

# Career Development Strategy

## Overview

This strategy provides an overview of the requirements and vision of Career Development at Whyalla Secondary College (WSC). The Career Development strategy has been developed in support of teachers, parents / caregivers and students.

The National Career Development strategy requires “all students have the skills, knowledge and capabilities to manage their careers throughout their life to support their individual wellbeing and participation in the workforce and contribute to Australia’s productivity” (National Career Development Strategy, 2013). Every student at WSC will have access to all opportunities to transition successfully from school to further education, training or employment. The Department believes that “Career Development assists students to reflect on their ambitions, interests, strengths and abilities. It helps students to have a greater understanding about career options, pathways, the labour market and employment, and to relate this to what they know about themselves.” (Preparing Secondary Students for work, National Government, 2014).

## Reasons for improvement, did you know:

In 2018, only 59% of year 12 students completed their South Australian Certificate of Education	The proportion of young South Australians participating in post school education, training or employment has fallen 70.6% in 2006 to 67.1% in 2016	The average transition time from education to full-time work has significantly increased from one year in 1986 to 4.7 years in 2019	The average unemployment rate for young people aged 15 to 24 years in South Australia over the 12 months to April 2019 was 13.2%
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VET for School Students Policy (2021)

## Vision

Career Development at WSC is a dynamic ongoing process of personal growth and learning for students year 7-12 and beyond. WSC is committed to providing students with Career Development and guidance that is reflective of the changing nature of work, while equipping students with the individual knowledge, skills and capabilities needed to become self-reliant career managers who are able to make the best possible educational, training and occupational choices for their intended future.

WSC believes that every student:

- Should have high quality careers development education to ensure they are well informed and flourish when making career decisions, including subject selections.
- Should engage in a range of activities to develop a range of employability, adaptability and STEM skills across learning areas, preparing them for the dynamic world of work.
- Should be given the opportunity to experience career exploration including a period of work experience, site visits and problem base learning driven by industry problems, collaboration and entrepreneurial skills.
- Should experience a range of career-related activities including higher education information, employer talks, career expos, motivational speakers and university visits.
- Should have access and support to Vocational Education and training (VET) and University studies in support of starting the transition into Higher Education while at school.
- Should develop the knowledge of how to search and access accurate, up to date information about work trends, training and educational opportunities.
- Should be encouraged to volunteer to develop lifelong skills while giving back to the community.
- Do charity work by raising awareness and funds

- Take the lead in the care for the environment

Career Development at WSC strives to link with the school values and skills for the future workforce:

- **Innovation:** Students will work with industry or on real life problems to develop a solution, building on open minded thinking, explore enterprise skills and problem solving.
- **Integrity:** Promoting the importance of integrity, self and reputation, while students build their career profile in career exploration activities; on placement with employers or during learning opportunities.
- **Inclusion:** Learning for every student that caters for every pathway.

### Outcomes

WSC supports the vision that students who understand the connections between school, their self, transferrable skills and available career pathways are more likely to have greater engagement and achieve better educational outcomes. Whyalla Secondary College's Career Development strategy is driven by the following goals for students, parents /caregivers and staff:

#### Students

- develop capabilities and skills for a future job market
- increase knowledge of appropriate subjects to follow in support of a desired pathway
- develop the knowledge of how to dig and access accurate and up to date information about work trends, training and educational opportunities.
- make informed decisions about selected subjects, courses and career pathways
- aspire to SACE completion and higher education, training and or employment
- develop skills and capabilities to navigate, understand and manage the transition from school
- interact with and explore the community to develop lifelong skills

#### Parents / Caregivers

- support students to aspire to higher education, training or employment
- support their child to achieve SACE completion, a VET qualification and/or employment
- support student attendance to school, ensuring students are able to develop skills and capabilities to navigate, understand and manage the transition from school
- to increase an understanding and knowledge around Career Development and learning programs (Australian Curriculum/SACE/VET)

