

Years 9-12 Project

# The Delivery of Career Education to School Students

Requirements and Guidelines



# Introduction

The Draft Requirements and Guidelines for the Delivery of Career Education to School Students is a product of the Vocational Learning in Tasmanian Schools Framework, developed under the Years 9 to 12 Project, a cross-sectoral initiative to improve the education and training opportunities for students in Tasmania.

Career education is the foundation of successful vocational learning and this document (along with the supporting materials) **should** be read in conjunction with other policy documentation relating to vocational learning, including:

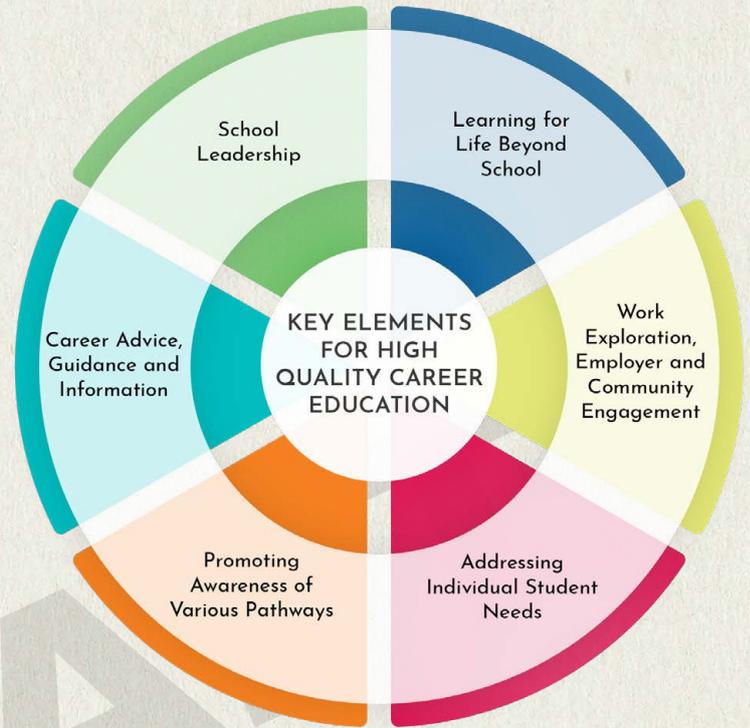
- *DRAFT Requirements and Guidelines for the delivery of VET to school students.*
- *DRAFT Requirements and Guidelines for the delivery of Work-based Learning to school students.*
- *DRAFT Requirements and Guidelines for Apprenticeships and Traineeships for School-aged Learners.*

Career education is the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings to assist students to make informed decisions about their study and/or work options and enable effective participation in working life.<sup>1</sup>

Career education supports students to explore the world of work, identify career options and pathways, and build career management skills (for the purpose of this document, also known as career management competencies) and general capabilities. Career education includes work exploration, industry engagement and work-related curriculum (for the purpose of this document, this includes work-based learning) opportunities across all curriculum areas for all students.<sup>2</sup>

In Tasmania, we will support the delivery of high-quality career education through the following key elements that will enhance career education for students.

## Key Elements for High-quality Career Education:



These key elements form part of a suite of resources that will empower schools to design and develop a contemporary, future-focused career education program. This will help to ensure all Tasmanian school students are equipped with the career management skills and general capabilities to successfully navigate a rapidly changing world of work.

**\*Important considerations:** Whilst each of the key elements are explicitly named up as separate elements, it is important that these elements are integrated holistically across a planned program of learning. There will be some cross-over between elements and the principles within are not intended to be an exhaustive or definitive list, but a set of principles to guide and support schools with the delivery of high-quality career education.

It is intended that schools will be supported with a career education self-assessment tool that will assist them to consider the key elements and guiding principles of contemporary career education that meets the needs of all students. The self-assessment tool will complement and enhance any existing frameworks and resources utilised by schools to support career education.

