Find your future focus: A place-based career-education program for high-school students

A case study of best-practice career development learning for students from low socioeconomic status (LSES) backgrounds

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Acknowledgements

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This project aimed to critically investigate best practice initiatives in career advice for students from low socioeconomic status (LSES) backgrounds, including students from regional, rural and remote areas, to establish overriding principles to guide career education provided to school students and non-school-leavers across the sector to ensure consistent and meaningful education in this area.

This pilot program was led by Philip Roberts, Laurie Poretti, and Natalie Downes from the University of Canberra.

This document has been written by the core project team led by Kylie Austin and including Sarah O’Shea, Olivia Groves and Jodi Lamanna, with contributions by Philip Roberts, Laurie Poretti and Natalie Downes.

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A case study of best-practice CDL for students from LSES backgrounds

Introduction

The “Find your future focus” pilot program was created according to best-practice principles for students from LSES backgrounds, with the aim of addressing issues in career-education provision identified in the project Higher-education career advice for students from low socioeconomic status (LSES) backgrounds. Specifically, the program sought to address problems related to the unique experiences of students from LSES backgrounds in regional, remote and rural areas; and the need for collaborative, multi-stakeholder partnerships between universities, schools and other career-related stakeholder groups. It primarily drew on the best-practice principles: “Design career development learning activities that are responsive to the local school and community contexts, considering employment trends” and “Present opportunities for local education and careers equally next to opportunities that require students to move for work or study.” To this end, the University of Canberra (UC) designed, implemented and evaluated a career-education program for high school students with the aim of encouraging students to become more future focussed. In this program, year seven and eight students in two schools, one LSES regional, and the other rural, participated in a series of lessons around developing student knowledge and understanding of possible local careers and highlighting the connection between valuable school subjects and career pathways.

Background

Context

UC has a strategic vision to be sector-leading in equity, diversity, inclusion and access. This means that UC aspires to be a university of choice for students from under-represented
groups. At UC, diversity is seen as a strength and celebrated for the richness it brings to the institution and to society. UC’s strategic plan 2018-2022 (2017), provides an ambitious blueprint to position UC as a sector-leading university for the professions, guided by the principles of entrepreneurship, innovation, equity and diversity. To achieve these goals, UC provides a number of equity and access programs across the student lifecycle, including a broad range of pre-access initiatives under its flagship outreach program, Aspire UC. Aspire UC is aimed at increasing awareness of and informing aspirations for higher education, associated careers and pathways for students from financially disadvantaged backgrounds across the ACT, and rural and regional NSW.

Program aims
Researchers, in collaboration with practitioners, designed and implemented a career-education program with the aim of encouraging young people in regional and rural areas to be more future focussed. Specifically, this program aimed to achieve the following:

- develop student knowledge and understanding of possible local careers and related school subjects;
- highlight the connection between valuable school subjects and career pathways such as university; and
- respond to the needs of youth who aim to remain in their local community.

Program delivery
This program was delivered in two NSW regional/rural high schools, with COVID-19 delaying the implementation in three more locations (to be completed at a later date). The implementation at each school was different due to the specific requirements of the schools. The program was delivered on one visit to School One, and two short visits to School Two.

School One:
At School One, 81 year eight students participated in three, one-hour careers lessons during the course of one day. Each lesson was linked to the outcomes of the Australian Curriculum (ACARA 2020) and designed to be able to be delivered as a standalone lesson. Students rotated through three lessons that focused on local careers, industry, school subjects and preparing for post-school options. During the lessons, students were given a chance to
explore their personal attributes, skills and interests; local jobs and industries; and pathways to these jobs, including possible school subjects.

**School Two:**

At School Two, 42 year-eight students engaged with two, one-hour careers lessons over two weeks. These lessons were modified after feedback from School One and consultation with the school career adviser. The lessons focused on the language of careers, specifically what an industry is and what the local industries are; as well as the language of post-school study, such as “TAFE”, “university”, “certificate”, “undergraduate” etc. Students had the opportunity to think about their personal skills and attributes, then link their aspirations for careers to possible local industries. Students discussed careers they understood and those that were new to them.

