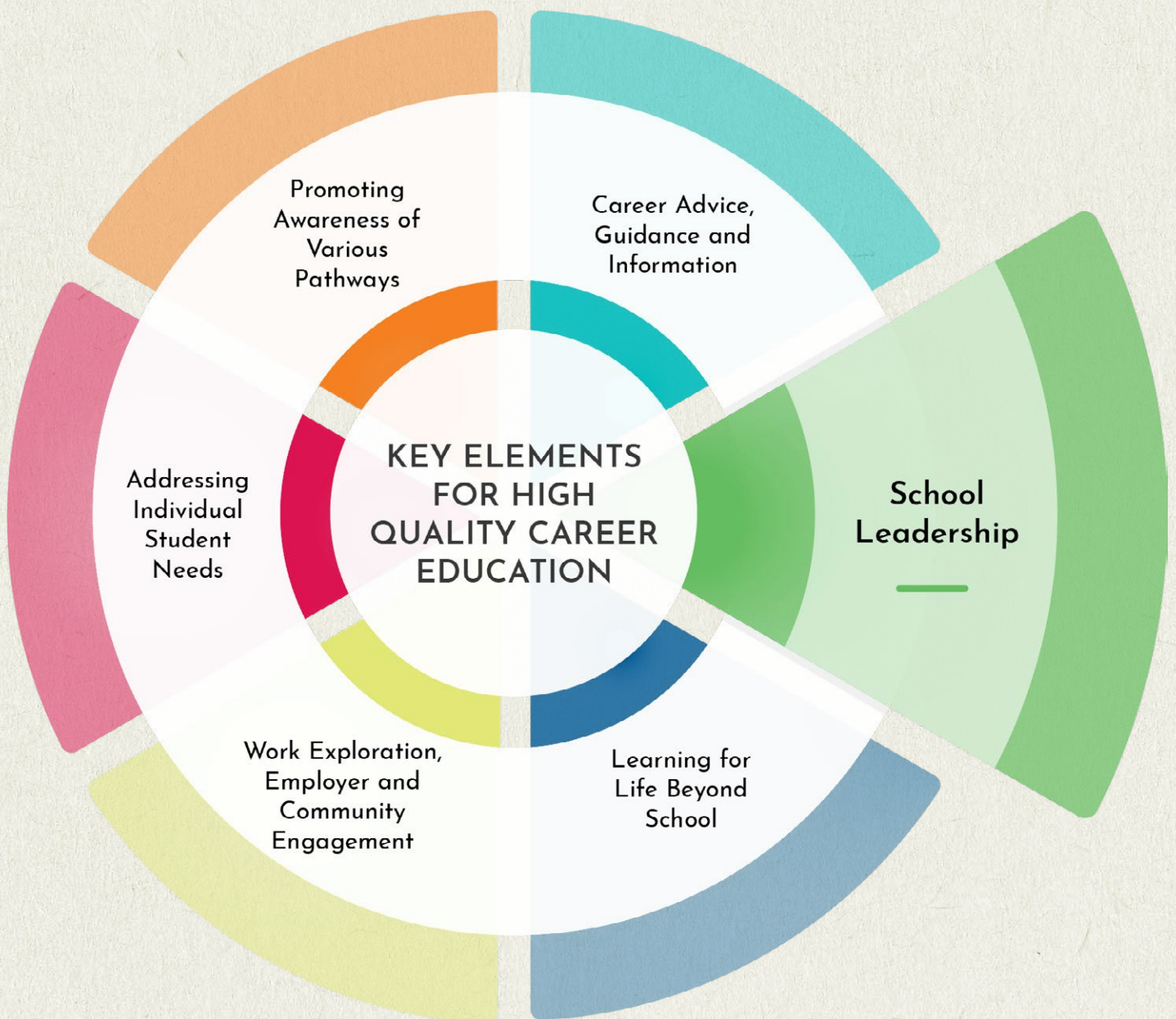
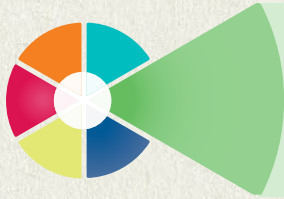


## Years 9-12 Project

# Delivery of Career Education to School Students

Rationale and Guiding Principles





# School Leadership

**\*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

Active and committed leaders **should** visibly support a whole-school approach to the development of future-focused career education and career development services that ensure students are equipped with the career management skills (also see career management competencies) and general capabilities to navigate multiple transitions throughout their schooling.

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

- All career education programs and activities are to be led, developed and supported by the school's leadership and are appropriately resourced
- Career education is addressed in school policies and linked to the school improvement plan or strategy
- School leaders take responsibility for ensuring that the elements of career education are implemented and reviewed regularly to support continuous improvement.

## Guiding Principles

Guiding principles for school leadership includes (but is not limited to):

- Developing a whole school approach to career education that is known and understood by students, parents, teachers, industry and the broader community. This includes communicating expectations about the whole school approach to career education and publicly supporting the school program

- Ensuring the school career education program has stated aims and objectives that are informed by the analysis of student needs and data. This includes providing sufficient time to achieve the stated aims and objectives outlined for the program
- Appropriately resourcing career education programs as a percentage of the school budget and ensuring the budget is reviewed annually and amended to support new career education programs and activities as required
- Recognising career education explicitly as a strategy for all students aligned to the school improvement plan or strategy and addressing how it will support the broader school-wide goals and the aspirations of all students
- Ensuring that there is a documented induction and succession plan for staff changes in career education and the career development services offered by the school, including changes in school leadership
- Appointing one staff member to the role of career education leader within the school and in addition to this, appoint at least one or more staff members with a relevant career development qualification as career development practitioners (for the purpose of this document, also known as a career adviser) for the school.
- Ensuring the roles and responsibilities of the career education leader and career development practitioners are clearly defined and reflect the aims and objectives of the career education program
- Assigning reasonable time allocation to the role of career education leader and career development practitioner to perform their duties effectively
- Supporting the career education leader and career development practitioners with appropriate professional learning linked to the Career Industry Council of Australia (CICA) Professional Standards for Australian Career Development Practitioners
- Establishing a career education team that provides support and direction for the school career education program under the supervision of the career education leader with the support of school career development practitioners, teachers (and support staff) and at least one member of the school leadership team.

- Appointing a member of the school leadership team with responsibility for monitoring the aims and objectives of the school career education program. This member works in close association with the career education leader, career development practitioners and the career education team to support those teaching career education and build capacity across the school
- Ensuring the career education leader, career development practitioners and general teaching staff promote career education and the career development services the school provides in a variety of mediums. For example, staff meetings, parent meetings, school newsletters, school website and annual report/s
- Ensuring all staff understand the aims, objectives and outcomes of career education at the school
- Discussing and placing career education on the agenda of school leadership meetings, staff meetings, school and parent association/council meetings
- Establishing structures for embedding career education as a whole school approach that is an integral component of a student's learning program
- Ensuring processes are in place for regular monitoring, review, evaluation and updating of the career education program with input from students, parents, teachers, employers, industry and the broader community. This includes implementing regular monitoring mechanisms to review student outcomes aligned with the aims and objectives of the program
- Collecting, analysing and using student transition data on an ongoing basis and using this information to support and monitor student achievement, including planning for student transitions at key transition points across their schooling. This includes maintaining effective and efficient processes for engaging in key transition activities throughout the year.

## 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](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>).

