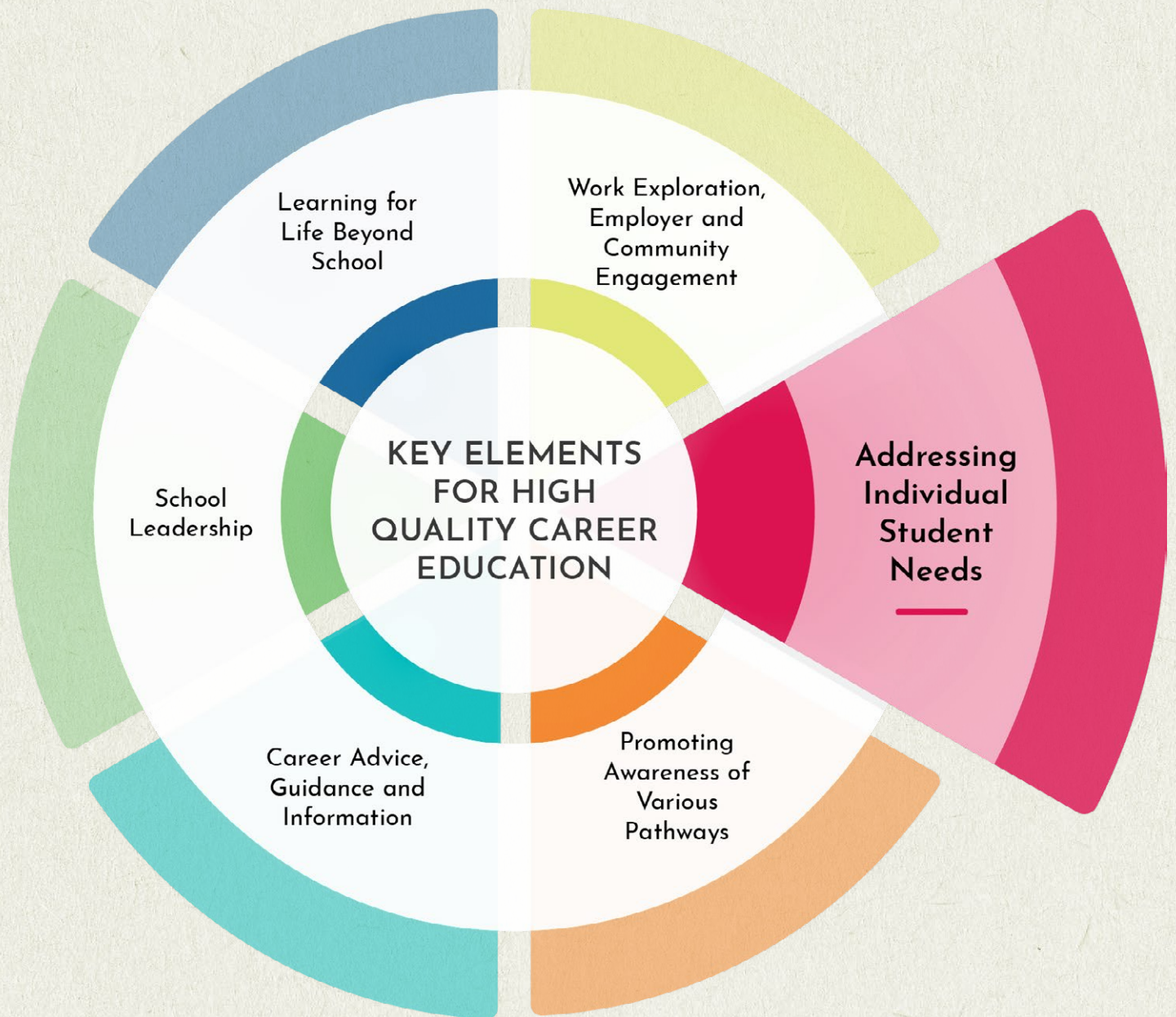


Years 9-12 Project

Delivery of Career Education to School Students

Rationale and Guiding Principles





Addressing Individual Student Needs

***Please note: This document *should* be read in conjunction with the Draft Requirements and Guidelines for the Delivery of Career Education to School Students.**

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.

The rationale and guiding principles named in this document have been informed by recommendations and findings from local, national and international evidence.

Rationale

Students have different career education needs at different stages. Opportunities for advice and support **should** be tailored to the needs of every student. Career education **should** recognise student diversity and ensure it meets the individual needs of every student.

The addressing individual student needs element focuses broadly on ensuring the following high-level themes are considered to support the delivery of career education:

- Students develop self-awareness and self-confidence in making career and education related decisions
- Resources are appropriately targeted to student needs, and consideration is given to student diversity, enabling possibilities in career education for rural, regional and remote students, Aboriginal and Torres Strait Islander students, students with disability, cultural and linguistically diverse students, and those from priority cohorts identified by the school
- 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.

Guiding Principles

Guiding principles for addressing individual student needs includes (but is not limited to):

- Facilitating the development of career management competencies (also see career management skills) and general capabilities aligned to the individual needs of the student

- Supporting students to identify their passions and strengths to support their future planning and career aspirations
- Utilising blended (including synchronous and asynchronous) approaches to teaching and learning acknowledging the complementary nature of online and face-to-face environments
- Purposeful and planned links to career management competencies and general capabilities in classroom practice and other school-based career education programs and activities to ensure that every student is given multiple opportunities to explore future career opportunities and develop their plan for transitioning into further education, training and/or work
- Enabling school structures and programs that are flexible in order to meet the individual needs of all students
- Ensuring systems and structures are in place, so that rural, regional and remote students, Aboriginal and Torres Strait Islander students, students with disability, cultural and linguistically diverse students, and those from priority cohorts know and understand what career management competencies and general capabilities are and why they are essential for life, learning and work
- Monitoring the development of students' career management competencies and general capabilities through a variety of approaches to support their individual needs
- Providing targeted intervention to students at risk and those from priority cohorts to support the development of career management competencies and general capabilities
- Ensuring the individual needs of students are regularly monitored and reviewed
- Supporting students to understand the value and purpose of a transition plan (or equivalent)
- Establishing systems to support students from priority cohorts and at risk of not transitioning successfully to support them through targeted intervention and strategies to implement a plan for further education, training and/or work. (Transition plan or equivalent)

- Allocating resources targeted to individual student needs and documenting a methodology for the allocation of resources to the different components of the school career education program.

Definitions

* Refer to the definitions section in the Requirements and Guidelines for the Delivery of Career Education to School Students.

Acknowledgments:

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) and Preparing Secondary Students for Work Framework (<https://pssfw.myskills.gov.au/media/1174/preparing-secondary-students-for-work-2014.pdf>).

