider: VCE, VCAL, initial VET certificate, pre-apprenticeship, apprenticeship and traineeship. Three TAFE and two ACE providers returned 76 completed surveys: 63 (83%) from TAFE and 13 (17%) from ACE. Table 1 below details the characteristics of the respondents. We are most grateful to all the TAFE and ACE directors and staff who kindly facilitated collection of this valuable data.

Respondent characteristics

Table 1. TAFE and ACE Student Survey respondent characteristics

Student characteristic	N	%
Female	36	47.4
Male	40	52.6
Indigenous	14	18.4
Speaks a Language other than English at home	7	9.2
Born overseas		
in Australia more than 5 years	3	3.9
in Australia 1 year or less	6	7.9
Highest level of schooling completed		
Year 9 or below	14	18.4
Year 10	17	22.4
Year 11	14	18.4
Year 12	31	40.8

Table 2. Respondent study programs

Study Program	No.	%
VCE	1	1.3
VCAL	4	5.2
VCAL Foundation	1	1.3
VCAL Intermediate	1	1.3
VCAL Senior	2	2.6
Apprenticeship/Traineeship	19	25.0
VET Certificate	16	21.1
VET Diploma	12	15.8
Other	15	19.7
Pre-Apprenticeship	9	11.8
Total	**76**	**100.0**

As Table 2, above shows, a quarter of the respondents were studying as part of an apprenticeship or traineeship program, 21% were studying for a VET Certificate, 16% for a VET Diploma, 12% in a pre-apprenticeship program, 5% in VCAL, 1.3% in VCE and the

remaining 20% in other programs. Figure 1 below shows the enrolments of the respondents in the various study programs, by gender.

Figure 1. Study program of 15-19 year olds in TAFE and ACE, by gender

Female respondents were more likely to be participating at higher AQF levels than the male respondents as Figure 1 above shows.

Sources of assistance for subject choice and pathway planning

Respondents were asked to identify, from a list, the people who had helped them to make decisions about their TAFE or ACE study. They could select one or more options (See Table 3 below).

Table 3. Source of help used in making decisions about study in TAFE or ACE

Source of help	N	%
Family	57	75.0
Friends	18	23.7
Teachers at School	13	17.1
Careers Advisor at School	13	17.1
Other	8	10.5
Members of My Community	7	9.2
TAFE/ACE Career Advisor	4	5.3
Total	**120**	

Family members were nominated by three-quarters of respondents, followed by friends (24%). School based careers advisors and teachers were both identified as sources of advice and help by only 17% of the respondents. TAFE or ACE careers advisors were even less influential on study selection, identified by only 5% of respondents. However, TAFE and ACE students were more likely to cite members of their community as being source of

assistance than school enrolled students (9.2% in TAFE and ACE compared with 2.6% of Year 10-12 students).

Respondents were also asked to identify the single most helpful source of assistance. Family members were also identified as the most influential by the majority (57%) as shown in Table 4 below. Fewer than 10% of these respondents identified school based teachers (9.2%) or careers advisors (7.9%). An even smaller proportion indicated that their TAFE or ACE careers advisor had been most helpful (2.6%).

Table 4. Most important source of help used in making decisions about study in TAFE or ACE

Most important source of help	N	%
Family	43	56.6
Other	10	13.2
Teachers at School	7	9.2
Friends	6	7.9
Careers Advisor at School	6	7.9
TAFE/ACE Career Advisor	2	2.6
Members of My Community	2	2.6
Total	76	100

As Figure 2 below illustrates, female students were more likely than males to utilise assistance from school based careers advisors (12% compared with 3%), and their TAFE/ACE careers advisor (6% compared with none) though the numbers are very small. Male students were more likely than females to cite their family.

Three-quarters of Indigenous students indicated that their family was their most important source of help, compared with 63% of non-indigenous students (See Figure 3 below). There were also very clear differences in the utilisation of school based and TAFE/ACE based assistance – from teachers and careers advisors. Not one of the 14 Indigenous students who responded indicated that their teachers or careers advisor at school has been most helpful while14% of non-indigenous respondents did so. None of the Indigenous respondents selected their TAFE or ACE careers advisor as being most helpful either. However, 17% of Indigenous students reported members of their community being most helpful while no non-indigenous students did so.

