

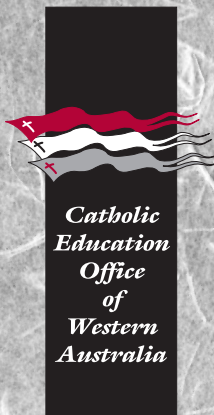
# Western Australian Guidelines for Career Development and Transition Support Services

career development lifelong learning common language kindergarten adulthood systematic process implementing **australian blueprint** acquired competencies transition planning career development individual pathways exit plans **transition planning** evaluating lifelong learning evaluating marketing



**Australian Government**

**Quality Teacher Programme**



Department of Education and Training



ASSOCIATION OF INDEPENDENT SCHOOLS OF WESTERN AUSTRALIA (INC)

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# Western Australian Guidelines for Career Development & Transition Support Services

## FOREWORD



The Western Australian Guidelines for Career Development and Transition Support Services is a response to the National Framework for Career and Transition Services. This approach has been developed between the Department of Education and Training of Western Australia, the Catholic Education Office of Western Australia and the Association of Independent Schools of Western Australia and outlines a comprehensive approach by schools to assist students in managing the various stages of transition.

To make effective transitions through school and on to further education, training and employment, students require access to information and suitably qualified people that will assist them in this process. Before making and implementing decisions about careers, students also need to develop a knowledge and understanding of themselves in relation to the workforce and need to be aware of current labour market trends. This includes consolidating the skills required to learn further, as well as recognising and developing employability skills through the course of their everyday learning at school, in employment and training pathways, at home and in the community.

The objective of this Resource Collection is to provide students with access to career development services and information that will assist them to make informed choices about learning, work and life opportunities. The Guidelines present a range of options which could be implemented to support young people in making effective transitions and can be used as a tool to assist schools in planning for and providing services and information to support this process.

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# Western Australian Guidelines for Career Development & Transition Support Services

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The Western Australian Guidelines were modelled on the Career and Transition Services Framework 2003, developed by the MCEETYA Taskforce on Transition From Schools. At the July 2003 meeting of MCEETYA, Ministers agreed to promote the Framework as a tool to assist jurisdictions in planning for and providing services to support and prepare young people to make successful transitions.

The Project Team consisted of Dr Peter Carey, Career Development Consultant, Catholic Education Office of WA (Project Manager); Fran van Riessen, Education Consultant, AISWA; Mary Erceg, DET; Peter Jones, DET; Shaun Guyton, DET; Erika Hancock, Deputy Principal, Servite College (RECC); Cathy Moore, Mater Dei College; Lesley Elder, Mercy College; Debbie Middleton, Aranmore Catholic College; Caroline Payne, Principal, Kolbe Catholic College; Shane Baker, Principal, Sacred Heart Primary School; Kevin Johns, Trinity College; John Barich, Parents and Friends' Federation of Western Australia Inc; David Cusack, Catholic Education Office; Di Pugh, Students with disABILITIES K-12 Team CEOWA; Marion Haas, Career Decisions; Jane Carmignani, Santa Maria College; Paul Etheridge, Department of Education, Science and Training; Cosi Schirripa, Servite College; Judith Denham, Edith Cowan University; and Mariana Joseph, Central TAFEWA College.

We gratefully acknowledge permission for the use of materials compiled by the Department of Education and Training of Western Australia. These include the *Parents as Career Partners Handbook*, *Job Search Guide* and *My Individual Pathway Plans*.

We gratefully acknowledge permission of the Career Industry Council of Australia for the inclusion of the *Professional Standards for Australian Career Development Practitioners* and *Developing Guidelines for Career Development Services and Information*. These have been prepared through the National Standards and Accreditation of Career Practitioners' project commissioned through the Career Industry Council of Australia by the Australian Government Department of Education, Science and Training.

Quotations used on all section dividers have been taken from the Western Australian Guidelines for Career Development and Transition Support Services.

