



WHAT THE RESEARCH IS SAYING ABOUT TRANSITIONS - *HOW CAREER PRACTITIONERS IMPROVE OUTCOMES*

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ACKNOWLEDGEMENT



On behalf of CEAV, we would like to acknowledge the traditional owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to elders past, present and emerging.

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CONTENTS

- Changes happening in career development at national and state level
- Quick look at international best practice in career development
- What makes for a successful transition from a VET or university course

SUCCESSFUL TRANSITIONS

Year 12 + 4 + 67 = 2064

Security lies not so much in employment, but rather in employability. How we manage and maintain our employability will be our career. Who we are and what we can offer will become our career.

Career becomes our business.

Professor Tony Watts UK 2014



INTERNATIONAL TRENDS

“Over recent years, the evidence base surrounding the impact of careers-focused provision has improved considerably, offering validation to the OECD’s confidence that school-mediated work-related engagements can be robustly associated with better employment outcomes”.

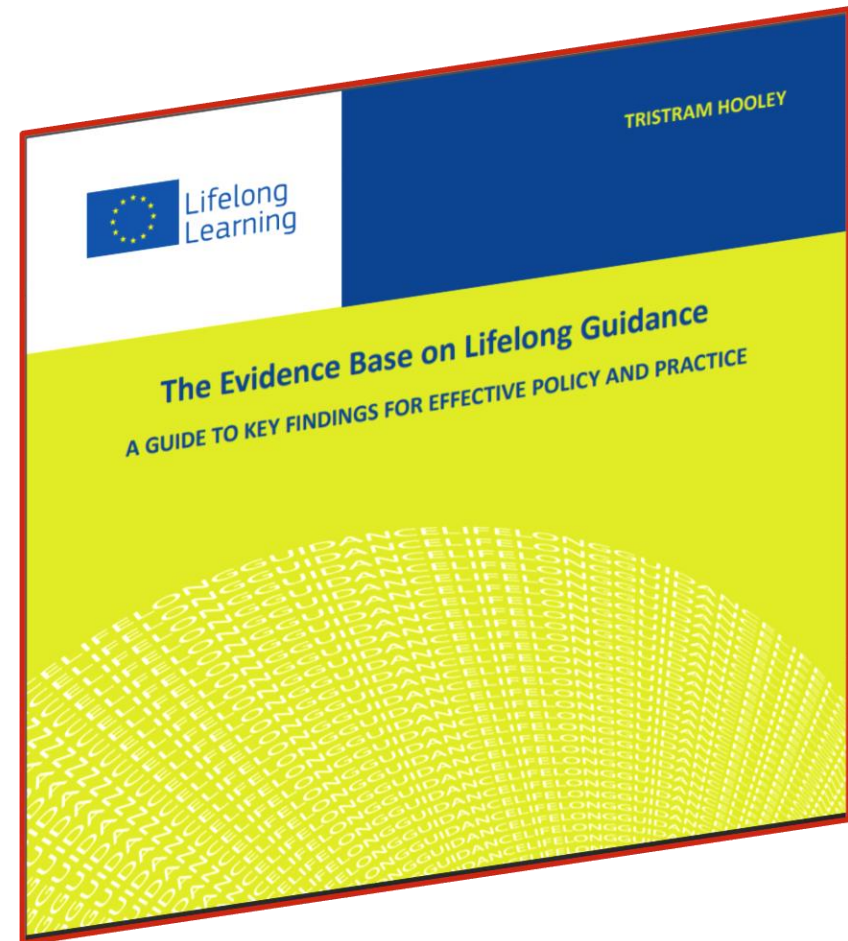
The impact of career development activities on PISA mathematics tests An analysis of data Organisation for Economic Co-operation and Development (OECD) Elnaz T. Kashefpakdel and Matteo Schleicher Occasional Research Paper 12: September 2017

ELGPN EXAMINATION

The Evidence Base for Lifelong Guidance concluded:

“Young people who receive school career guidance are more likely to achieve better outcomes in the labour market”

The Evidence Base on Lifelong Guidance: a Guide to Key Findings for Effective Policy and Practice The European Lifelong Guidance Policy Network (ELGPN) research 2014



TRANSITION SKILLS

If individuals are to manage their career development effectively they need support in three forms:

1. Help in developing management skills
2. High quality information on the opportunities open to them
3. Personal support from qualified career guidance professionals who can assist them in reviewing information and converting this to personal action

Ref: OECD Rethinking Human Capital (2002)

NATIONAL RESPONSE TO 21 CENTURY SKILLS

The Joyce Review was significant in its findings as it identified a need for Australia to:

- improve the quality of career education being provided to school students and leavers, their influencers, and job seekers of all ages
- resolve the fragmentation and complexity of the careers sector

<https://pmc.gov.au/sites/default/files/publications/strengthening-skills-independent-review-australia-vets.pdf>