Figure 2. Most important source of help for making TAFE and ACE study decisions, by gender
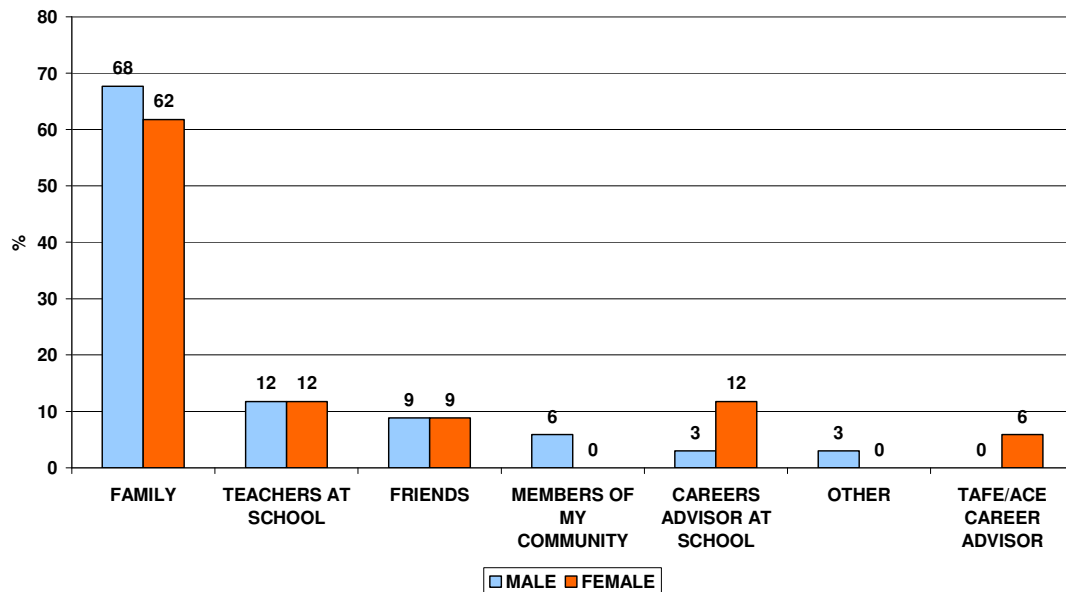

Figure 3. Most important source of help for making TAFE and ACE study decisions, by Indigenous status

Respondents were asked to select, from as list, the other resources that they had used to help make decisions about their TAFE or ACE study. They could select more than one option. TAFE websites, the most commonly used resources, were used by more than a third of respondents, mainly by TAFE students, but also by four ACE students. Female students were twice as likely to use TAFE websites to inform their study decisions, than male students (47% compared with just 23%) (See Table 5 below). Female students were also more likely to use University websites and careers expos though males were more likely to use newspapers and government websites.

Table 5. Resources used in making decisions about study in TAFE or ACE

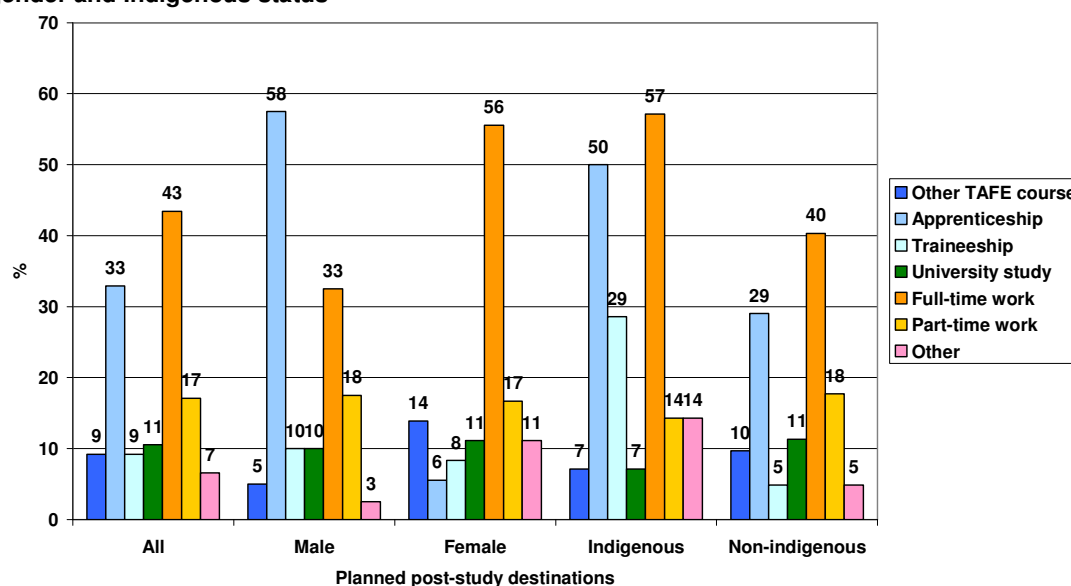| Resource	N	%
TAFE Websites	26	34.2
Newspapers	22	28.9
University Websites	21	27.6
Career Expos	19	25.0
TV and Radio	17	22.4
Government Websites	15	19.7
Community Organisations	12	15.8
Total	**132**	

Respondents were asked to indicate their planned post-study destinations by selecting options from a list. They were able to select more than one option. Full-time work and apprenticeships were the most commonly indicated planned destinations (43% and 33% respectively), with part-time work (17%) the third most common planned destination (See Table 6 below).

Table 6. Destinations planned after leaving TAFE/ACE

Destination	N	%
Full Time Work	33	43.4
Apprenticeship	25	32.9
Part Time Work	13	17.1
University	8	10.5
Other TAFE	7	9.2
Trainee	7	9.2
Other	5	6.6
Total	**98**	

There were differences in planned destinations evident between female and male students and Indigenous and non-indigenous students, as Figure 4 below shows. Almost three in five of the male students (58%) planned to enter an apprenticeship while for female students, the most common planned destination was full-time work (56%). In addition to full-time work, selected by 57% of Indigenous students, commencement of an apprenticeship was also planned by half of the Indigenous students, with 29% indicating plans for a traineeship.