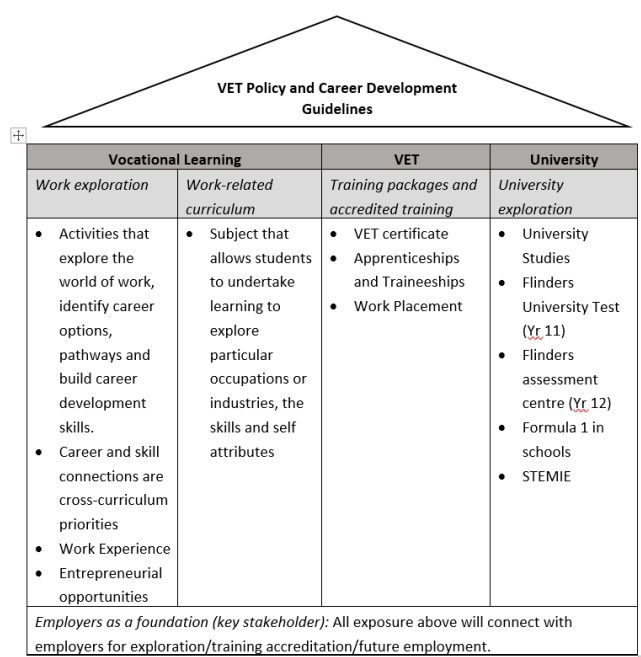
#### Staff

- increase the knowledge and understanding of individualised career development
- contribute to strategies for raising student achievement, by increasing motivation and students seeing the connection between knowledge and skills developed at school on future careers
- build students' understanding about their interests, strengths, and areas of improvement to support a future beyond school
- provide curriculum that links to the knowledge and skills of the work force
- increase awareness of industries and have greater collaboration with the community and employers
- increase the understanding and education of parents/caregivers about career development
- increase the number of students achieving SACE completion, a VET qualification and/or Employment

## Our approach in achieving our goals

Career Development at WSC strives for an individualised approach that is underpinned by the DOTS framework developed by Bill Law and Tony Watts DOTS Theory (1977, UK) whereby the following milestones are referred to as a progressive guide for students Year 7-12:

<b>Self-awareness:</b> identifying interests, abilities, values, etc.	Who am I?
<b>Opportunity awareness:</b> knowing what work opportunities exist and what their requirements are	Where am I at?
<b>Decision learning:</b> developing decision-making skills and action planning	What will I do?
<b>Transition learning:</b> planning, searching, applications, and self-presentation skills	Where will I do it?



As a school we will strive to ensure students receive guidance and support to ensure they feel ready to make well informed decisions about their career pathways. All students will undertake career learning as part of their educational program and have access to career and vocational opportunities (work exploration, VET and/or University) in support of future employment. Students will also have access to their MIND mentors for pathways planning and subject counselling.

**Diagram 1:** Career exploration opportunities throughout year 7-12

The Department for Education Career Development Framework (year 7 – 12) guides students to build the skills, knowledge and capabilities to make future decisions throughout their lives. The Career Development Framework will be worked towards by students and staff in a range of learning opportunities (classes, workshops, events). The Framework includes a suggested progression of learning outcomes from years 7 – 12, which WSC will use to personalise students' career development, to support them to gain the career management competencies at their own pace.

<b>Year 7-8</b> (Self and Opportunity)	Career Development is integrated into interdisciplinary learning units (learning about self, capability development and exposure)
<b>Year 9</b> (Opportunities)	Career Exploration subject (Linked to capabilities and evidence for e-portfolio for exploration of opportunities)
<b>Year 10</b> (Opportunities and Decisions)	Personal Learning Plan (PLP) subject with career conversation to support development of a career action plan.
<b>Year 11</b> (Opportunities and Decisions)	Whole school career development activities Optional workshops/seminars Optional SACE subjects - Workplace Practices, Business and Innovation or Work and the Community
<b>Year 12</b> (Decision and Transition)	Whole school career development activities Optional workshops/seminars Optional SACE subjects - Workplace Practices, Business and Innovation or Work and the Community

## Result Measures

### Measure and indicators of best practice – Review

Outcome	Elements	Self-assessment questions for schools	Best practice
Aspiring to achieve best practice career education across the system	1. Schools have active and committed leaders that visibly support a whole-school approach to developing a school career education plan	Does your school provide structured support for career education?	My school's career education activities are led, developed and supported by school leadership, and are appropriately resourced.
		Does your school strategically plan for quality career education to be implemented?	My school has implemented a whole-of-school career education plan, which is actively monitored, reviewed and continuously improved.
		Does your school leadership profile recognise and promote the value of career education?	My school reports on our career education activities in our annual school improvement plan. We publish our career education plan and career development activities on our school website.

Outcome	Elements	Self-assessment questions for schools	Best practice
	2. Teachers link curriculum learning with career management competencies	Is career education in your school contextualised in different learning areas?	Teachers in my school deliver year 7 to 12 subjects in a contextualised way that helps students to understand how content is relevant to career pathways and work settings. Contextualised learning is recognised within Australian Curriculum and SACE subjects.
		Does your school encourage students to build career management competencies?	My school ensures students have multiple and regular opportunities to build and demonstrate career management competencies.
		Does your school provide human resources that lead effective student learning in career education?	All teachers and career advisers at my school understand and use consistent career education terminology and methodology, and are provided with professional development opportunities consistent with their role in providing career education. PLP teachers at my school undertake career development training as part of their annual professional development.
		Does your school have a plan for career education?	My school has a career education plan with strategies tailored for different stages of schooling and that caters for student diversity.
	3. Students have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace	Does your school provide multiple opportunities for students to engage in career education activities?	Students at my school are provided with multiple and regular opportunities to understand the world of work, including through: <ul style="list-style-type: none"> <li>• learning in the industry and employer immersion program</li> <li>• World of Work Challenge</li> <li>• use of an online portal to connect students with opportunities to engage with industry and employers.</li> </ul>
		Does your school have a range of partners that support your career education program?	My school collaborates with employers to build and maintain mutually beneficial partnerships that support career education for students.
		Is work experience a valued component of your school's educational program?	All students at my school participate in meaningful work experience that links to potential career pathways.
		Does your school provide workplace learning?	Students at my school can access structured workplace learning to support VET participation and completion.
		Does your school support open conversations with students and	Students at my school are supported to identify and discuss how work exploration and employer engagement