**Research methods**

The career-education program was evaluated in slightly different ways across the two schools. School One students (n=91) completed a pre-program online survey about their understanding of local careers, career pathways, and school subjects, as well as where/how they came to these conclusions, where/how they access information and where/how they would like to access information. This survey was repeated again by students who had attended the lessons at School One (n=81) to assess any change in understandings and the effectiveness of the program.

School Two students (n=42) participated in the program without engaging with the survey at the request of the school. Data were collected via reflections of the practitioners involved drawing upon student work samples from the sessions, including the school career adviser and the UC Widening Participation team members. The following table (1) details the participants in each stage of data collection.

<table>
<thead>
<tr>
<th>Table 1: Participants engaged in data collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-pilot survey</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>School One students</td>
</tr>
<tr>
<td>School Two students</td>
</tr>
<tr>
<td>Career advisers</td>
</tr>
</tbody>
</table>
Findings

The evaluation of this career intervention for high-school students is presented in three sections:

- Program outcomes and impact
- Assessment of program delivery
- Opportunities and implications

Program outcomes and impact

Overall, the program had positive impacts on students’ understandings of local careers and pathways. Specifically, survey and other data showed that the program increased students’:

- Awareness of local jobs/careers and confidence that they might be able to get the job they want in their location;
- Awareness of the importance of grades and subject selection;
- Importance of doing well at school and selecting valuable electives; and
- Role of TAFE/university in pathways to work.

The data from School One showed that an outcome of the program was an increased awareness of local careers. When asked what job they want to do in the future, prior to the program, students were more likely to identify jobs that were visible e.g. teachers, health related jobs, trades, agriculture, retail and hospitality. After the program in School One, students were able to identify a broader range of jobs which included council, road, and factory workers, librarian, historian, post-office employee, woodcutter, and garbage collector.

When asked what they learnt from the lessons, practitioners identified that students at School Two recognised the possibilities for jobs/careers in the area which were wider than they thought. Work samples from students at School Two illustrate the range of jobs that were collaboratively generated during the lessons.
Many of the jobs identified by students at School Two were those that students had exposure to (teacher, vet and doctor). The students also lived close to a capital city where sports were prominent, which was also an influencing factor.

In addition, after the program, students were more confident that they would be able to get the job they wanted in their locality. Specifically, in the post-survey, fewer School One students (5%) replied that they would not be able to get their desired job in their location than in the pre-program survey (15%) (see Table 2).

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage of responses (pre-survey)</th>
<th>Percentage of responses (post-survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My location</td>
<td>15%</td>
<td>5%</td>
</tr>
</tbody>
</table>

This finding indicates a positive change in students’ understandings of the possibilities for careers in their local area. The change may be due to lesson content which explained that certain businesses they know have multiple jobs on offer (e.g. a supermarket requires a manager, accountant and marketing staff as well as the roles that are visible to them). Change in understandings may also be a result of discussions about accessing higher education through means other than moving away from the local community.

Students of School One increased their understanding of the importance of doing well at school and selecting valuable electives that would help them achieve their desired career goals. This was noted in responses to the question “What do I need to do to achieve the career
I want?”, with responses such as “take the electives that are relevant” (student #1) and “put effort in and set goals” (student #63) and “get good grades” (student #28). When asked what they learnt from the program, practitioners reflected that students at School Two identified knowing more about which subjects at school relate to the jobs they may be interested in or what their interests at school may lead to in a job.

School One students’ awareness of the role of TAFE and university increased as a result of the program. Students were asked whether they felt they needed to go to TAFE or university to get the career they wanted, or whether TAFE or university was needed for careers in their local region. The number of “unsure” responses decreased between the pre- and post-program surveys, as did the number of students who felt post-school training was relevant to their careers/local careers (see Figures 2 and 3).

**Figure 2: Awareness of the role of University in pathways**

<table>
<thead>
<tr>
<th></th>
<th>Pre-program</th>
<th>Post-program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
<td>40</td>
</tr>
<tr>
<td>Maybe</td>
<td>42</td>
<td>26</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Unsure</td>
<td>14</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Figure 3: Awareness of the role of TAFE in pathways**

<table>
<thead>
<tr>
<th></th>
<th>Pre-survey</th>
<th>Post-survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>35</td>
</tr>
<tr>
<td>Maybe</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Unsure</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
When asked what students had learnt from the program, practitioners identified that students at School Two stated that they knew more the type of study/skills that they would need after school, especially for TAFE and university.