Figure 4. Planned post-school destinations, students aged 15-19 years in TAFE and ACE by gender and Indigenous status

Careers lessons

Only 20 of the respondents (28%) indicated that they had experienced careers lessons as part of their TAFE or ACE study. A quarter of the TAFE students had experienced these and about 38% of the ACE students, but the numbers are very small.

Table 7 below shows the courses/subjects that included lessons on careers. A majority of students (58%) reported that they found the careers lessons to be useful or very useful.

Table 7. TAFE and ACE courses/subjects with careers lessons

Course/subject	N	%
Apprenticeship	1	8.3
Certificate 1 - Mechanical	1	8.3
Certificate II - Hospitality	1	8.3
Certificate 1 - Business	2	16.6
Pre-Apprenticeship - Communications	4	33.3
VCAL	3	25.0
Total	**12**	**100.0**

Individual interviews

Just over a quarter of respondents (26%) had participated in an individual interview about their career pathways: 27% of TAFE and 23% of ACE students. The majority of these were with a careers teacher. Around 61% of students reported that the individual interview was useful or very useful to them.

Work experience

Overall, about a third (32.9%) of students had participated in work experience: 30% of those in TAFE and 46% of those in ACE study. The work experience was mainly completed on a days per week basis rather than through a block placement. More than three-quarters of those who had participated in work experience found it to be useful or very useful (78%) in assisting them to plan their future career.

Information about post-study options

Respondent were asked to indicate, from a list, the information that they had received from their TAFE or ACE about post-study options. Information provided to TAFE students was most commonly about other TAFE courses, apprenticeships and employment. In ACE it was more likely to focus on TAFE courses and employment. Though the number of respondents is small, it is clear that information received about employment (rated 4.2 out of 5) was perceived to be much more useful than any about further study options. The next most useful was about apprenticeships but only a quarter of the ACE students were provided with it (See Table 8 below).

Table 8. Information received about post-study options by TAFE and ACE students, and its usefulness

Post-TAFE/ACE options	TAFE provision of information on post-school options %	ACE provision of information on post-school options %	Mean usefulness rating
University study	28	33	3.3
TAFE courses	58	50	3.7
Employment	46	50	4.2
Apprenticeships	46	25	3.9
Traineeships	35	33	3.7

Table 9. TAFE and ACE career development activities and resources accessed and their usefulness

Career development activities/resources	Total N	% TAFE participated during 2009	% ACE participated during 2009	Mean usefulness rating
Visits to employers and/or work sites	20	29	25	4.2
Careers information on websites	20	26	42	3.6
Talks by visitors from employers	17	24	25	3.7
Printed information about careers	16	22	25	3.6
Group discussion on careers	14	19	25	3.9
Development of a personal career plan	12	19	8	3.9
Career-related community projects	10	14	17	3.9
Career programs and simulations	9	14	8	4.0
Careers Library	6	9	8	3.8
Visits to TAFEs/universities	5	5	17	4.0

Visits to employers and work sites were the most highly rated (as useful) career development activity by TAFE and ACE students (See Table 9 above). Almost three in ten (29%) TAFE students and a quarter of ACE students had participated in such visits during 2009. Visits to TAFEs and universities, and career programs and simulations were the next most highly rated for their usefulness but very few students at TAFE or ACE had participated in these. ACE

students were most likely to have used careers information on websites (42%) but this input was rated more poorly (3.6) than any other option.

Centrelink was the most highly utilised and highly rated (as useful) agency by TAFE and ACE students, as shown below in Table 10. Australian Apprenticeships Centres were also highly rated but utilised only by the TAFE respondents. A much smaller use of agencies was evident among ACE students than among TAFE students.
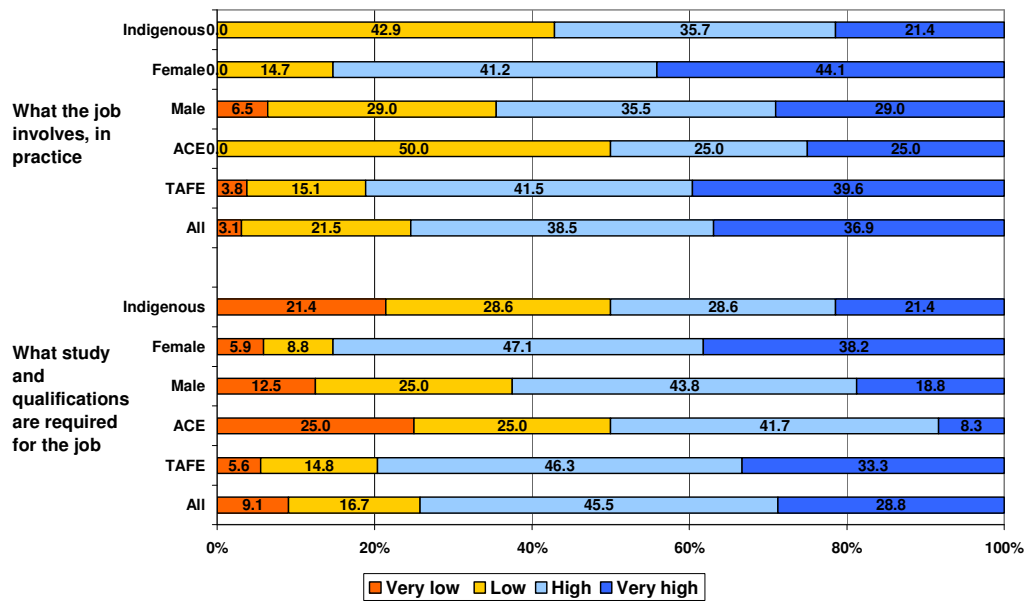
Table 10. Use of agencies for information and advice about careers, in TAFE and ACE 2009 and usefulness of that information