<sup>1</sup> Australian Government Future Ready: A Student Focused National Career Education Strategy [https://docs.education.gov.au/system/files/doc/other/future\\_ready\\_a\\_student\\_focused\\_national\\_career\\_education\\_strategy.pdf](https://docs.education.gov.au/system/files/doc/other/future_ready_a_student_focused_national_career_education_strategy.pdf)

<sup>2</sup> Australian Government Preparing Secondary Students for Work: A Framework for Vocational Learning and VET Delivered to Secondary Students <https://pssfw.myskills.gov.au/media/1174/preparing-secondary-students-for-work-2014.pdf>

## Scope

This document concerns career education activities and programs and applies to:

- Principals and school leaders
- Career education leaders and career development practitioners
- Schools
- Teachers (and other members of staff)
- Visitors/volunteers.

## Purpose

The purpose of this document is to ensure that principals, schools, teachers (and other members of staff including), career education leaders, career development practitioners (for the purpose of this document, also known as a career adviser), students, parents/guardians, business, employers, industry and partner organisations have a clear understanding of the requirements, responsibilities, guidelines and procedures associated with career education for Tasmanian school students. This document also creates a shared understanding of the intent of career education and the outcomes for students, as well as the common terminology used.

It supports Priority Three in the Vocational Learning in Tasmanians Schools Framework - increasing access to quality vocational learning for all Tasmanian school students, including students with disability, those in remote and regional areas, those who identify as Aboriginal or Torres Strait Islander, those who experience social and economic disadvantage and those from Culturally and Linguistically Diverse (CALD) communities.

## Key Elements, Rationales and Guiding Principles

The delivery of high-quality career education contains six elements and a range of guiding principles (see supporting documentation) that **should** be developed and overseen by school leadership and an appropriately qualified career education leader or career development practitioner who has been nominated by the Principal to lead career education programs and activities within the school. Strategies and approaches **should** be informed by the needs of students, parents, teachers, employers and industry and the broader community.

## Supporting Documentation

The following documents have been designed to support the delivery of high-quality career education in Tasmanian schools and **should** be read in conjunction with the Draft Requirements and Guidelines for the Delivery of Career Education to School Students.

The Delivery of Career Education to School Students: Requirements and Guidelines					
Key Elements for High-Quality Career Education					
School Leadership 	Learning for Life Beyond School 	Work Exploration, Employer and Community Engagement 	Addressing Individual Student Needs 	Promoting Awareness of Various Pathways 	Career Advice, Guidance and Information 
Rationales and Guiding Principles					
School Self-Assessment Tool (To be developed).					

# Roles, Requirements and Responsibilities

Meaning of “**must**”, “**should**” and “**may**”:

- a. The word “**must**” is to be construed as being legislated and/or mandatory for safety reasons.
- b. The word “**should**” is to be construed as being directory.
- c. The word “**may**” is to be construed as being discretionary or enabling, as the context requires.

## Schools:

- **must** ensure any person delivering, or assisting in the provision of career education has the appropriate checks, qualifications and registrations in place, as governed by legislation and school or sector policy
- **must** ensure career education for students is conducted in a safe environment, with appropriate risk management strategies implemented where necessary as governed by school or sector policy
- **should** ensure a business or organisation hosting students or supporting career education programs and activities has a COVID-19 safety plan if appropriate to do so.

## Catholic Education Tasmania:

- **should** ensure career education is valued by school and sector leadership.

## School Boards, School Associations and Governance Bodies (Government and Non-government Schools):

- **should** ensure career education is valued by school leadership and receives adequate resourcing.

## Secretary, Department of Education (DoE):

- **should** ensure career education is valued by senior leadership.

