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NCSEHE funded Careers Project
Career Development: Introducing a whole-school approach

Session 1: Career Decisions and Influences in the Changing World of Work

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Rhonda Willingham: Careers Advisor, NSW Department of
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Gavin Greenfield: Parent/ Teacher Engagement Co-ordinator,
Outreach team, UOW



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Today

- Welcome and overview of project
- Session 1: Career Decisions and Influences in the Changing World of Work

Following weeks:

- Session 2: Career Conversations
- Session 3: Careers in the Curriculum; A whole school approach.



Higher Education Career Advice for Students from Low-SES backgrounds

Aims:

- To critically investigate best practice initiatives that relate to career advice and successful approaches to productive industry engagement for students.
- To establish principles that will guide career advice provided to school and non-school leavers.

Partner Universities:

- UNSW, UTS, University of Canberra, University of Tasmania, and ACU.



Stages of the project

Stage 1: Collecting interviews and focus group data from career practitioners in schools, industry, and tertiary sectors; parents; and university students. Additionally, a literature review and desktop audit have been conducted.

Stage 2: Interventions based on the best practice principles found in stage 1. Examples of interventions include professional development in career advice for teachers, and programs for parents.

Stage 3: Consists of writing the final report and collating documents into an online repository that will be available for stakeholders, parents and students to provide a basis for best practice for career advice for students from low socioeconomic backgrounds.



Best Practice Principles: handout

- **Ensure that career programs are student-centred, and strengths based.**
- **Design all career programs to be inclusive of all peoples including embedding Aboriginal knowledges and perspectives into the curriculum.**
- **Embed all career activities with a whole of school/ whole of curriculum approach.**
- **Ensure that ‘key influencers and supporters’ of the students are engaged in the design and implementation of career programs.**
- **Implement a partnership approach with all stakeholders.**
- **Continuously train and develop general teaching and specialist career staff to enhance the capacity of the school.**



Career decisions and influences in the changing world of work

At the end of this session you will have:

- Explored definitions of career development and employability
- Reflected on your own thinking about how careers develop and identified a variety of influences on career decisions
- Started to think about the opportunities to embed career development learning in your teaching, and a whole-school approach to careers for your school

Defining Career Development & Employability

- **Career Development**

“The process of managing life, learning, work, leisure, and transitions across the lifespan in order to move towards a personally determined future.”

Career Industry Council of Australia, 2019, p. 27

- **Guidance /Career Development Learning**

*“supports individuals and groups **to discover** more about work, leisure and learning and **to consider their place in the world and plan for their futures.** [it] can take a wide range of forms and draws on diverse theoretical traditions. But at its heart it is a **purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure and learning in the light of new information and experiences and to take both individual and collective action as a result of this.**”*

Hooley, Sultana and Thomson, 2018, p.20

Defining Career Development & Employability

- **Employability:**

*“students and graduates can **discern, acquire, adapt and continually enhance the skills, understandings and personal attributes** that make them more likely to find and create **meaningful paid and unpaid** work that benefits **themselves, the workforce, the community and the economy.**”*

Oliver (2015) cited in Oliver and Jorre de St. Jorre, 2019 p.822, building on Yorke (2004) *Higher Education Academy UK*, p.8)

Background Statistics & Research

- Research suggests today's 15 yr. olds will have 17 jobs across 5 different careers
- Only 50% of those under 25 are in full-time work
- 25% in part-time work & study, 15% not working or studying, 10% Study only
- 60% young people (18-24) are currently studying for jobs that will be radically affected by automation.





Activity: What factors do we need to take into account when making a career decision?

ACTIVITY: Think about the following statements...

Which do you initially agree with most and why?

- A) Find the things you are good at and interested in, find a job that matches and do it – Simple!
- B) Life-stage is the most important influence on career development
- C) Career decisions are heavily influenced by the people you know and what they do
- D) You can't plan your career, you never know what will happen along the way

Perspectives on career development

MATCHING

Find the things you are good at and interested in, find a job that matches and do it – Simple!