Assessment of program delivery
Practitioner reflections indicate that this program, delivered to year seven and eight students is critical in exposing students to much needed career education, as they do not receive formal career education until year ten. The career advisers in both schools said that they would like UC to work with the same groups of students in future years to continue to engage them in career education.

The delivery of these programs was significantly impacted by COVID-19. For example, prior to COVID-19, the team planned to visit the schools initially to get to know the students and then deliver the program over three sessions. It was also hoped that local industry members would speak to the students and that students would engage in a project-based learning approach. However, these things were not possible due to COVID-19. At first, the sessions in each school were cancelled, then moved to online sessions; however online delivery was deemed to be too challenging due to technological resourcing in the schools. Eventually, programs were able to be run in the face-to-face format described here, however, the COVID-19 limitations had a significant impact on the level of engagement that was possible.

Despite the limitations of the program ultimately delivered, practitioner reflections indicate that teachers and career advisers felt that the program was a success and they would like to continue with this program. Students were challenged to learn more about the relevance of their personal interested, passions and attributes and reflect upon how they could lead to post-school study and their future careers. Students survey comments also validate the program: “I would like to say that we appreciate you taking time out of your schedule to come” (student #5) and “good job” (student #28).

Opportunities and implications
Survey data from School One and practitioner reflections from School Two suggest that after the program, students still had a poor understanding of the link between school subjects and careers. Open-ended survey responses from School One participants to the question, “What
school subjects do you think students would need to study to be prepared for entering these industries?” were vague, for example, “I don’t know” (student #12), “ummm... everything?” (student #5), and “the important ones” (student #33). Where links between school subjects and careers were noted by students, they were in subjects that students already had access to (e.g. Mathematics, English and Science) or those that were visible (e.g. Agriculture). Given that students were in years seven and eight and had not had the opportunity to be exposed to electives and subject specialisations yet, this finding is unsurprising. Future careers work with these students around the importance of school-subject selection is needed to better support their career pathways and decision-making. To this end, teachers need to work to ensure they embed examples relevant to local industries into their curriculum as part of whole-school, lifecycle approach.

Practitioner reflections also highlighted students’ limited understanding about the transferability of skills and qualifications between industries. During the program, students at School Two developed the following word cloud of jobs they knew of which could be found in more than one industry (Figure 4).

![Figure 4: Jobs which can be found in more than one industry (School Two)](image)

As can be seen, the number of jobs students in this activity generated is quite small, particularly when compared with Figure 1: careers in their local area. Future programs should address the generic, transferrable knowledges, skills and qualifications which arguably will give students the best chance of employment post-school.

At the conclusion of the program, students at School Two were asked if they felt they were interested in/wanted to attend TAFE/University after school. Practitioner reflections indicate that while many students were interested, practitioners observed that almost two thirds of
students indicated that they were not interested in further education. This lack of interest in continuing education is an area to be further unpacked with the students in order to understand the influences impacting such students.

Practitioner observations also indicated that there were differences between how students from each school responded to the lessons and that these differences might be attributable to location. As described earlier, School One was in a rural town and serviced many smaller localities and farming properties and School Two was located in a regional LSES centre near a capital city. Practitioners observed that students’ career aspirations were influenced by their location. Students in the rural community (School One) saw opportunities in agriculture, mines and local retail opportunities, while the regional school (School Two) students were aware of more diverse career opportunities due to their proximity to a capital city and parents’ employment opportunities there.

Furthermore, comparison of the responses of students in the rural location (School One) and the regional school (School Two) suggests that students in the rural school perceive that their location limits their career opportunities to a greater extent than the regional students. Specifically, in the rural school (School One), students felt that needing to move away for further study and the lack of availability of their career of interest were barriers to their career aspirations. Students recorded place-based reasons why they may not be able to get the job or career that appeals to them including, “not industries that specialise in the job I want” (student #33), “because I might live far away” (student #20), and because of “where I live” (student #4). In contrast, practitioner reflections of the regional school students (School Two), did not observe them identifying location as a barrier, except for a few students who were interested in careers such as marine biology. These are evidence of the need for contextualised, place-based approaches to career education for students from LSES backgrounds, particularly those in regional, rural and remote areas.