## School Principals:

- **must** ensure career education activities and programs comply with all other relevant school/departmental policies, procedures and legislation
- **must** issue a Transition Statement in accordance with the *Education Act* through the appropriate mechanisms once satisfied that a Year 10 student has submitted a Proposed Learning Program for approval. A proposed learning program means an Approved Learning Program that has not yet been approved. For State schools, this takes the form of a ‘Transition Plan.’ For Non-government schools, this takes the form of ‘Eligible Options’

- **must** (in accordance with the previous point) ensure individual student transition plans (or equivalent) are maintained and outcomes are defined, monitored and reviewed regularly by the student with the support of the career education leader, career practitioners and their teacher
- **must** ensure career education leaders, career development practitioners (for the purpose of this document, also known as a career adviser) and teachers have completed a risk assessment checklist for any class or group career education program or activity, if necessary
- **should** ensure career education is valued across the school
- **should** implement these requirements and guidelines in association with the supporting documentation outlined on page 3
- **should** ensure any members of staff are reimbursed for any relevant costs incurred in performing their role
- **should** consider their teaching staff’s capacity to deliver career education programs and activities within their school’s workforce development and planning processes
- **should** appoint one staff member to the role of career education leader within the school
- **should** support career education leaders and career development practitioners with appropriate professional learning linked to the Career Industry Council of Australia (CICA) Professional Standards for Australian Career Development Practitioners
- **should** provide regular opportunities for teachers and other members of staff (other than the school’s career education leader and career development practitioners) to undertake professional learning in career education
- **should** consult any relevant policies on Registration to Working with Vulnerable People (RWVPs) in relation to any visitors/volunteers/external or third-party organisations involved with students
- **should** ensure the school maintains regular communication with any third-party organisation contracted to assist in coordinating career education activities or programs for school students
- **may** request a host employer or representative of an organisation hosting students participating in a career education activity or program to undergo a RWVP check, if they consider it appropriate to do so.
- **may** request a visitor/volunteer delivering or assisting in the delivery of career education on the school campus hold a RWVP if appropriate to do so

### Career Education Leaders:

- **must** have completed a risk assessment checklist for any class or group career education program or activity, if necessary
- **should** hold a relevant qualification and be a member of a relevant association that is registered and endorsed by the Career Industry Council of Australia (CICA)
- **should** lead and support the Principal to coordinate the appropriate mechanisms for Year 10 students to submit a Proposed Learning Program in accordance with the *Education Act*
- **should** (in accordance with the previous point) lead and support the Principal to ensure individual student transition plans (or equivalent) are maintained and outcomes are defined, monitored and reviewed regularly by the student with the support of career practitioners and their teacher
- **should** implement these requirements and guidelines in association with the supporting documentation outlined on page 3
- **should** lead career education programs and activities across the school, with the support of career development practitioners, and a career education team adopting a developmental approach, tailoring the content of career education, advice, guidance and information to the developmental stages of the student and ensuring the program is underpinned by contemporary and relevant career development theory
- **should** undertake regular professional learning aligned to the Professional Standards for Australian Career Development Practitioners and maintain currency through CICA membership associations and continuing professional development
- **should** provide all teaching staff and other relevant staff with professional learning about career education
- **should** engage with online resources (i.e. *myfuture*, *profile id*, *Job Outlook*) to ensure school career education programs are informed by current data on the labour market and industry and occupational trends
- **should** ensure a business or organisation hosting students or supporting career education programs and activities has a COVID-19 safety plan if appropriate to do so
- **should** refer to other relevant requirements and guidelines (i.e. Work-based Learning, VET to School Students, Apprenticeships and Traineeships for School-aged Learners) to ensure all career education programs and activities comply with all other relevant school/departmental policies, procedures and legislation

- **may** consult with the Department of Education's (DoE) Vocational Learning and Career Education (VLCE) team for advice and support.

