

Career Development

Definition

Career development is seen as the process of managing life, learning and work¹ over the lifespan. It encompasses the provision of services (in many different jurisdictions and delivery settings) to assist people to gain the knowledge, skills, attitudes and behaviours that help them to manage their career more effectively.

Career development is a lifelong process. Individuals will continue to build and draw on their dispositions and capabilities in order to live, learn and work creatively, innovatively and collaboratively, while managing life's future possibilities. The process is unique to each individual and is to be understood in relation to each person's environment and the many factors affecting life, such as family, society, school, social policy and the labour market.

The definition of career has changed. *Career* no longer refers to particular pathways through work or to an occupational title or a job². Careers are no longer 'chosen'; they are constructed, through the series of choices we make throughout our lives. [Bezanson 2003]. *Career* is the sequence and variety of work roles (paid and unpaid) that one undertakes throughout a lifetime. More broadly, '*career*' includes life roles, leisure activities, learning and work. Some people have the unfortunate view that 'career' refers only to prestigious pathways through work; they do not see that each of us has a career, we each develop, and that work, learning and life are inextricably intertwined.

Background

The need for career development services is founded in evidence that the development of an individual's career provides a foundation for that person's feeling of self worth. Career development is recognised as a public good. It improves the efficiency of the education and training system while supporting the interface with and the requirements of the labour market. Career development can play an important part in raising the aspirations of disadvantaged groups and supporting them to access and manage opportunities that might otherwise be denied to them.

Career development services and programs for young people will help them to make immediate career and learning choices and also lay the foundations for life-long learning and life-long career development. Career development competencies incorporated into the curriculum along with career awareness and experiential career exploration enables young people to construct their preferred career. This can be achieved through a separate subject or subsumed into a broader subject, infused across the curriculum; or provided through seminars, workshops and counselling sessions. These programs are greatly enriched when employers, parents and other community agencies enable young people to actively experience workplace environments. The DECS individual learning plan has a critical role to play in encouraging young people to regularly review and plan to manage their own learning. The specific career counselling³ provided by the Youth Engagement Adviser and Youth Pathways Providers provide young people with individual support and guidance for educational, learning and vocational decisions.

Concept

Effective Career Development Services will be delivered by schools [alone, and in collaboration with community, industry and families] and will provide young people with opportunities and experiences to develop the skills, knowledge and understandings to become competent self-managers of their futures; to make and implement decisions about life, learning and work options throughout life. Learning and experiential activities will enable young people to become active participants and managers [rather than passive recipients] of

¹ The *Australian Blueprint for Career Development* assumes that life, learning and work, though sometimes distinct, are not separate, are best designed in harmony and that they can be designed [recognising that not all designs come to fruition] and re-designed.

² Job is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation either part time or full time for a short or long duration.

³ Career counselling is an intensive activity and is most often conducted in one-to-one or small-group settings. It helps individuals to explore personal issues related to life and work decisions and assists in management of transitions.

their own career development. The **Australian Blueprint for Career Development**⁴ provides the tool for planning programs, services and assessing career development outcomes. The competencies form the basis of career guidance, [education and counselling processes and programs] and as a result:

Young people will be able to:

- Build & maintain a positive self-image, interact positively with others and change & grow throughout life - **Personal Management**
- Participate in life long learning supportive of career goals, locate & effectively use career information, understand the relationship between work, society & the economy – **Learning & Work Exploration**
- Secure / create & maintain work, make career enhancing decisions, maintain balanced life & work roles, understand and engage in & manage career building process - **Career Building**

Young people will develop a:

- Realistic understanding of their own career development competencies
- Critical awareness of the full range of work/life (paid/unpaid) and learning/training pathways and opportunities available
- Understanding of the knowledge, skills and attitudes required for effective work/life participation [while recognising that the concept of a job for life is outdated with people's careers taking many forms]
- Capacity to manage future career and life transitions – those planned and unplanned

The focus of the career development services should vary for young people at various life stages.