EXAMPLE: RIASEC- John Holland Vocational Interest Theory (1973, 1985, 1997)

DEVELOPMENTAL

Life-stage is the most important influence on career development

EXAMPLE: Donald Super's Life-Career Rainbow, 1953,1957,1990

SOCIAL STRUCTURE AND SOCIAL LEARNING

Career decisions are heavily influenced by the people you know and what they do

EXAMPLE: Opportunity Structure theory (Roberts, 1977) Social Learning Theory of Career (Mitchell and Krumboltz, 1996)

UNCERTAINTY, CHAOS

You can't plan your career, you never know what will happen along the way

EXAMPLE: The Chaos Theory of Careers (CTC) Pryor & Bright, 2003ab, 2007, 2010; Bright & Pryor, 2005, 2007)

The Changing World of Work



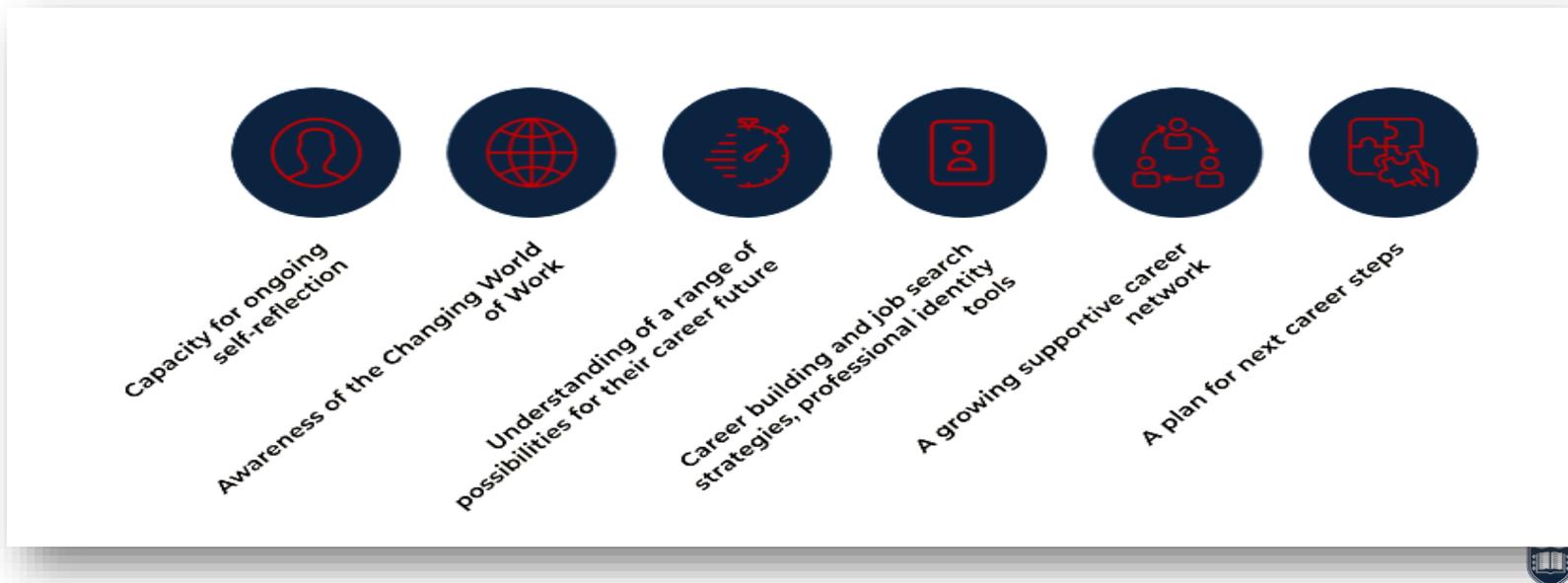
A whole of institution approach at UOW

The University of Wollongong Career Development Framework facilitates the embedding of Career Development Learning in the UOW curriculum:

- a guiding framework scaffolds learning as students progress
- range of activities, tools and assessments for career practitioners and academic staff to use in both curricular and co-curricular contexts.