**Recommendations for practice**

The following are recommendations for practice which relate specifically to this pilot program. The full suite of recommendations and Best Practice Principles for schools, school
leaders, career advisers, students, teachers, and government departments of education can be found here.

Best-practice CDL for students from LSES backgrounds would look like:

- Schools and school partners (including universities) designing CDL activities that are responsive to the community/region and which consider employment trends and future skills needs.
- Students developing connections with industry and education providers within their local community.
- Students being offered opportunities to engage with authentic career-education experiences that are not limited by their perceived school achievement or background.
- Students developing personalised CDL plans in primary school and continually reviewing and refining them throughout their educational journey.
- Students engaging with a broader range of career opportunities and fields of study that are linked to all key learning areas to increase students understanding of the link between the curriculum and future employment opportunities.

Resources

Resources which might support the implementation of the above best practices are included in the Appendix. Specifically,

- Lesson plans used in School One and School Two; and
- Resources used in the lessons.

Conclusion

UC’s intervention embedded best-practice principles for CDL in a series of career-education lessons for years seven and eight students at two regional/rural high schools. The evaluation of the program revealed that the intervention achieved its aim to develop student knowledge and understanding of possible local careers and school subjects; highlight the connection between valuable school subjects and career pathways such as university; and respond to the needs of youth who aim to remain in their local community. Specifically, the program
increased student awareness of local jobs/careers and confidence that they might be able to get the job they want in their location; awareness of the importance of grades and subject selection; the importance of doing well at school and selecting valuable electives; and the role of TAFE/University in pathways to work.

The positive impact of this program has highlighted the importance of continuing to focus on career education programs in the early years of high school that focus on local careers and industries. Changes to the delivery of the program as a result of COVID-19 restrictions significantly influenced the effectiveness of the program. If possible, future iterations should:

- Include a pre-program session to help students explore their own skills and interests and for staff to familiarise themselves with the group;
- Utilise guest speakers from the local community and industries of interest to enhance connections between students and community members and to foreground real-life experience;
- Incorporate mentoring from current university and TAFE students in order to develop connections, receive individual guidance, and experience real journeys; and
- Extend the program to include teacher professional development to support a whole-of-school approach to career education that could continue beyond the visits from the University.
- Demonstrate to students the links between school subjects and careers, as well as providing teachers with the ability to make subjects relevant to careers for students.

Finally, differences between how students from each school responded to the program due to their location highlights the need for contextualised, place-based approaches to career education for students from LSES and regional, rural and remote backgrounds.

References
Austin, K., O’Shea, S. Groves, O., & Lamanna, J. (2020). Career development learning for students from low socioeconomic status backgrounds: Desktop Audit. Australia, University of Wollongong and National Centre for Student Equity in Higher Education.


Lesson Plan One, School One

Who Am I

What I want to be when I grow up is often a narrative we hear from the moment we are born – and as we move through school it is asked more and more frequently. This is an opportunity to look more closely at our responses and what shapes them.

Before we get started, can anyone define what a ‘value’ might be, think about it in terms of jobs and our individual personalities. We will come back to the definition of a value later, but today’s session will focus on your values and attributes.

In groups of 20

What did I want to be when I was 7?

- Please write in top right-hand corner of nametag.
- Think about any jobs you might have wanted to do from seeing tv or movies, talking to your family or friends, or even jobs you might have thought about in school classes.
- Is anyone willing to share?

What do I want to be now? Please write in top left-hand corner

- Anyone willing to share?
- Did they change? Who has the same job?

What does the job at 7 and the job now have in common?

- Looking at your two (or more) answers/jobs above, have a think about these jobs, do they have anything in common, think about the types of tasks you would be doing in these jobs.
- Circle the elements that both jobs have the same. (JOB VALUES, SKILLS & ATTRIBUTES page)

The words you described/circled in your job(s) show your personal values and some of your interests. For those of you who saw some similarities between their career aspirations when they were 7 and now, the reason is probably linked to your personal values.