### Career Development Practitioners (for the purpose of this document, also known as a career adviser):

- **must** have completed a risk assessment checklist for any class or group career education program or activity, if necessary
- **should** hold a relevant qualification and be a member of a relevant association that is registered and endorsed by the Career Industry Council of Australia (CICA)
- **should** support the Principal and career education leader to coordinate the appropriate mechanisms for Year 10 students to submit a Proposed Learning Program in accordance with the *Education Act*
- **should** (in accordance with the previous point) support the Principal and career education leader to ensure individual student transition plans (or equivalent) are maintained and outcomes are defined, monitored and reviewed regularly by the student with the support of their teacher
- **should** implement these requirements and guidelines in association with the supporting documentation outlined on page 3
- **should** undertake regular professional learning aligned to the Professional Standards for Australian Career Development Practitioners and maintain currency through CICA membership associations and continuing professional development
- **should** support career education programs and activities across the school, with the support of the career education leader and a career education team adopting a developmental approach, tailoring the content of career education, advice, guidance and information to the developmental stages of the student and ensuring the program is underpinned by contemporary and relevant career development theory
- **should** engage with online resources (i.e. *myfuture*, *profile id*, *Job Outlook*) to ensure school career education programs are informed by current data on the labour market and industry and occupational trends.

### Teachers and School Leaders:

- **must** have completed a risk assessment checklist for any class or group career education program or activity, if necessary
- **should** support the Principal, the career education leader and career development practitioners to

undertake the appropriate mechanisms for Year 10 students to submit a Proposed Learning Program in accordance with the *Education Act*

- **should** (in accordance with the previous point) support the Principal, career education leader and career development practitioners to ensure individual student transition plans (or equivalent) are maintained and outcomes are defined, monitored and reviewed regularly by the student with the support of career practitioners and their teacher
- **should** implement these requirements and guidelines in association with the supporting documentation outlined on page 3
- **should** support career education programs and activities across the school, with the support of the career education leader, career development practitioners, and the career education team adopting a developmental approach, tailoring the content of career education, advice, guidance and information to the developmental stages of the student and ensuring the program is underpinned by contemporary and relevant career development theory
- **should** undertake professional development opportunities consistent with their role in providing career education to students
- **should** engage with online resources (i.e. *myfuture*, *profile id*, *Job Outlook*) to ensure school career education programs are informed by current data on the labour market and industry and occupational trends.

#### Visitors/Volunteers:

- **must** follow all school policies, processes and procedures applicable to a school campus/facility or an activity
- **must** follow the instructions of the Principal or their delegate at all times
- **may** be asked to undergo a RWVP check at the discretion of the school principal.

#### Insurance:

- Schools **must** obtain advice on insurance relating to students participating in off-site career education activities or programs. This **must** be provided by the school's contracted legal advisors or Department Legal Services Team
- Any activity or program that contradicts this advice **must** not be undertaken, unless the sector head approves an exemption.

#### Risk Management Process:

- Risk management is about embracing opportunities and managing risks to achieve better outcomes, it is not about avoiding risks
- Every activity has specific risks and opportunities, which **must** be managed. The risk management process helps to identify risks, reduce the severity of the outcome and the likelihood of a risk occurring
- Appropriate risk management processes **must** be in place for all career education activities and programs. The nature of the management processes required is determined by the nature of the particular activities in which students are engaged
- For more information on risk management and effective processes, schools **should** contact their contracted legal advisors, relevant departmental business unit or consult existing school or sector risk policies, procedures and resources.

#### Workplace Health and Safety:

- **must** refer to the Work-based Learning Requirements and Guidelines for School Students and other school policies, processes and procedures applicable to a school campus/facility or an activity.



## Relevant Legislation, Guidelines and Requirements

This document does not cover all the legislative and policy requirements for the delivery of career education for Tasmanian school students:

Other relevant legislation and framework/guide/policy may include:

### Legislation:

- Education Act 2016
- Office of Tasmanian Assessment, Standards and Certification Act 2003
- Training and Workforce Development Act 2013
- Work Health and Safety Act 2012
- Work Health and Safety Regulations 2012
- Fair Work Act 2009

### Frameworks/Guides/Policies:

- Core Skills for Work Developmental Framework
- Relevant Departmental, Sector or School Policies/Guides/Manuals
- Future Ready: A Student-Focused National Career Education Strategy
- Vision for Vocational Learning and VET in Tasmanian Schools to 2030
- Worksafe Tasmania - Welcome to the Workplace: A Work Health and Safety Guide
- Australian Government, Ministerial Council for Education, Early Childhood Development and Youth Affairs: The Australian Blueprint for Career Development
- Australian Government, Preparing Secondary Students for Work Framework
- The Australian Curriculum F-10 Framework.