Compulsory Years of Schooling	Post compulsory Years
<p>Develop self-awareness, knowledge and competencies regarding themselves and learning, work and life.</p> <p>Learn how to locate and effectively use career information.</p> <p>Gradually improve their ability to make responsible learning, work and life decisions and transitions.</p> <p>Begin to understand the world of work and its relationship to the economy and society.</p>	<p>Access further advice, guidance and experiences within and beyond the school</p> <p>Begin to implement education and training pathways and SACE options contributing to career/life goals incorporating:</p> <ul style="list-style-type: none"> VET in Schools VET (TAFESA or other providers) University pathways SBNA's Traineeships Apprenticeships. Employment <p>Review, change and make new decisions, and connect with different groups of people to engage in and manage career building processes.</p>
At all levels of schooling – personalised and seamless learning options⁵	
<p>Emphasis on matching each individual's learning, work and life choices to available curriculum offerings and to learning and delivery options which, in turn, have been informed by the identified interests, talents, abilities, background and intended life destination/s of the student.</p>	

⁴ The *Australian Blueprint for Career Development Draft Prototype [ABCD]* describes the career development skills or competencies relevant to age groups from birth throughout adulthood. It provides guidelines for helping to integrate and strengthen career development learning in a wide variety of settings throughout the nation. Its primary aim is to have users work with this national framework of competencies to create effective learning programs which help Australians to better manage their lives, learning and work (adapted from Miles Morgan Australia). The Blueprint framework has eleven competencies in three areas at four developmental phases across the lifespan and users can plan career programs based on the competencies, with performance indicators and local standards.

⁵ Requires brokerage within and across the seamless learning space within and beyond the school.

Career Development Principles underpin whole school and community delivered approaches to career development services.

Client Centred and Demand Driven

- Personal advice, guidance or counselling assists young people with decisions and brokerage of courses of study, courses of vocational training (VET in Schools, School Based New Apprenticeships and traineeships and community projects), further education and training, school, VET and tertiary pathways and initial job choices [also facilitated by the Youth Engagement Adviser]
- Curricula opportunities which enable young people to identify, focus and understand a number of high interest areas and career goals and a knowledge of what training and education is required to get there based on an understanding of themselves (goals, aspirations and learning styles incorporated from the transition plan).
- Focus on learning styles and preferences enables young people to act on learning style and vocational testing inventory results analysis.

Experiential

- Is interactive and supports students to engage with and explore opportunities. Career development encourages students to construct their own information and to explore and research the possibilities and options. It encourages students to record, reflect and make decisions about the possibilities.
- Access to numerous work and community-based learning experiences and flexible VET opportunities provide young people with accredited learning and career, enterprise and employability skills development.

Involves a range of stakeholders

- Organised and systematic interaction with community members, employers, families, care givers and peers who provide occupational and educational advice, information and access to learning experiences provided in a variety of settings.
- Connections with and access to the career and employment services of agencies and employers including Youth Pathways, Job Network, Group Training Companies, Centrelink, Employment Skills Network, Disability Employment Services, TAFESA staff and 'Youth Engagement Advisers'.

Incorporates up-to-date, accurate and user friendly information and resources

- Print-based, computer-based or on-line resources disseminates information about jobs and careers, industry, skills shortages and labour market demographic information, courses of study and vocational training to help individuals make career choices.

Coordinated, monitored and evaluated

- Is a valued driver of the curriculum [within learning areas and /or within curricula designed specifically for the purpose].
- Informs the curriculum design and planning processes and informs young people's learning beyond school.
- Is assessed as part of the SACSA, SACE and national training packages as part of learning areas and VET courses.

Endorsed by management

- Is transparent and accountable through agency and enterprise business plans, school prospectus, site learning plans, and school reports – to end users, students, parents and the wider community.

Delivered by appropriately trained personnel

- Is enhanced by practitioners [co-ordinators, year level managers and/or subject teachers, lecturers and other providers] who articulate and incorporate into learning options and career guidance⁶ activities the following:

⁶ Career guidance is an inclusive term that has been used to describe a range of interventions including career education and counselling, that help people to move from a general understanding of life and work to specific understanding of the realistic life, learning and work options that are open to them.