Outcome	Elements	Self-assessment questions for schools	Best practice
		link those conversations about careers to their learning?	opportunities link to their classroom learning and the real world of work.
		Does your school provide vocational learning opportunities to support students' transition to work?	All students at my school participate in vocational learning and self-exploration activities as part of their preparation for the world of work.
	4. Students and families have access to quality information about future study options and labour market opportunities including academic and vocational pathways	Does your school provide accurate and impartial pathways information to teachers, parents and students?	My school provides all students, parents and carers in my school community with access to accurate, up-to-date, impartial and user-friendly information about their career pathway options, including higher education, VET, apprenticeships and traineeships.
		Does your school community actively participate in career events and sessions?	All students and families at my school are invited to well-informed career events and information sessions.
		Does your school build student capacity to accurately analyse their employment prospects beyond school?	My school ensures students have the skills to access, interpret and analyse labour market trends that affect their future employment prospects and post-school career pathways.
		Does your school have the most relevant and up-to-date career information from reliable sources?	My school accesses career information and resources through reliable, authoritative sources such as My Future or the National Careers Institute digital platform to inform various practices and career advice.
		Does your school encourage and support students to understand, articulate and follow potential career pathway options?	My school provides students with access to a career expert to support them to understand, articulate and follow potential career pathway options.
	5. Students have access to high quality career guidance and advice.	Does your school provide opportunities for students to access career guidance and advice from a qualified practitioner?	My school provides all students with opportunities for personal guidance and advice from a qualified career development practitioner. Guidance and advice are available at significant decision points, and are based on labour market information and students' passions, interests, values and strengths.
		Does your school support all students through knowledgeable staff and career resources to develop	My school has processes, resources and staffing to ensure all students in year 10 develop an individualised career action plan as part of their personal learning plan (PLP).

Outcome	Elements	Self-assessment questions for schools	Best practice
		individualised career action plans?	
		Are students' families actively encouraged to be involved in career education?	My school actively engages students' families in career education, enabling them to give well-informed advice to their children.
	6. Career advice and support is tailored to meet the needs of every student.	Does your school have structures and processes in place to ensure that students are supported to build career management competencies?	My school's structures and processes ensure students are supported to build their career management competencies throughout secondary school.
		Are your students confident and self-aware when making career decisions that are guided by their values, passions and strengths?	My school encourages and supports students to develop self-awareness and self-confidence in making career and education pathway decisions that are guided by their passions, interests, values and strengths.
		Do your students have individual career action plans that are continuously reviewed?	My school ensures each individual student career action plan is maintained and outcomes are defined, monitored and reviewed.
		Does your school have a system of identifying disadvantaged students, so that solutions can be identified and resources allocated?	My school has a system of identifying students facing disadvantage, and gives them targeted solutions, support and resources that meet their individual needs. We consider diversity and engage at-risk students.
		Do all students have an e-portfolio that documents their training and learning from years 7 to 12?	My school ensures students have an e-portfolio that documents their training, learning and encounters with employers throughout secondary school in readiness for the world of work.  Students' ePortfolios include CVs or resumes and can be used to demonstrate their employability skills.

\*Department for Education *Career Development measure*

## Definitions

WSC – Whyalla Secondary College

STEM – Science, Technology, Engineering and Mathematics

VET – Vocational Education and Training

SACE – South Australian Certificate of Education

DOTS – Decision making, Opportunity awareness, Transition Learning, Self-Awareness

MIND – Mentoring In New Dimensions  
PLP- Personal Learning Plan

### Supporting Information

National Career Development Strategy, 2013  
Preparing Secondary Students for work, National Government, 2014  
VET for School Students Policy 2021

Tony Watts DOTS Theory (1977, UK)

### References

The following has been used as a reference in developing the strategy:

- The National Career Education Strategy
- The Australian Blueprint framework for Career Development
- Department for Education VET for school students Policy
- Department for Education Guidelines for best practice career education