Career development organisations	N	% All	% TAFE	% ACE	Mean usefulness rating
Centrelink CIC	15	21.7	21.1	27.3	3.8
Australian Apprenticeships Centre	12	17.4	21.1	0.0	3.8
TAFE Skills Store	9	13.2	14.0	9.1	2.9
LLEN	8	11.6	12.3	9.1	3.1
Group Training Company	7	10.3	10.5	9.1	3.0
Youth Career Centre	6	8.8	10.5	0.0	2.6
RICA	3	4.4	5.3	0.0	2.0
LCP	2	2.9	3.5	0.0	1.0
NICA	2	2.9	3.5	0.0	3.0

At the end of the survey, respondents were asked to think about the career that they might like and to rate (on a scale of 1 to 5 where 1 was 'very low' and 5 was 'vey high') their level of knowledge and understanding of: what the job involves, in practice; and what study and qualifications are required for the job. As Figure 5 below shows, overall, there were similar levels of knowledge and understanding indicated across the two aspects. However, there were gender differences: females indicated much higher levels of knowledge and understanding than males across both aspects (85% very high or high rating compared with 65% and 63% for males). TAFE students also rated their knowledge and understanding much more highly than ACE students (81% and 80% high or very high rating for TAFE compared with 50% for ACE). Alongside ACE, Indigenous students' ratings of their knowledge and understanding about prospective careers were the lowest (57% and 50% rating of high or very high).

'Knowledge and understanding of what study and qualifications are required for the job' received a greater proportion of 'very low' ratings across all groups, but particularly among Indigenous and ACE students. More than one in five Indigenous students reported that they had very low knowledge and understanding of what study and qualifications were required for the career that they might like. A quarter of ACE students also rated their knowledge and understanding as 'very low'.

Figure 5. Level of knowledge and understanding of prospective career, for all respondents, by provider, by gender and by Indigenous status.

Finally, respondents were invited to record what careers support or advice they would have liked to receive from their TAFE or ACE, but did not. Of the 29 students who provided a response to this question:

- 10 (34%) indicated that were satisfied with the advice they had received;
- 10 (34%) indicated that they would have liked the opportunity to talk with someone about their career development;
- 4 (14%) wanted help with gaining a job or apprenticeship;
- 4 (14%) wanted help with finding out information about further study, including courses that followed on from their current study;
- 1 student didn't know what it was that they needed.

Annex 9: Good Practice in Career Development for Indigenous Young People: Findings and recommendations

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Prepared for

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and

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Introduction

This study, a component of the research study: *Improving Career Development in Victoria for Young People Aged 19 and Under,* focuses on the career development of young Indigenous people in three settings: schools, TAFEs and ACEs.

The aim of the study was to:
- identify best practice in the provision of career development for Indigenous young people 15-19; and
- provide recommendations for changed practice by providers and other relevant parties to improve career development for young Indigenous people.

Given the gaps between Indigenous and non-Indigenous young people in educational participation and attainment, it is evident that effective strategies for lifting achievement must be in place to provide a strong platform for career development: success at school is vital in building the career aspirations and expectations of Indigenous students. Conversely, if Indigenous students are helped to develop better informed career goals, this is likely to increase their motivation, achievement, and aspirations.

The review of the research (Helme, 2009), the case studies outlined below, and consultations with stakeholders, point to a number of key issues that impact on the ability of young Indigenous people to make appropriate career decisions, and to a number of strategies that are effective in supporting them to manage their career pathways.

The Current Policy Environment:
Discussions with policy personnel and stakeholders

A key message from stakeholders and policy personnel was the need for ongoing cultural change in schools and systems, and the need for individualised assistance to improve engagement, achievement and outcomes.