CDL

RECOGNISE – MAKE EXPLICIT – DEVELOP



Careers Education at school



Activity: What was your personal experience with high school careers advice?

Our school – Careers Education Framework

*‘Career planning and decision-making is not a one-off event or a one size fits all. **It is a lifelong process.** As students face the future, they need **relevant skills, knowledge and attributes.** This includes reliable and valid career decision-making models which can be utilised throughout their lives. Career guidance systems need to be well researched and evidence driven, cater to all ability levels, take account of disabilities, and connect with specific career pathways and the labour market.’*

Careers Advisers Association of NSW & ACT Inc 2019
Role of the Careers Adviser

Our school- Framework based on the Blueprint

The *Australian Blueprint for Career Development* is a framework for designing, implementing and evaluating career development programs for young people and adults.




blueprint

AUSTRALIAN BLUEPRINT
FOR CAREER DEVELOPMENT

What is the Blueprint?	Who can use the Blueprint?	The Competencies		
<p>The Blueprint is a framework for creating, strengthening and evaluating career development programs and products for young people and adults.</p> <p>The Blueprint identifies <i>eleven career management competencies</i> that help people to manage life, learning and work from childhood through to old age.</p> <p>It also contains processes for planning, implementing and evaluating career development programs and resources.</p> <p>www.blueprint.edu.au</p>	<p>The Blueprint is particularly useful for people developing comprehensive career development programs and products.</p> <p>It is currently being used by teachers, human resources staff, career development practitioners and many others to:</p> <ul style="list-style-type: none"> Develop, monitor and evaluate career development activities, Map existing initiatives and coordinate future initiatives, Specify learning outcomes that are clear and measurable, Communicate with other service providers using a shared language and operating framework, Articulate people's entitlement to services, Identify resources that facilitate the development of career management competencies, and Facilitate connections and seamless movement between service providers. 	<p>The competencies promote intentional career development, lifelong learning and life/work balance. There are eleven competencies, across three learning areas:</p>		
		PERSONAL MANAGEMENT	1	Build and maintain a positive self concept
		PERSONAL MANAGEMENT	2	Interact positively and effectively with others
		PERSONAL MANAGEMENT	3	Change and grow throughout life
		LEARNING AND WORK EXPLORATION	4	Participate in lifelong learning supportive of career goals
		LEARNING AND WORK EXPLORATION	5	Locate and effectively use career information
		LEARNING AND WORK EXPLORATION	6	Understand the relationship between work, society and the economy
		CAREER BUILDING	7	Secure/create and maintain work
		CAREER BUILDING	8	Make career enhancing decisions
		CAREER BUILDING	9	Maintain balanced life and work roles
		CAREER BUILDING	10	Understand the changing nature of life and work roles
CAREER BUILDING	11	Understand, engage in and manage the career building process		














Our school Careers Education aims:

- encourage **students** to value and actively engage in their learning and **develop individual pathway plans**
- provide a **range of opportunities** to help develop appropriate skills and knowledge to effectively manage their own career development
- present **general Career guidance** and support at key transition points during secondary schooling
- provide **current information** regarding learning and work opportunities

Summary and next sessions

**Career Development
&
Employability**

The World of Work

UOW Approach

**Our school's
Approach**

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NCSEHE funded Careers Project Career Development: Introducing a whole-school approach

Session 2: Career Conversations

Sarah Ryan: Project Manager/ Careers Counsellor, Graduate Career Development and Employability, UOW

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TODAY

- Acknowledgement of Country
- Welcome to session 2
- Career Conversations overview
- Activity: Role play



Career conversations

At the end of this session you will have:

- Recognised the importance of language and questioning for career conversations
- Explored a range of career conversations, typical questions and conversation starters for class or individual discussion
- Observed a role play between 'teacher' and 'student' and participated in your own role play



RECAP: Broad Perspectives on Career Dev.