### Other:

- Looking to the Future, Report of the Review of Senior Secondary Pathways into Work, Further Education and Training
- Office of Tasmanian Assessment Standards and Certifications (TASC)
- Review of Years 9 to 12 Tasmania, Australian Council of Education for Educational Research (ACER) 2016
- The Organisation for Economic Co-operation and Development (OECD), Future of Education and Skills 2030
- Vocational Education and Training/Vocational Learning in Schools Forums: Summary of Key Themes, Department of Education 2018.

### Acknowledgements

This work acknowledges the Australian Government National Career Education Strategy ([https://docs.education.gov.au/system/files/doc/other/future\\_ready\\_a\\_student\\_focused\\_national\\_career\\_education\\_strategy.pdf](https://docs.education.gov.au/system/files/doc/other/future_ready_a_student_focused_national_career_education_strategy.pdf)) and Preparing Secondary Students for Work Framework (<https://pssfw.myskills.gov.au/media/1174/preparing-secondary-students-for-work-2014.pdf>).



## Definitions

**Apprenticeships and Traineeships** - Apprenticeships and traineeships are a learning pathway that combines paid employment and on-the-job training under a formal training contract.

**Associate Career Development Practitioners** - Work in support roles.

**Career Advice** - Services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Consists of a range of interventions, including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them.

**Career Adviser** - Career Advisers hold Professional Qualifications in Career Development and provide a service that facilitates career decision making. They provide timely and authoritative advice and information to students, parents and colleagues in educational settings.

**Career Counselling** - An individual or group process which emphasises self-awareness and understanding, and facilitates people to develop a satisfying and meaningful life/work direction as a basis to guide learning, work and transition decisions, as well as manage responses to changing work and learning environments over the lifespan.

**Career Development** - The lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future. Career development may be defined as the complex process of managing life, learning, and work over the lifespan.

**Career Development Practitioner** - Career Development Practitioners provide a wide variety of services to diverse client groups in order to foster their career development. Career Development Practitioners will deliver services in a range of settings in a range of formats including one-to-one, small groups, via the web, large classes and self-help materials. Services may include, career counselling, career advice, career education, job placement, employment services, recruitment, career coaching, training, mentoring and coordinating work exposure or work-based learning. Career Development Practitioners may work at either a Professional or Associate level.

**Career Development Services** - A wide range of programs and services provided in many different jurisdictions and delivery settings to stimulate career development learning in order that clients gain the knowledge, skills, attitudes and behaviours to manage their life, learning and work in self-directed ways.

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

**Career Education Leader** - An appropriate qualified employee of a school who is nominated by the Principal to lead career education programs and activities for students across the school. This role exists regardless of whether it is given an official title by the school. This role can be given to a teacher or school leader to perform, but it is highly desirable for this person to have a relevant teaching and career development qualification.

**Career Guidance** - An umbrella term for the services provided by Professional Career Development Practitioners, intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

**Career Information** - Occupational and industry information, education and training information and social information related to the world of work sourced from resources such as computer-based career information delivery systems, the Internet, print and media materials, informational interviews, and workplace speakers.

**Career Management Competencies** - The eleven career management competencies identified in the Australian Blueprint for Career Development represent the broad learning goals of career development that have been identified and endorsed by career practitioners and their professional associations. They denote the knowledge, skills and attitudes that are required to successfully manage life, learning and work over the lifespan.