Values are what you think are important. They are the principles or standards of behavior; one’s judgement of what is important in life.

Attributes are a quality, or feature regarded as a characteristic or inherent part of someone or something.

Interests are what we are curious to learn more about.

We use our values to make decisions about who we are and who we want to be!

- Did most people find the values didn’t change much?
- How about the interests?

Interests change more as we grow and experience more in life but are often linked to our values.

*If time, go through MI quiz in booklet (approx. 5-7 minutes)*

Interests and values/attributes contribute to what roles we consider for our future - so does our personality type.
**Lesson Plan Two, School One**

<table>
<thead>
<tr>
<th>Break into 4 groups of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brainstorming all the different jobs in the region</td>
</tr>
<tr>
<td>Look at the pictures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Put stars next to people you know working in these jobs/roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think it’s good to know who is in your area and what jobs they do?</td>
</tr>
<tr>
<td>These people are a resource!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circle jobs that might be attractive to people who like working with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>What jobs did people come up with?</td>
</tr>
<tr>
<td>What pathway do they think would need to be taken to reach that role?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mapping their journey activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.g. Name and role on a card and then have students order</td>
</tr>
<tr>
<td>Each group given all 4 profiles to order and discuss</td>
</tr>
<tr>
<td>Give students their interest, pathway, job title, last role</td>
</tr>
<tr>
<td>Goal to highlight that there are people in their community who have amazing stories that you may never have known about</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did all the people have a clear pathway?</td>
</tr>
<tr>
<td>Can you change study later in life?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal to highlight that there are people in their community who have amazing stories that you may never have known about</th>
</tr>
</thead>
</table>

| My future website tour - It’s really great and is free but requires a log in. Students are given this link |

**Resource: Map of local region and local employment options**
Lesson Plan Three, School One

### Name Tags
Draw an emoji that shows how you feel about post-school pathways (or a number on scale of 1-5)
- Feel free to share why you feel that way
- Do the same for a camping trip/holiday

### Camping trip vs post school planning
Would you feel similarly about going on a camping trip or a holiday? Why, why not? Why are some of you feeling confident about post school/camping, but not the other? What is the difference?
- you can plan for a holiday
- you can research
- you can buy “tools” to be prepared
- you can have a backup plan
- you can save money for a holiday
- a holiday is ok if it goes “wrong”

These are all things we can do to plan/prepare for post-school careers. We can “create” our own toolkit & have the tools we need.

### Breaking down Myths – true false questions
Some examples include:
- University is expensive
- You must be smart to succeed at Uni
- Location

Refer to survey...what might prevent you from reaching your goal? Why? Are there resources to assist you?

### School subjects for my goals
Discuss and brainstorm a list of the things you can do at school to work towards achieving your goal
- Work experience
- Talk to careers adviser
- Talk to friends/family
- Research subjects in high school that may help you achieve your goal(s).
Lesson Plan One, School Two

Have students write on a blue piece of paper what they wanted to be when they were 7.

Have students write what they want to be now on another coloured piece of paper.

Looking at your two (or more) answers/jobs above, have a think about these jobs, do they have anything in common? Think about:

➢ Types of tasks you would be doing in these jobs.
➢ Type of environment you would work in
➢ Type of day you would have

Are there similarities? What are they? Ask for a volunteer to model the similarities.

Grouping Jobs we want into categories

In groups of 4, can we put the jobs we wanted at 7 and the jobs we want now into groups? Let look at the types of organisations you might find them in – these are called industries. *An industry is a group of companies that are related based on their primary business activities.* These are the 8 main industries in the region.

<table>
<thead>
<tr>
<th>Building, construction and trades</th>
<th>Public service (government) and defence</th>
<th>Information &amp; communications technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism &amp; hospitality</td>
<td>Sports, recreation &amp; the arts</td>
<td>Education</td>
</tr>
<tr>
<td>Retail</td>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>

The Queanbeyan/Canberra region.