- Relevant career development learning experiences that support the young person to complete and continually revise the relevant components of their individual learning plan
- Knowledge of where to access resources and people to support career development
- Employment opportunities and specific tasks related to the jobs of people that work in occupations that arise from particular areas of learning
- Labour market trends from national, state and regional perspectives with knowledge of job opportunities and skills for the future
- Generic skills valued by employers [employability skills, enterprise, key competencies, essential learnings] and incorporate opportunities to develop these within learning activities and assessment strategies.
- VET and University pathways relevant to various learning areas [options available while at school, post school, cluster arrangements and knowledge of tertiary course application and selection criteria].

Professional development

The Futures Connect Transition Broker and the Australian Network of Industry Career Advisors [local community partnership staff, 10 National Industry Career Advisers and the Regional Industry Careers Advisers] provide access to networks and career and labour market information that can add to the total professional development package offered to individual clusters of schools and their associated career development communities.

All teachers in the 150 schools with secondary enrolments have a 'generalist' role in the provision of career development services, often delivered within curriculum and learning frameworks. They all need to become aware of the paradigm shift and to become skilled to deliver effective career development services in tandem with the proposed Youth Engagement Advisers [State] and Youth Pathways Providers [Commonwealth] who will work with case management loads.

The ability to use the Australian Blueprint for Career Development to plan learning programs and assess the level and the effectiveness of the career competency acquisition relies on developing local standards for the learning activities.⁷

It is necessary to build capacity for a variety of career development facilitators to:

- Deliver successful learning programs designed and assessed using the competencies of the ABCD⁸
- Develop counselling skills based on more effective career information [including current labour market data] and resources and relevant to the specific needs of individuals and groups delivered a appropriate times.

Practitioners need professional development, for example, to:

- Map their school's career development outcomes [ABCD competencies] by year level and activity, pastoral care/home group, learning areas, learning outside the classroom, special events and other services and to identify strengths, gaps and opportunities for competency development.
- Map the ABCD competencies and the delivery of the components of the individual learning plan to learning activities, pastoral care and other experiences.
- Develop local standards for identified career activities and to develop associated assessment observation criteria/tools that can be used to assess the ABCD competencies relevant to the learning activity.
- Understand the connections between various types of curriculum delivery and the achievement of career development competencies.

⁷ National ABCD trials planned for 2006 may provide opportunities to trial the development of local standards for identified activities and to develop associated assessment observation criteria /tools.

⁸ Competency-based delivery models for career development programs are particularly effective in that they can be used by a variety of facilitators, through various delivery modes, and with divers types of students at all stages of their learning.

Training options for practitioners - teachers, lecturers, leaders, and community youth workers

1. *The Australian Career Development Studies Component 2*⁹ [Elements of Career Service Delivery] provides a benchmark for the minimum qualifications for staff who have responsibility to deliver career development services.

It comprises 3 competencies [two units from AQF Certificate IV and one unit Certificate 5, Employment Services Training Package].

- Provide Career Guidance [CHCCAR501A]
 - Analyse and Apply Labour Market Information [CHCES401A]
 - Utilize Specialist Communication Skills to Build Strong Relationships [CHCCOM3C]
2. Postgraduate qualifications aligned to the *Australian Career Development Studies Component 3* through the University of South Australia.
 3. Centre for Leadership courses for principals and leadership teams based on the new concept of career and career development competencies.
 4. Specialist ABCD workshops based on the ABCD and career development
 5. Workshops to design learning activities based on specific career resources such as Real Game Series, myfuture, ReCAP and Steve Waugh video [Commonwealth career products].
 6. *Parents as Career Partners* workshops are planned with funding provided by the Social Inclusion 3.3 initiative.
 7. SACSA workshops for career development and essential learnings.

Other Comments

The need for professional development can be likened to the situation when VET in Schools was introduced and staff required assessor training qualifications.

Professional standards for career advisers are being developed and the Commonwealth is adopting the Australian Career Development Studies Component 2 as the minimum qualification for work within a Local Community Partnership.

In the long term work with pre-service teachers can ensure career development is part of training.

There is a need to provide training for AET's, AEW's and AEC's who are involved in career development services.

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⁹ Suitable for delivery to clusters including youth pathways, youth workers and TAFESA staff etc.