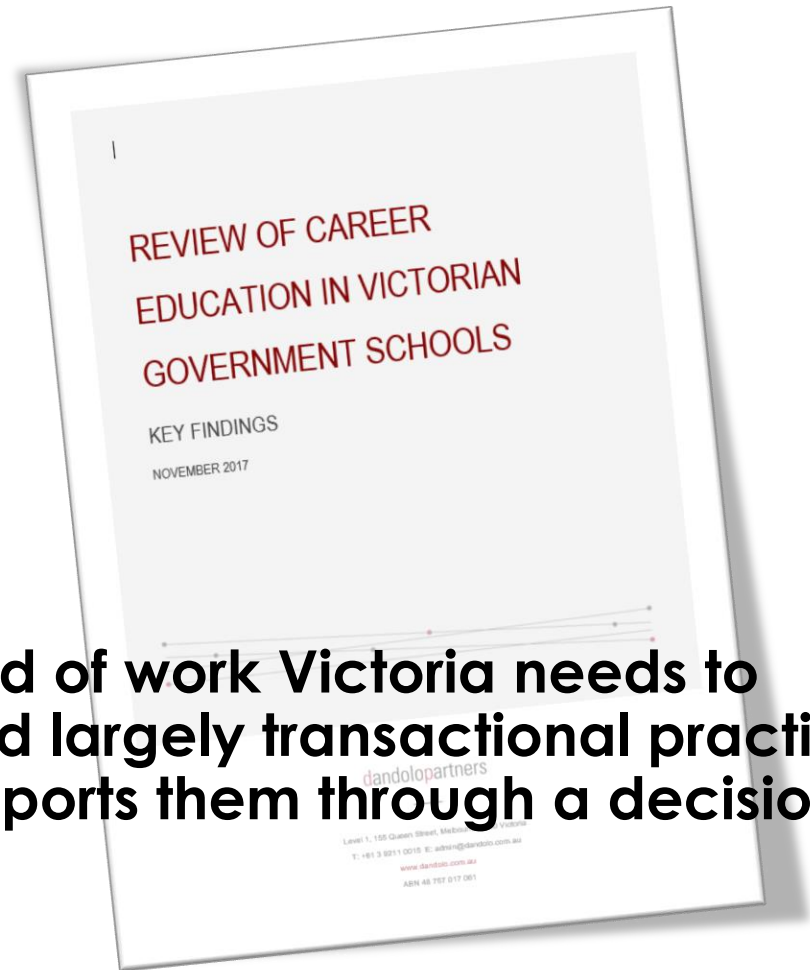
NATIONAL CAREER DEVELOPMENT PRIORITIES

- reducing the mismatch between students' education choices and their desired career choice
- increasing the use of direct pathways into a desired occupation

Submissions to the National Skills Commission Co-design open until 22
November <https://www.employment.gov.au/so>

STATE REVIEW

2017 Dandolo Review



To meet the challenges of the changing world of work Victoria needs to transform career education from variable and largely transactional practices, to a professional service for students that supports them through a decision-making journey.



STATE RESPONSE

Research suggested

- Career education increases engagement and wellbeing in students while still in schools
- Career education equips students with skills for transition out of school and into further education / workforce and training

THE FINDINGS

Findings

- Wide variation in the range and delivery of programs
- Inconsistency in the priority of career education in schools

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/Dandolo_Review_Key_Findings.pdf



RECOMMENDATIONS

From

Variable provision based on school priorities

Focus on Year 10 -12 information giving and plans

'Meaningless' work experience programs

Stand alone activity – focus on senior secondary

To

Consistent, high quality career education delivered in schools

Supporting junior students to develop sense of self and aspirations before making plans in Yr 10 -12

Multiple modes of delivery to experiential learning about work within industry

Embedded in teaching and learning across primary and secondary schools

PARLIAMENTARY INQUIRY

CEAV – Submission 26

To ensure young people get the skills they need for the jobs they want, the Victorian government needs to: □

“Mandate and make accountable career education through legislation for all Victorian students from Year 3 to Year 12.

This will ensure consistency across sectors and the delivery of accurate, timely, professional and unbiased advice.

Legislation should outline the requirements for delivery, the outcomes and the quality measures needed to ensure that career education is an entitlement in the education state.”

<https://www.parliament.vic.gov.au/eejsc/inquiries/inquiry/925>

TRANSFORMING CAREER EDUCATION

Key drivers of system improvement:

1. Start early
2. Connect to work
3. Make career education a priority



CAREER PRACTITIONERS IMPROVE TRANSITIONS.....

By.....

- Asking right questions – interests, values, talents and is strengths focussed
- Allowing time for self awareness and knowing meaning and purpose

It celebrates diversity and uniqueness:

- explores challenges and barriers
- brings the family story along the journey
- doesn't present only one way
- person is central in the process, and
.....It offers hope



SUMMARY



Career development matters to successful transitions.....

- ✓ It is important for effective learning
- ✓ It is important for effective labour markets
- ✓ It contributes to social equity

REFERENCES

- <https://www.pmc.gov.au/resource-centre/domestic-policy/vet-review/strengthening-skills-expert-review-australias-vocational-education-and-training-system>
- <https://www.employment.gov.au/NCI>
- *The Evidence Base on Lifelong Guidance: a Guide to Key Findings for Effective Policy and Practice* The European Lifelong Guidance Policy Network (ELGPN) research 2014
- *The impact of career development activities on PISA mathematics tests An analysis of data* Organisation for Economic Co-operation and Development (OECD) Elnaz T. Kashefpakdel and Matteo Schleicher Occasional Research Paper 12: September 2017
- <https://www.parliament.vic.gov.au/eejsc/inquiries/inquiry/925>
- https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/Transforming_Career_Education.pdf