MATCHING

Find the things you are good at and interested in, find a job that matches and do it – Simple!

EXAMPLE: RIASEC- John Holland Vocational Interest Theory (1973, 1985, 1997)

DEVELOPMENTAL

Life-stage is the most important influence on career development

EXAMPLE: Donald Super's Life-Career Rainbow, 1953,1957,1990

SOCIAL STRUCTURE AND SOCIAL LEARNING

Career decisions are heavily influenced by the people you know and what they do (EXAMPLE:

Opportunity Structure theory (Roberts, 1977) Social Learning Theory of Career (Mitchell and Krumboltz, 1996)

UNCERTAINTY, CHAOS

You can't plan your career, you never know what will happen along the way !

EXAMPLE: The Chaos Theory of Careers (CTC) Pryor & Bright, 2003ab, 2007, 2010; Bright & Pryor, 2005, 2007)

Whole-School Approach:

- Giving feedback, reflection on skills values, interests and personality, the world of work, awareness of skills and knowledge gain
- As above, Self-awareness, acknowledging life stage and encouraging students to explore
- case studies, examples, sharing experience, careers fairs, careers events, encouraging exploration
- Acknowledging uncertainty, reframing openness in a positive way, curiosity, flexibility, small steps, keeping a bigger picture



What do you want to do when you grow up?

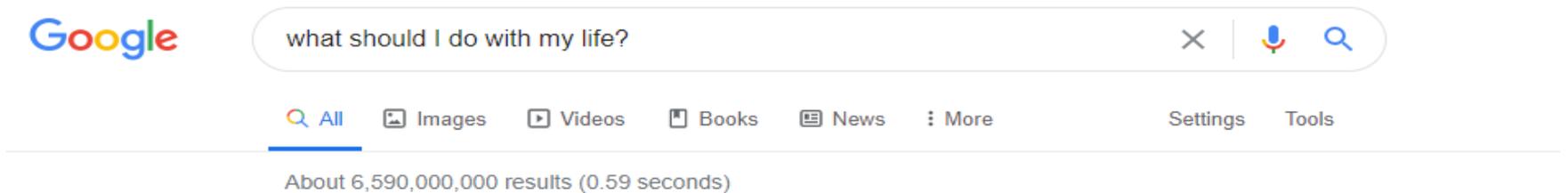
[Removed: Video of students from the school answering this question]

TYPES OF CAREERS CONVERSATIONS

PURPOSE behind student questions



Career Conversations: No one has all the answers



Typical Questions/themes from students

- How will this KLA get me a job?
- relating work to subject experience
- Managing expectations
- Other questions ?



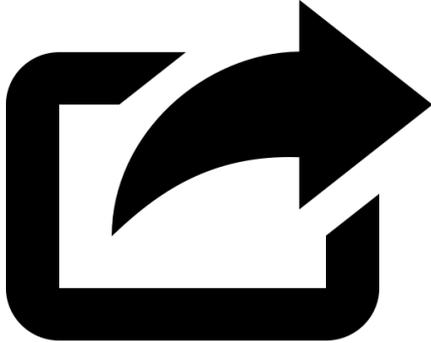
Activity: What helps and hinders when talking to students about careers?

Career Conversations

EXAMPLES

- Exploring interests, skills, strengths - giving students feedback
- Encourage curiosity about the changing world of work
- Probability Vs possibility thinking
- Encourage exploration - recommend sources of info (session 3)
- Open questions
- Planned and action focussed - next steps
- Active listening and presence
- Body Language
- Owning your experience and your opinions

Role play



Activity: Student and teacher conversations

- a) What's the point of this subject anyway?**
- b) I want to be a.... (unrealistic career ATM)**

Discuss

Career conversation starters

The changing world of work

- What do you see as the future of work?
- Research says that you may have 17 jobs and 5 careers (FYA, 2016), what do you think?
- What will be the growing areas?
- How might you fit in?