The Wannik strategy was considered by stakeholders and policy personnel to have enormous potential as a vehicle for improving Indigenous student engagement, achievement, retention and transitions. This is because, according to the Wannik Project Director, the strategy *places the needs of Indigenous students in a systemic context*, so that the schools are responsible for identifying areas of need and targeting support where it impacts most strongly on student outcomes. The scattered nature of Koorie enrolments in the school system reinforces the need for schools to ensure that individual Koorie students are fully engaged with learning:

> *To succeed at schools kids need bucket loads of TLC and teachers who love the children and believe in their ability to succeed. (Academic, Indigenous Economic Development)*

> *The best approach is to make sure that every Koorie student has an Individual Learning Plan. The next step is to develop it and get relevant involvement and look at it in relation to MIPs. Our other strategy is the "Dodson Challenge"[42] to ensure that students get back to school. Every school with Koorie students has to provide attendance data every month. This highlights the issues we face, and some of the good practice." (Regional Director)*

There was a feeling, however, that there were systemic gaps in the support provided to Indigenous students:

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[42] Mick Dodson's call for every Australian child next Australia Day to be geared up for the start of the 2010 school year. (See his Australian of the Year Awards speech to the National Press Club 18 feb, 2009 at http://www.australianoftheyear.org.au/media/?view=news&id=548)

> *Students need to be closely managed…there is a need to monitor, manage and mentor individual students. (Director of Workforce Policy and Skilled Migration)*

Informants welcomed the review of the Koorie workforce, particularly the investment in increasing the number of Koorie Engagement and Support Officers (KESOs), increasing their skill levels and remuneration, and allocating KESO resources more flexibly. Moreover, a stronger KESO presence was seen as a potentially effective tool for providing role models for Indigenous students:

> *The review of the Koorie workforce is fine but we also need strong role models, including Indigenous teachers in our schools…. Teacher Aides need to become classroom teachers… We need Aboriginal teachers who can role model, we need Aboriginal principals in mainstream schooling. (Regional Director)*

It was agreed that, while many training and employment opportunities are now available to Indigenous young people, more work needs to be done to ensure that Indigenous students are work-ready:

> *The most important influence on young Indigenous people (indeed any young person) is their family. Young people need to acculturate to a culture in which work is part of everyday life, where one or both parents go to work each day and the kids go to school. It is impossible to expect a young person without this cultural background to be motivated to work or be work-ready. (Academic, Indigenous Economic Development)*

> *There are plenty of opportunities there and good models of ways in which Indigenous students can be connected with world of work. The problem is not a shortage of jobs for Indigenous people. There is no shortage of employers willing to provide jobs. The problem is a lack of supply of the right sort of young person with Year 12 and their mind in the right place. (Director of Workforce Policy and Skilled Migration)*

The traineeship program offered by the TAFE institute described below has been identified as a good practice model for career development. Other examples of good practice were also encountered during the project. The school-based traineeship program offered by the ANZ Bank was also regarded by informants as an excellent model of good practice in acculturating young Indigenous people into the world of work.

The ANZ Bank provides school-based traineeships for young Indigenous people in Years 11 and 12. Trainees work at least one day a week in an ANZ branch, and are supported by ANZ staff and Indigenous mentors. At the end of their school-based traineeship they have the opportunity to take on career opportunities with ANZ or move into other careers and study destinations. [43]

The Hume Region Wannik Senior Project Officer cited the *Koorie Pathways Project* in this region as a good practice model of a partnership approach to career development for secondary students. The program, which targets Koorie students in Years 9 to 12, works in partnership with students, schools, LLENS, local stakeholders and communities. The major goal is to improve engagement, retention, Year 12 completion, and post-school transitions. The program incorporates individual case management and career-focussed activities, and incorporates the following key aspects:

- Individual school-based interviews and mentoring to establish a pathways orientation and identify broad interests
- Information about careers and activities (e.g. excursions, speakers, career expos) that is carefully targeted towards the interests expressed by individual participants.
- An intensive five-day program (*Worlds of Work*) that focuses on self-awareness, self-confidence, and employment skills.
- Work experience in partner organisations (e.g. Melbourne Museum).

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[43] Source: ANZ Website

- Transition support (facilitated by the partnership between LLENs, stakeholders, regional staff and school career staff).

*The program assists students [to] understand what employment and work is all about, to develop their mindset towards a career... It has helped them become more aware of other career options, once they have the opportunity to explore their strengths and set goals. It has helped them complete Year 12... **It came from engagement. It is amazing how well Koorie students respond to one-on-one mentoring.** (Regional Wannik Senior Project Officer)*

The Case Studies

Three sites (one secondary school, one TAFE provider and one ACE provider) were selected in consultation with the Advisory Group for case studies. These providers were selected on the basis of demonstrating as many as possible of six key criteria that were identified as comprising high quality career development services. International research has demonstrated that the following six aspects characterise quality careers education programs:

- The program is provided as a compulsory subject that is part of the regular school curriculum;
- The program incorporates a coherent range of activities that are both student-centred and information-centred;
- The program offers experiential learning linked to the labour market;
- The program develops lifelong career management skills;
- The program has manageable staff-student ratios and is provided by qualified, experienced people with links to the labour market; and
- The program commences early in school.

The case studies outlined in this report provide further insights into what constitutes good practice in career development services for Indigenous students

1. The secondary school

This school, located in a relatively disadvantaged area on the edge of a large regional centre, has about 800 students, with a large proportion living in single parent families. Few students from the school go on to university, and employment pathways are weighted towards part-time employment. The school has about 20 Koorie students.