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## ONE | DEFINITIONS

### Career Development

Career development is the process of managing life, learning and work over the lifespan. Researchers suggest that “career development involves one’s whole life, not just an occupation... It concerns the individual in the ever-changing contexts of his and her life...self and circumstances – evolving, changing, unfolding in mutual interaction” (Wolf and Kolb in McMahon, Patton and Tatham: 2003). Career development is an acknowledgement and acceptance of the notion of lifelong learning.

### The Draft Australian Blueprint for Career Development (ABCD)

The **ABCD** is a national Department of Education, Science and Training (DEST) initiative and is a significant tool for implementing career development in the school setting. The **ABCD**:

- provides a *common language* for the outcomes of career development initiatives and activities in any setting
- maps out the life/work/learning competencies needed to proactively manage the career building process, from kindergarten to adulthood
- provides administrators and practitioners with a systematic process of developing, implementing, evaluating and marketing career development programs or redesigning and enhancing existing programs
- enables researchers and practitioners to determine the extent to which clients/students have acquired competencies
- enables career resource developers to design products, programs and services to address specific competencies, and users to identify and code resources.

### Career Development and Transition Planning

Creating a career development culture in schools is underpinned by a transition planning process. Transition planning has three main elements. These are:

- Individual Pathway Plans
- Career Development and Transition Portfolios
- Exit Plans

### Individual Pathway Plan (IPP)

For school students the Individual Pathway Plan is a plan for how an individual will navigate the curriculum to demonstrate career competencies and achieve career development outcomes. The IPP is a valuable tool for managing transitions.

### Career Development and Transition Portfolio

The Career Development and Transition Portfolio is a student-owned product used to record and inform the student’s Career Development and Transition Planning processes. The opportunity for students to develop a portfolio provides early intervention support that will:

- give every student the opportunity to develop a skills portfolio document to record the development of skills and competencies
- enable all education providers to develop the school-community (including business and industry) partnerships required to underpin successful early intervention and transition strategies.

## Exit Plan

Young people will develop an exit transition plan assisted by schools and families which will outline the strategies for transition to post-school destinations including further education, training and employment.

## TWO

## RATIONALE

There is a growing recognition that, in the light of global competition and ever more rapid technological change, one of the main keys to a country's success lies in the ability of its people to build and manage their skills. Included in these are career planning, job search and other career management skills. Seen in this perspective, it seems that career development programs and services have the potential to contribute significantly to the ongoing growth and development of our nation.

Career development is about actively creating the life one wants to live and the work one wants to do. It is a continuous process which acknowledges the notion of lifelong learning. An integral component of this process is self-management through the ever-changing contexts and circumstances of an individual's life and work journeys.

*'In the past, a person could gain a single qualification, acquiring one skill set and body of knowledge, which would sustain them throughout their entire working lives. Those days are gone. In the new environment, it is imperative that people understand they must become lifelong learners in order to adapt to these changeable and challenging times. They must also be able to transfer their learning from one setting to another, so that they can transition smoothly between a variety of life, learning and work roles.'*

(Australian Blueprint for Career Development, Miles Morgan Australia Pty Ltd, July 2003, p.7)

School students require access to information and suitably qualified people to assist them in making effective transitions through school and from school to further education, training and/or employment. The key decisions which students make about jobs, courses and career paths require access to careers information which is informed by current labour market trends.

Students also need to develop knowledge and understanding of themselves in relation to the changing world of work before making and implementing decisions about careers. Suitably qualified career practitioners can assist students to develop such knowledge and understanding through the use of a wide range of tools and techniques.

All students need to consolidate the skills required for lifelong learning. They need to develop employability skills and enterprising attributes through the course of their everyday learning at school, in employment and training pathways, at home and in the community.

Satisfying the needs of students is the driving force behind the design and operation of any school program. All students need to be empowered and supported to develop skills in managing their own careers from Kindergaren to Year 12 and beyond.