Brainstorm all the jobs you can think of in the region – try and put them in the industry you’ll find them. Try and think of roles beyond the ones we have on the board. Put down businesses in the industry too.

Swap with group next to you.
Add any additional jobs you can’t see on the paper.

Swap with the next group
Circle jobs that fall in more than one group

Swap with next group,
Put stars next to people you know working in these jobs/roles

Swap again
Put a line under any jobs you don’t know
Have students finish with their page.

1) Why do you think it’s good to know who is your area and what jobs they do? These people are a valuable resource to information about education, skills, training pathways stories, work experience, likes, dislikes, description of industries.
2) Have any jobs been in more than one industry? Jobs can be in different industries. This may mean that you can find work in an industry that interests you and utilises your skills. For example, you could be an accountant in the health industry or construction industry. The latter may have you on construction sites, wearing Hi-Vis and working with builders and engineers. The former may have you working in a hospital with health specialists. Very different environments but similar tasks.

Pathways to different jobs/industries

• Some people know which industry they want to work in.
• Others know what kind of job they want to do.
• Other know what they want to study.
• And some aren’t sure at all.

All are ok. It's your journey. However, the more you know about your options, though the more prepared you are when it comes to decision making.
Knowing the skills, or tools, necessary to reach certain roles is information that can be of great help when navigating future pathways.

Lesson Plan Two, School Two

Reflection on last week
We looked at Industries and careers within Industries here in our region.
This helps us identify careers we may want to pursue in our area.
But what if we don’t know what we want to do?
Let’s look at who we are now?

But what about now?
Let’s look at you now. Who are you right now?
Now I want you to do the ‘you now’:
• Age
• Where you live
• Favourite class
• Favourite TV show
• Favourite hobby/after school activity
• Who is important to you?
• Skills you have
What you do right now is helping you develop skills for the future. You don’t have to know where it is taking you but the more opportunities you grab now, the more opportunities you will have in the future. This includes the classes you choose to study.

Let’s look at the one element: favourite class. The classes you take in High School CAN be a factor in your future pathways. They will not only provide you with a clearer idea of subjects you enjoy but they may provide you with greater skill sets for future study/work.

We have what we call bullseye charts which show you careers that can stem from classes you like at school.

The Bullseye chart is divided into 4 rings showing the different levels of qualifications needed to achieve the job.
What kind of qualifications or study can you do?
• Year 10/ On the job training (Certificate I or II)
• Apprenticeship (Certificate III or IV)
• TAFE (Diploma)
• University (Bachelor Degree or Higher)

Highlight that they are different types of study – that lead to different jobs. Choose based on what you want.
(opportunity to define these pathways and bust myths such as Uni is for smart people and TAFE for those with low ATAR!)

Have students move to the table with the bullseye chart with their favourite lesson.
Have students look at the jobs in group and talk about the jobs they can see.
Ask the students to select a job that sounds interesting. Which level of study is required?

Optional: Me now, Me later worksheet

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Resource: Local jobs and industries

Queanbeyan & Canberra Region

What jobs can you think of in our region?
Which industry would you find these jobs?

Health
Building, Construction and Trades
Public Service (Government) and Defence
Tourism & Hospitality
Education
Information & Communications Technology (ICT)
Sports, Recreation & the Arts
Retail

Do you enjoy or are you good at ART?
Have you considered the occupations above?

usual training requirements
Level 1: Usually has a skill level equal to the completion of Year 12 or the Senior Secondary Certificate of Education. A Cetificate or equivalent qualifications. An aptitude test may be offered at this level.
Level 2: Usually has a skill level equal to an Australian Certificate 111 or IT or similar certificate studies. An aptitude test may be offered at this level.
Level 3: Usually has a skill level equal to an Australian Certificate 2 or Diploma or Advanced Diploma. A Cetificate or equivalent qualifications. An aptitude test may be offered at this level.
Level 4: Usually requires the compleation of a Bachelor Degree or higher qualifications. Study in administration, university.

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Who is important to me:

Subject(s):

Favourite:

Job:

Salary:

Studies:

Skills:

Hobbies:

Vehicle I drive:

Hobbies:

Who I live:

Where I live:

Things I am good at:

Someone I admire:

Me at 25

What am I now?