Careers as agents of change

- What problems would you like to see solved?
- Who is solving these problems?
- Can you contribute?

After a unit of work

- What did you enjoy about this unit of work?
- What would you like to learn more about?
- What did you learn about yourself?
- What skills did you develop?

Encourage exploration and agency in class tasks

- What do you need to know?
- How can you find out more?
- What clues did you get that can inform your future career ?
- Who can help you?



Careers Education at school



Activity: In pairs, role play a short career conversation between a student and a teacher.

Sample Q:

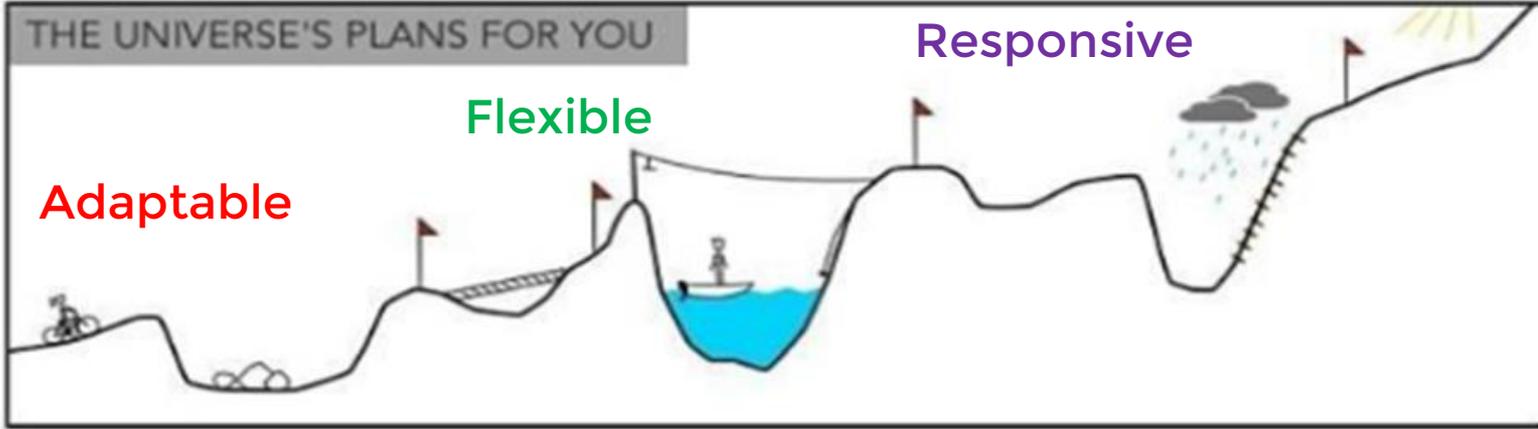
I love this subject ... but I don't know what I want to do with it

I hate this subject, it won't go anywhere

How do I become X?

Do I think I should become a teacher?

Why 'what do you want to do with your life?' might not be the best question



Summary and final session

Types of career conversations & the purpose behind student questions.

Some of the difficult questions and conversations explored.

Conversation starters and key pointers.

Activities - practice !

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Session 3: Careers in the curriculum - a whole school approach

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TODAY

- Acknowledgement of Country
- Welcome to session 3
- Careers in the curriculum – examples & resources, and activities
- Evaluation



Careers and the Curriculum, a whole-school approach

At the end of this session you will have:

- Considered a range of resources and ideas to refer to and embed in your curriculum
- Started to develop an action plan for embedding careers in your subjects
- Discussed ideas for further progressing a whole-school approach at our school

“ A positive future for every student ”



Qn: Have you had a careers question this past week?