Career Development Programs and Transition Support Services that meet the needs of students will:

- provide students with opportunities to develop individual career pathway plans
- provide students with opportunities to develop skills in effectively managing their own career development
- encourage students to value and actively engage in their learning
- provide general career guidance and support at key transition points during primary and secondary schooling
- provide comprehensive information regarding learning and work opportunities (including local opportunities) supported by appropriate information technology systems accessible at the local level
- track students as they move through school and from school into post-school destinations for the purpose of evaluating and improving programs
- support students through mentoring, brokering or other appropriate assistance
- facilitate support for those at risk of not participating effectively in education and training
- facilitate integrated specialist support for those facing substantial and multiple disadvantages that prevent them from engaging in education and training, and provide them with access to a range of specialist services to overcome barriers.

All students connect with educational institutions. Therefore schools and other education providers should take a leading role in any systematic and comprehensive approach to assist students in managing their transition processes.

Schools and agencies should work closely together to ensure that students and their families are aware of the full range of support and information services available to them.

## THREE | OUTCOMES

The objectives of Career Development Programs and Transition Support Services are to ensure that all students are equipped and supported to:

- make informed choices about learning, work and life opportunities and take personal responsibility for those choices
- develop, implement, review and adapt action strategies to optimise learning, work and life choices
- access relevant and timely information and networks.

## FOUR | PRINCIPLES

### OVERARCHING PRINCIPLES

- Provide comprehensive Career Development Programs and Transition Support Services covering employment outcomes, social participation and active citizenship.
- Assist students to develop an individual pathway plan through the adoption of a Career Development Program which will involve a range of stakeholders, including the school, industry, parents and others.
- Career development practitioners have recognised minimum qualifications which are updated regularly through professional development and membership of a professional association.
- A career development culture which will ensure schools have a shared vision and sense of ownership with local partners at various levels.
- The National Standards and Accreditation Process for Career Development Practitioners and the Australian Blueprint for Career Development underpin these Guidelines for Career Development and Transition Support Services.

### ELEMENTS OF THE OVERARCHING PRINCIPLES

- Career Development Programs and Transition Support Services in schools play a key role in encouraging individuals to engage in ongoing career development and in ensuring that an individual's decisions are based on current, accurate and comprehensive information.
- The career education curriculum incorporates career awareness, career exploration and the development of career management skills.
- Students are at the centre of transition arrangements, which ensure that the design, management and direction of career pathways are ultimately their responsibility.
- Individual career development and transition support services will:
  - consider prior learning and experiences
  - recognise and reinforce the importance of self-development and self-management
  - identify and address the learning styles of individuals
  - respect the personal needs and circumstances of the individual
  - include a variety of transition arrangements tailored to the capacities and needs of students from all cultures and equity groups.
- Career Development Programs are enriched by the active involvement of employers, parents and other stakeholders. Students should have opportunities to engage in experiential learning through course tasters and active experiences of the world of work through visits, workplace simulations and shadowing or structured work placements.

- Recognising that while quality career information is essential for career decision-making, many students will also need the support of skilled people to understand the information, to relate it to their personal needs and to convert it into personal action.
- Schools should monitor and track the outcomes of Career Development Programs and Transition Support Services and use these to inform future programs and services.

## FIVE

## STRATEGIES

The Career Development and Transition Support Service delivery includes the following elements:

### PRIMARY AND SECONDARY SCHOOL STUDENTS

#### *Career Development Plan*

Students present evidence of well considered decision-making in presenting and reviewing their Individual Pathway Plans regarding work, learning and life goals and action-planning strategies to achieve those goals.

#### *Career Development and Transition Portfolio*

Students collect, organise and appropriately present evidence of their developing skills, personal qualities, interests, achievements and support strategies to optimise their learning, work and life goal outcomes.

### PRIMARY AND SECONDARY SCHOOLS

#### *Transition Support*

- As far as possible, all facilities of Career Development and Transition Support Services should be designed to be available to students and parents on a self-help basis.
- Identify and develop early intervention support strategies for students (and school leavers) who may require additional transition support.
- Develop family, community, business and industry partnerships to optimise students (and school leavers) work, learning and life transitions.