**Career Management Skills** - The knowledge, skills and behaviours required by all citizens to manage and develop their learning and employment across their working lives. These skills include gathering, analysing, synthesising and organising self, educational and occupational information as well as the skills for making and implementing career decisions and transitions.

**Communities** - The local context in which all students live, grow and learn. They provide meaning and opportunity and a rich repository of resources and experiences that can contribute to their learning. Tailoring career education to local communities ensures that student experiences are authentic and relevant.

**Enterprise Learning** - Learning directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to

be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves.

**General Capabilities** - General capabilities encompass knowledge, skills, behaviours and dispositions. Students develop these capabilities when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

**Industry** - Businesses and professional associations working in a specific field.

**Inquiry-based Learning** - Active learning that starts by posing questions, problems or scenarios. Inquiry-based learning includes problem-based learning and is generally used in small scale investigations and projects, as well as research.

**Labour Market** - The market in which employers look and compete for workers and in which workers look and compete for employment.

**Labour Market Information** - Labour market information includes all quantitative or qualitative data and analysis related to employment and the workforce.

**Parents and Carers** - Nurture and guide student development and are key influencers of student career aspirations and choices. Supporting parents and carers can ensure that students begin the conversation about their future career pathways at the earliest opportunity.

**Pathways** - 'Pathways' refer to sequenced and mapped sets of subjects and learning outcomes from which students can choose, in order to achieve specified outcomes.

**Principal** - Person in charge of their school or their delegate.

**Problem-based Learning** - Complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts.

**Professional Career Development Practitioner** - Work in a range of settings, coordinate teams including Associate Career Development Practitioners, and in supervisory roles.

**Professional Standards** - The systems and procedures in the career industry that: define the career industry, its membership and its services; recognise the diverse skills and knowledge of career practitioners; guide practitioner entry into the industry; provide a foundation for designing career practitioner training; provide quality assurance to the public and other stakeholders in the industry, and create an agreed terminology for the industry.

**Project-based Learning** - The transfer of skills, knowledge and understandings into authentic or 'real-life' contexts that simulate a professional outcome. For

example, an exhibition, product, book, film, performance or event.

**Risk Management** - Identification, analysis, assessment, prioritisation and management of risks. It is the coordinated allocation and prioritisation of resources to minimise, monitor, communicate and control risk likelihood and/or consequences, or to maximise the realisation of opportunities.

**School Leaders** - School principals and leading teachers who plan the direction and drive the culture within schools. Working in conjunction with teachers, parents and carers and the wider community, school leaders promote effective teaching, improved student outcomes, and school performance.

**Student-centred Learning** - The practice of teachers and school leaders putting students at the centre of educational decision making, recognising and responding to the individual needs of students.

**The Career Industry Council of Australia (CICA)** - The peak body for the Australian Career industry.

**Vocational Education and Training (VET)** - Vocational Education and Training (VET) enables students to acquire workplace skills through Nationally Recognised Training (NRT) delivered using an industry-developed training package or accredited course.

**Vocational Learning and Career Education (VLCE)** - State government business unit responsible for vocational learning in Tasmanian schools.

**Vocational Learning** - Helps secondary students explore the world of work, identify career options and pathways, and build career development skills. Vocational learning is also delivered within the broader school curriculum.

**Work** - A set of activities such as paid employment, parenting, care work, or volunteering from which it is hoped a person will derive personal satisfaction.

**Work-based Learning** - Work-based learning encompasses formal and informal programs involving learning in the workplace or simulated activities that provide learners with a range of opportunities (refer to specific work-based learning requirements and guidelines).

**Work Exploration** - Programs through which secondary students explore the world of work, identify career options and pathways and build career management skills.

**Work Exposure** - Work exposure promotes learning in a wide variety of environments, e.g. by bringing the world of work into the classroom and taking the classroom to the world of work.

**Work-related Curriculum** - Subjects that allow secondary students to undertake general work-related learning or explore particular occupations or industries.