A whole of institution approach

Think about activities, assessments that encourage:

- self reflection (likes/dislikes, skills, strengths, values)
 - links with the changing world of work
 - exploration of a range of career possibilities
 - articulation of the value of their learning / link to job search tasks
 - looking at case studies of our school's alumni
- which will all inform the plan for next career steps



From little things ... big things grow

- **Plan careers as a part of the unit of work** e.g. assessments, questions, communicating learning, research projects (e.g. where can I study x, what jobs might I do, which organisations need this skill/ subject area)
- **Employability skills and personal attributes** embedded to link to the world of work - reflective activities
- **Link to industries and career stories** industry changes, global developments, careers expos, school alumni stories, KLA careers competitions, projects, industry visits
- **Careers in extra-curricular activities** - robotics engineering clubs, CAPA roll group doing activities that show case specific careers
- **Provide information on careers and further study**
TAFE/ uni visits, job profiles, real life examples, job descriptions, video clips, career targets
- **Work experience supported with CA**
- **Co-design careers event with students** job fair in a KLA with CA
- **Include in the mission, planning (whole school careers plan) and policies of the school**

Careers education is a life-long approach.

Consider a common career language at our school

It will help students to:

- understand their personal strengths, skills and attributes
- build on their individual confidence
- speak at interview about themselves
- develop a value of a subject area in relation to future work

EMPLOYERS HAVE EXPECTATIONS FOR SKILLS IN THE WORKPLACE.

These skills are:

- useful across all industries
- helpful for us to interact with others
- basic requirements to any job
- able to outweigh experience as employers can teach on the job training skills

COMMON CAREER LANGUAGE at our school...

Employability Skills

Personal qualities/ attributes are the characteristics or personality traits of an individual

eg:

- determination
- flexibility
- loyalty
- resilience
- positive
- friendly

- **LEARNING**
- **INNOVATIVE AND ENTERPRISING**
- **PROBLEM SOLVING**
- **PLANNING AND ORGANIZING**
- **SELF MANAGEMENT**
- **TEAM WORK**
- **TECHNOLOGY**
- **COMMUNICATION**
- **CROSS CULTURAL UNDERSTANDING**

Resources to help you

They can be:

- broad or specific
 - directed by student career interests and knowledge
 - used depending on available time in the class
 - a way to promote a subject
 - helpful in KLA assessment tasks
 - used to give relevance to your KLA
 - answers to questions - what can I use x for a job?
-
- **REFER DIRECTLY TO SCHOOL RESOURCES**

Class Career conversation starters/ activities

The changing world of work

- What do you see as the future of work?
- Research says that you may have 17 jobs and 5 careers (FYA, 2016), what do you think?
- What will be the growing areas?
- How might you fit in?

Careers as agents of change

- What problems would you like to see solved?
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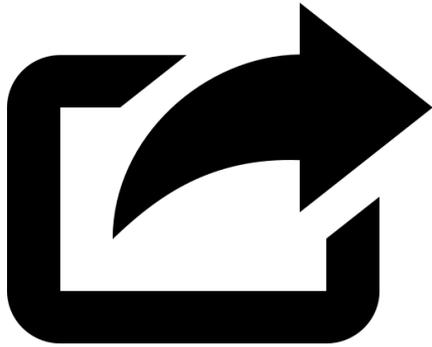
After a unit of work

- What did you enjoy about this unit of work?
- What would you like to learn more about?
- What did you learn about yourself?
- What skills did you develop?

Encourage exploration and agency in tasks

- What do you need to know?
- How can you find out more?
- What clues did you get that can inform your future career ?
- Who can help you?





Our school Careers in the Curriculum

- What can I do? What is my idea?
 - Over the next few weeks - a quick win!
 - Next term/ Term 4
- Who do I need to work with? Contributors? KLA? Individual?
- Resources needed?
- How to evaluate what I do?
 - Informally - engagement, questions asked, more discussion in careers
 - Formal evidence - questions in tasks

Activity: The bigger picture



Discussion

A whole school approach

- What might a whole school approach for our school look like?
 - What needs to happen?
 - What do you need to support this?
-
- Career Development Learning vision for our school
“A positive future for every student”