

Years 9-12 Project

Delivery of Career Education to School Students

Rationale and Guiding Principles





Promoting Awareness of Various Pathways

****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

Every student, and their parents and carers, **should** have access to high-quality information about future study options, work, education and training and labour market opportunities. All students **should** understand the complete range of learning opportunities that are available to them. These include both academic and vocational pathways.

The promoting awareness of various pathways element focuses broadly on ensuring the following high-level themes are considered to support the delivery of career education:

- Students, parents and carers have access to accurate, up-to-date, impartial and user-friendly information about their future study, work, education and training options, including higher education, vocational education and training (VET) and apprenticeships and traineeships for school-aged learners
- Students are equipped with skills to understand how labour market trends impact on future employment prospects and post-school pathways.

Guiding Principles

Guiding principles for promoting awareness of various pathways includes (but is not limited to):

- Making available the latest information about school and post-school pathways to all students, parents and carers. For example, higher education, VET and apprenticeships and traineeships for school-aged learners
- Ensuring pathway information is made available in user-friendly formats and uses language that is easy to understand by the target audience

- Distributing pathway information through a variety of channels and mediums such as social media, print and digital media
- Enabling the effective and innovative use of technology to disseminate information about school and post-school pathway options
- Ensuring that online career information meets the requirements and guidelines of accessibility
- Providing opportunities to all students, staff, parents and carers to access career and pathway information on-site at the school
- Checking and quality assuring pathway information for accuracy, currency and non-bias before dissemination
- Presenting all pathway information as valid and valued options
- Ensuring accessibility for all students, including those from priority cohorts, diverse backgrounds and at risk to support them to access pathway information
- Regularly checking information for currency and accuracy and update as required, ensuring out of date information is removed
- Establishing systems to facilitate the collection and collation of transition and pathway information
- Ensuring students, parents and carers are made aware of changes in work, study and education and training requirements as they occur
- Providing pathway information with links to employment-related opportunities where appropriate to do so
- Embedding mechanisms for the use of labour market information as an essential part of career education
- Supporting students to understand the importance of labour market information as part of the development of their career management competencies (also see career management skills) and general capabilities
- Ensuring students, staff, parents, and carers know and understand where to access the latest labour market information. This includes supporting them to know how to read and interpret labour market information

- Supporting students, staff, parents and carers to understand how labour market trends impact post-school pathways and future employment prospects.

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>).