Evidence of good practice

A number of features of the school, both in its careers program and in broader aspects of its functioning, provide strong support for Koorie students. These include:

- A well-planned careers program. This is structured around separate careers lessons in Years 7-10, 5 days' work experience in Year 10, and ad hoc "orientation" meetings in 11 and 12 that involve guest speakers, a careers night, visits to careers expos, and interviews with the careers counsellor on request;
- A strong welfare team of nine staff that monitors and manages students at risk;
- A careers coordinator who has strong links with local Indigenous community via the former Koorie Liaison Officer who works in the region and knows the families well;
- Funding from *Wannik* that is used to provide tutoring, along with MIPs for all Year 8 and 9 Koorie students (done in students' homes by a staff member employed for the purpose);
- Tutoring for Indigenous Year 8 students who do not meet NAPLAN achievement benchmarks.
- Regular and ongoing review of services.

- Koorie-Specific Career Development Days organised each year by the local regional Vocational Education Council.

Barriers to good practice

Despite these strengths, interviews with staff and students revealed a number of shortcomings. It was strongly felt that resources were inadequate in a number of areas of need. The Careers Coordinator, who combined his careers role with that of Senior Years Coordinator, was extremely busy (possibly swamped by the demands of his role) and students, while valuing his support, commented that he was often too busy to see them.

Wannik implementation was frustrated by a lack of resources, and some irregularities in school enrolment data, which resulted in the school subsidising tutoring that was meant to be funded under *Wannik*.

> *So the school is providing this service to all eligible students even though the funding is not there…. At present only 2 out of 7 eligible students are receiving funding for tutoring. (Welfare Coordinator)*

There were also concerns that the school lacked the resources to adequately monitor and support students at risk. Some Koorie students were thought to be missing out on important opportunities and also to be in need of individualised support which was not available to them:

> *They need someone on their case the whole time, [someone] who works with them at home… You need to make career planning special, e.g. by providing Aboriginal work placements. You need to identify their strengths and find decent jobs they can try for. (Careers Coordinator)*

> *Wannik is a fabulous strategy but it's difficult to implement because there is no funding for staff to implement it to its full potential… we just scrape the surface. If I had another day a week dedicated to our 20 Koorie students what we could do would be amazing. If we had the resources I would be able to have an ongoing program specific to Koorie students which would include tours to Deakin Uni and TAFE just for them because often they don't turn up…. Often the kids that need it the most are the ones that don't show up…. I would love to have Koorie elders and parents coming in for morning tea on a monthly basis, to chat about how things are going. I would love to have Koorie mentors. (Youth Worker)*

Furthermore, a picture emerged of a school which needed to strengthen its relationships with Koorie families:

> *There are also issues getting parents to sign permission forms for tutoring… There is a lot of chasing up. I send letters home, ring up, hound them. I need to go out (to their homes) but just don't have time. This is supposed to be 1/100th of my job… All expenditure for the Wannik Scholarship holder has to be approved by his mother and she won't come to the school so a lot of time is spent chasing up her signature… (Welfare Coordinator)*

> *Home visits are essential because parents are reluctant to come to the school but these are very time consuming... We would like to be able to develop a cultural program to engage students, but this needs time and money. (Welfare Coordinator)*

There was also concern that Koorie students miss out on opportunities because they do not know what support is available. The Indigenous community representative cited an example where a Koorie student did not enrol in a VET course because of the fee, despite that fact that financial assistance was readily available: had the student known this and sought assistance he would not have missed out. She also emphasised the need for "hands on" assistance to Koorie families, so that Koorie families with no history of working and those who do not understand what goes on in schools can build the knowledge and confidence to discuss career plans with their children:

Previous Koorie Career Development Days had very poor attendance…. More support is needed actually getting families to attend, such as contacting each family, encouraging them and providing a bus. What they need to do is employ someone for a short time to make the phone calls, book the bus, pick people up and follow up afterwards (Community representative)

There were also concerns about the lack of structured assistance for Koorie students who have left school:

If Koorie students drop out of school they can't be located via mainstream methods. On Track can't contact them as they don't have phones or they move. (Community representative)

Another weakness mentioned was the inability of the school and the standard academic program to engage students at risk. The careers coordinator saw a need for an alternative education setting to re-engage students, but no such setting was available. This was felt to be an important issue for Koorie students because of the high numbers of Koorie students who leave school in years 9 and 10:

There are always gaps, but our real gap is our inability to give disengaged students under 16 an education experience in alternative setting. They need one term in an alternative setting to re-engage. (Careers Coordinator)

Student focus groups identified gaps in careers information and support provided by the school. The Years 7-9 group expressed a need for increased:
- information about jobs,
- Help getting part-time work,
- Help with choosing subjects for Years 11 and 12,
- information about university,
- Help getting scholarships, and
- Feedback from teachers on areas in which their achievement needs to improve if students wish to follow a certain pathway

The Year 10-12 focus group wanted:
- More visiting speakers to provide information about their work and pathways into it;
- More choices in school subjects, especially hands-on subjects;
- More information about the subjects needed to give them a pathway to the course they want to do;
- More time for the Careers Coordinator to spend with students on an individual basis.

