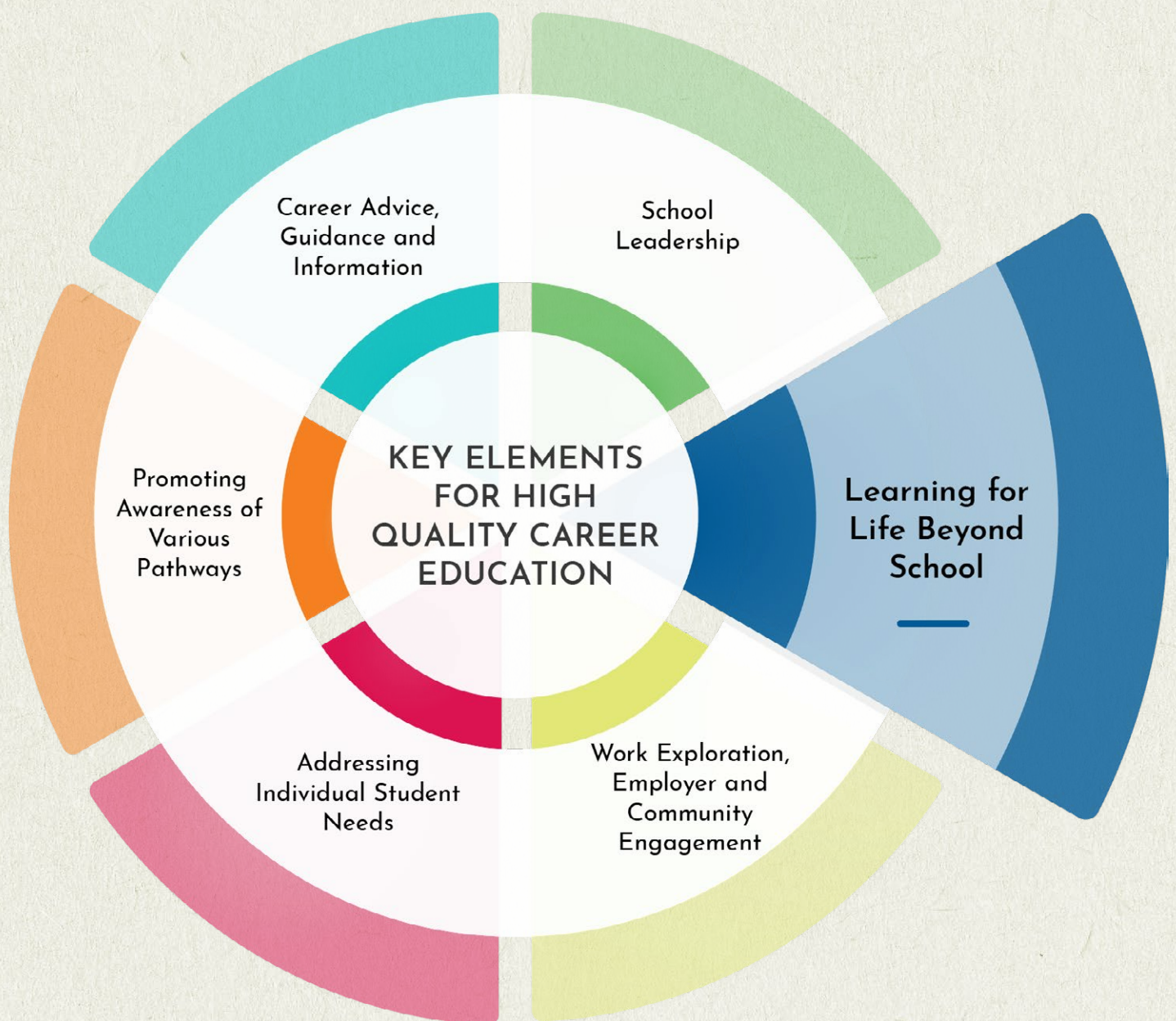
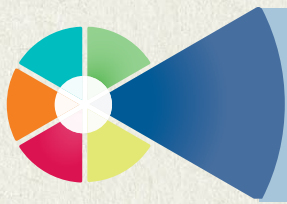


Years 9-12 Project

Delivery of Career Education to School Students

Rationale and Guiding Principles





Learning for Life Beyond School

***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

All teachers **should** link curriculum learning with career management competencies (also see career management skills) and general capabilities. Career management competencies and general capabilities support students to better understand themselves, make informed decisions about learning and work options, act on their decisions and participate effectively in work and society.

The learning for life beyond school element focuses broadly on ensuring the following high-level themes are considered to support the delivery of career education:

- All subjects are delivered to students in a way that they can understand how the content is relevant to career pathways and work settings
- Teachers, career education leaders and career development practitioners understand and use consistent career education terminology and practice and are provided with professional development opportunities consistent with their role in providing career education to students
- Career education strategies are tailored for different stages of schooling and cater for student diversity.

Guiding Principles

Guiding principles for learning life beyond school includes (but is not limited to):

- Ensuring career education programs adopt 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

- Designing learning experiences that are authentic and applicable to students' post-school life and their options beyond school
- Developing curriculum and planning documents containing links to and referencing the following to develop the skills and attitudes that prepare students for life beyond school (but not limited to):
 - » The Australian Curriculum Learning Areas, General Capabilities and Cross-curriculum Priorities, with importance on Work Studies in Years 9 and 10
 - » Office of Tasmanian Assessment Standards and Certifications (TASC) courses such as (but is not limited to) Career and Life Planning, Work Readiness and Pathways to Work
 - » The career management competencies contained in the Australian Blueprint for Career Development (ABCD)
 - » The ten skills areas of the Core Skills for Work Developmental Framework (CSfW).
- Ensuring career management competencies and general capabilities are consistently used in classroom practice and other school-based career education programs and activities
- Clearly articulating how career management competencies and general capabilities assist outcomes in subjects areas or courses
- Providing teaching and learning opportunities that help build career management competencies and general capabilities through connected and contextualised learning across the curriculum and other school-based career education programs and activities
- Supporting student-centred learning approaches that facilitate the development of career management competencies and general capabilities. This includes supporting students to identify their interests, values, strengths and aspirations and how to use this knowledge to make informed decisions about their future learning, work and life opportunities

- Curriculum mapping processes that identify how and where the building of career management competencies and general capabilities occurs across the school curriculum and how student diversity needs are being met
- Providing opportunities for innovative and future-focused teaching and learning pedagogies and strategies through the delivery of career education programs and activities across the school. This might include (but is not limited to):
 - » Enterprise learning or entrepreneurial learning
 - » Work-based learning
 - » Packages of Learning
 - » Project-based learning
 - » Problem-based learning
 - » Inquiry-based learning
 - » volunteering.
- Ensuring consistent, agreed career education terminology is used in classroom practice and other school-based career education programs and activities
- Assessing and using the latest relevant, up-to-date and contemporary resources for career education programs and career development services.
- Measuring individual students' career management competencies and general capabilities to help them identify areas of strength and opportunities for further development.

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>).