#### *Follow-up Support*

Implement follow-up strategies to track students following their transition from secondary school.

#### *Career Development Support*

- Career development requires a coordinated approach whereby all teachers support the career development practitioner to implement career and enterprise education.
- The career development practitioner will liaise with school personnel to deliver Career Development and Transition Support Services.



- A range of staff, including a career development practitioner, will be required to equip and support all students to demonstrate the outcomes referred to in Section 3.

## **CAREER DEVELOPMENT PRACTITIONERS**

While career development must have a multi-disciplinary approach in terms of delivery, its coordination requires a dedicated practitioner.

### ***Career Education***

Career education has an important role to play:

- Within compulsory education: developing self awareness, knowledge and competencies regarding the world of work, and making decisions and transitions.
- Within post-compulsory education: being provided with effective advice and guidance on educational options (including links between these options and later occupational destinations) will help to better match individuals' learning choices to their interests, talents and intended destinations.

### ***Enterprise Education***

Enterprise education has an important role to play:

- Enterprise education develops in young people enterprise skills and attributes and an awareness of how their community, including business and industry, works. Young people need to be 'opportunity ready'.
- Learning should be directed towards developing in young people those skills, competencies, understandings and attributes which equip them to be innovative, and to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves.

### ***Vocational Education & Training (VET), Workplace Learning and Vocational Learning***

Students will have opportunities to participate in a range of vocational education experiences, including:

- VET for school students
- workplace learning
- vocational learning.

### ***Career Information, Guidance and Counselling***

This will refer to services that assist all students to make educational, training and occupational choices and to manage their careers. It will include a wide range of activities including:

- activities within schools to help students clarify career goals, understand the world of work and develop career management skills

- personal advice, guidance or counselling to assist with decisions about initial courses of study, courses of vocational training, further education and training, initial job choice
- the organised and systematic use of community members such as employers, parents and peers to provide occupational and educational advice and information
- production and dissemination of a diverse range of information about jobs and careers, courses of study and vocational training to help individuals make career choices.

Career information, guidance and counselling services may:

- include the use of current industry-based information
- be provided in a variety of settings – not only educational institutions and employment offices but also workplaces and community settings
- be provided in a variety of sectors – not only the public sector but also the private and community sectors
- allocate an important role to informal and non-professional sources of information and guidance such as local employers, community members, parents and peers, as well as the formal professional sources
- play a pro-active role helping individuals to create new options as well as skills matching into existing jobs and courses.

This implies:

- advocacy on an individual's behalf, and support for their self-advocacy
- feedback to learning providers on learners' unmet needs
- encouraging and supporting the skills of career management, not simply facilitating initial educational and occupational choices.

### ***Placement or Referral***

Students will receive efficient and effective help to secure and retain a placement in education, training, employment or enterprise suitable to their individual needs.

Students may also need access to a range of services such as accommodation, access to alternative education and training, counselling and advocacy.

### ***Access and Equity***

This will ensure approaches such as mentoring and case management are available for students who would benefit from more intensive one to one approaches.

These approaches will ensure that:

- early recognition of issues for students at risk are addressed
- disadvantaged students can be reflectively responded to and dealt with
- additional practical support packages for students with high support needs are available.

## ***Monitoring and Tracking***

This will ensure appropriate arrangements across service and institution boundaries so students can be followed up as they move through school into post-school destinations. A monitoring and tracking system will:

- help identify students who become vulnerable or potentially at risk of not making successful transition from school
- assist schools to assess achievements in supporting student transitions and report on these to their communities
- provide a basis for evidence-based planning (assisting schools, community groups and the department to refine programs and services).

This will include planning and developing (in a systematic way) a comprehensive information technology based system which will:

- act as a base-level universal statistical monitoring system for students from their first year of secondary schooling that allows school principals to report on, and individual communities to assess, the success of local transition achievements
- act as a local monitoring tool to ensure that all students can be followed up and given appropriate transition support, including case management across a number of services and agencies where this is required.