Based on discussions with staff, students, stakeholders, regional leaders and policy personnel it was possible to build a picture of what good practice in career development for Koorie students might look like in this school. Given the "taken for granted" criteria mentioned earlier, good career development practice for Koorie students would also include:

- School leadership committed to improving outcomes for Koorie students;
- A comprehensive and regularly monitored MIPs plan, based on regular, one-on-one discussions between the student and their teacher, linked to the students' Individual Education Plan, which outlines their subject and course pathways, and which students value, feel ownership over, identify with and physically retain when they leave school;
- Involvement of students' families in discussions about their pathways within and beyond school;
- Use of targeted engagement strategies that resonate with Koorie students to assist those at risk of disengagement or early leaving;
- Ensuring that *all* Koorie students are provided with information about financial assistance;
- Ensuring that *all* Koorie students participate in work experience programs;
- Comprehensive follow up of Koorie school leavers and/or their families; and

- Good relationships with parents, together with support for parents that helps them understand career development and assist their children to make career decisions.

2. The TAFE Institute

The Indigenous Education Centre (IEC) at this outer suburban TAFE Institute caters for the vast majority of the 123 Indigenous 15 to 19 year olds enrolled at the Institute.

There is a strong focus on pathways and career development for students who enrol at the IEC, and support for gaining training and employment within the Institute itself. The Institute staff report a strong culture of acceptance and recognition of Indigenous peoples, as evidenced by an Indigenous employment policy that aims to have 2% of its staff Indigenous, a goal which has now been exceeded, as well as an Indigenous trainee program in which Indigenous trainees are placed in departments across the Institute. Staff also noted strong attendance at Indigenous events and celebrations, another aspect of institutional recognition and support.

Evidence of good practice

A number of features of the IEC and the broader Institute provide strong pathways and career decision-making support for Koorie students. These include:

- Active recruitment of young Koorie people to the IEC (including disengaged young people)
- A wide range of programmes, including VCAL and vocational Certificate I-IV courses;
- A holistic and practical approach to student pathways support, which combines personal support and guidance with education and training programs.
- A strong focus on pathways and career decision making. On enrolment all students are interviewed and discuss course and career plans with an Indigenous Liaison Officer (ILO). All students develop an Individual Learning Plan (ILP) which records goals and achievements.
- The Indigenous Traineeship Program (funded by DEEWR), which provides traineeships across the organisation for Indigenous students. All areas of the institute have the responsibility to take on an Indigenous Business Studies trainee and provide support where needed. The program begins with a four week pre-employment course (which teaches interview techniques, work etiquette, resume preparation) then students are placed in one of the Institute's departments and are assigned a "workplace buddy" to partner and support them. Students also have a mentor from the IEC. Currently there are 10 Indigenous trainees across the institute. An IEC mentor meets with students fortnightly; the mentor assists with applications and resumes, and conducts workshops on interview techniques and employment skills. Students in the program enjoy strong peer support, with regular meetings and informal social contact.
- Students are followed up after they leave the IEC, although more intensive tracking, support and advocacy are felt to be needed. Many students transition to mainstream programmes, and an 80% success rate in finding employment is reported for Indigenous trainees.

Discussion with VCAL students confirmed the findings noted above. The IEC was seen to provide good academic and social support and appropriate pathways assistance, as illustrated by the following comments:

> *You get more help*
> *I like being around our own people*
> *I wanted to come to an Aboriginal centre*
> *Coming here is teaching me about jobs I want to do*

Trainees also endorsed the quality of support, and mentioned several career development activities, including the development of a personal career plan, looking at careers information

on websites, group discussions on careers, printed handouts on careers and visits to employers:

> *The IEC staff have ongoing support and are very helpful. The rest of (the TAFE institute) are just as lovely. This traineeship is a great opportunity. I'm very happy… the traineeship gives us so many tickets. I could go anywhere.*

> *They have given me the support and advice that I need and they are really helpful to all of us here. We are like a really big family… It's good to know you just won't be left when you're finished.*

Trainees also seemed well-informed and confident about seeking out further information. While mentioning family as a major source of support and information - *if it wasn't for them, I wouldn't be here* - they also mentioned a range of other sources they had used: TAFE websites, community organisations, career expos, TV and radio, the TAFE skills store, Centrelink, the Australian Apprenticeship Centre, and careers.com.

3. THE ACE Provider

This ACE provider is located in a regional town in which only a handful of its 300 Indigenous people are employed outside Indigenous organisations.

Students are referred from local schools or come via word of mouth within the local Indigenous community. The young people who do courses here are either concurrently at school (e.g. in VCAL), students at risk or young people who have left school and need support to re-engage. The manager is an Indigenous man who is an elder in the local Indigenous community.

He describes his main goal as:

> *Supporting and guiding young people into education, training and employment pathways... If they want to achieve anything in life they need a decent education.... We encourage the young ones to further education or to get a job.*

The manager commented that young people without family support are most at risk of disengagement. He has a strong parental/mentoring/disciplining role for these young people and clearly commands their respect.

The manager stressed the hands-on nature of the courses as their main attraction for young people. The programs taken by young people (mechanics and hairdressing) are designed to build social skills and self-confidence. The manager interviews all students on enrolment and gives guidance about pathways. This is followed up with ongoing support and encouragement from the manager and the tutors, in which support is offered to young people on an as-needed basis, often informally. According to the manager, these conversations have the purpose of:

> *motivating students, identifying their interests. You're constantly encouraging them. The main thing is to give them a focus. I encourage the ones who need it the most.*

Students are also helped to develop job-seeking skills, such as resume writing, and are supported into their next destination, which may be returning to school or transitioning into TAFE.

The centre also offers health services and there is a childcare centre next door, so it is a valuable resource in the local community. Course enrolments benefit from extensive word-of-mouth communication, and places are quickly filled.

Evidence of good practice

Good practice at the ACE provider is characterised by:
- Strong relationships with local Indigenous community and extensive external networks;
- Good communication with referring schools;
- Relevant and engaging programs for young people; and
- Strong and supportive mentoring.

Feedback from the local community is immediate and ongoing, so the manager has a very clear idea of how programs are working:

My word, yes… We live in a community where everyone knows everyone and is related, so we know.

The young participants expressed the importance of family support in their pathways – *family needs to be there for you* – and their recognition of the value of family networks: *someone in the family that has a good job could encourage you by giving you work experience.* They also mentioned the importance of mentors, but commented that young people don't have enough mentors and role models.

The manager noted the limitations of the current offerings, and his desire to offer courses that lead to real employment:

If we had the resources we would run accredited courses which take students to another level. We could also afford get good, qualified teachers. I would like to offer welding as it is a skills shortage area. In hair and beauty there is an oversupply.

Conclusions and Recommendations

What does good practice career development for Indigenous young people look like?

A key finding was that effective career development programs require adequate resources and a concentration of resources where they are most needed. This is particularly the case for young Indigenous people, many of whom do not have access to the economic, cultural and social capital required for making informed decisions and successful transitions.

A number of key elements of good practice in meeting the career development needs of young Indigenous people emerged from the case studies and from discussions with policy personnel and stakeholders. These aspects need to be provided *over and above* existing good practice programs. They include:

- **A supportive institutional culture**, with leadership and staff committed to maximising student engagement, expectations, outcomes and aspirations.

- **Good relationships with Indigenous families**, paying special attention to developing families' understanding of career development, and empowering parents to support and assist their children in making career decisions;

- **Case management/mentoring for all Indigenous students**, with assistance targeted to suit individual circumstances and needs.

- Timely **information and support in gaining financial assistance** for education and training costs, including enrichment activities such as leadership camps and educational trips.

- **Workplace learning** available to all Indigenous young people, tailored to individual interests and needs. A range of models of work experience need to be available, and may include one or more of the following: work experience placements, VET work placements, holiday work placements, traineeships, cadetships, voluntary work, and community projects.

- **Transition support** at each stage of education/training/employment, so that Indigenous students do not disengage from the system; and

- **Tracking of all Indigenous young people** as they move from one stage or system to another, with the provision of intervention and support where needed. This includes early identification of early leavers and support for them to re-engage.

References

Helme, S. (2009). Improving Career Development Services for Indigenous Young people aged 19 and under: A Review of the literature. CPELL, University of Melbourne.

Appendix: Consultations

Setting	Staff	Student focus groups
Secondary college	• Student Welfare Coordinator • Youth Worker • Careers Coordinator	7-9 Group (8) 10-12 group (4)
TAFE institute	• Manager of IEC • Indigenous Liaison Officer, IEC • Indigenous Employment Coordinator • Acting VCAL/YPP Coordinator • Manager, Centre for Youth	VCAL students (7) Trainees (2)
ACE provider	• Manager	Students (7)
Policy personnel and community stakeholders	• Indigenous Community Representative • Regional Director, DEECD • Wannik Senior Project Officer, DEECD Regional Office • Director of Workforce Policy and Skilled Migration, DIIRD • Wannik Project Director, DEECD • Academic, Indigenous Economic Development, Monash University	

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACE	Adult and Community Education
ACFE	Adult and Community and Further Education
AGCAS	Association of Graduate Careers Advisory Services
CEAV	Careers Education Association of Victoria
CPELL	Centre for Post Compulsory Education and Lifelong Learning
DEECD	Department of Education and Early Childhood Development
DIIRD	Department of Industry, Innovation and Regional Development
ITAB	Industry Training Advisory Board
LCP	Local Community Partnerships
LSAY	Longitudinal Surveys of Australian Youth
MCEECDYA	Ministerial Council for Education, Early Childhood Development, and Youth Affairs
MIPs	Managed Individual Pathways
NAPLAN	National Assessment Plan Literacy and Numeracy
PACTS	Parents As Career Transition Support
OECD	Organisation for Economic Cooperation and Development
PISA	Programme for International Student Assessment
SES	Socio Economic Status
SFO	Student Family Occupation
SRP	Student Resource Package
TAFE	Technical and Further Education
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training