



Yea High School Policy & Procedures

TITLE	Career Development and Transition Policy
MANAGEMENT AREA:	
PERSON RESPONSIBLE:	
LOCATION OF POLICY:	
DATE OF PREPARATION:	2013, Amended 2017
ENDORSED BY SCHOOL COUNCIL:	June 2017
REVIEW DATE:	2020

CAREER DEVELOPMENT DEFINED:

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.

‘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)



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MOTIVATION FOR POLICY DEVELOPMENT

- satisfying the needs of students to be empowered & supported to develop skills in managing their own careers
- inspire our young people to explore who they are, where they fit & what they want to achieve in life by building skills for learning & work decisions
- provides a common language for the outcomes of career development initiatives and activities that can transfer into any setting
- provides practitioners with a systematic process of developing, implementing, evaluating career development programs

DELIVERY

Career development requires a coordinated approach whereby all teachers support the career development practitioner to implement career education. The career development practitioner will liaise with school personnel to deliver career development and transition support services within the curriculum.

CAREER DEVELOPMENT AND TRANSITION PLANNING

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

- Career Development and Transition Portfolios
- Exit Plans

CAREER ACTION PLAN PORTFOLIO ONLINE

The Career Action Plan Portfolio is a digital, 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 portfolio document to record the development of skills and competencies
- enable Yea High to develop the school-community partnerships required to underpin successful early intervention and transition strategies

EXIT PLAN

Every effort will be made to ensure each student develops an exit transition plan assisted by the school and families which will outline the strategies for transition to post-school destinations including further education, training and employment. This can be completed face to face or through online services. On Track destination data will be used to identify known pathways post senior school exit. Every effort will be made to keep track of students for up to 6 months post senior school completion to assist with transition support.



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CAREER DEVELOPMENT & TRANSITION SUPPORT SERVICES

Individuals will require varying types and amounts of assistance in making career decisions. As far as possible, all facilities should be designed to be available to all students and families to access.

Where appropriate, individuals with high readiness for occupational and employment decision making will be served by self-help services. That is, self-guided use of self-assessment, on line resources, up to date reference books, access to networked computers and careers library, fortnightly career newsletters & class emails.

Individuals with moderate readiness for learning decision making may be assisted by further staff support. This might include career guidance one to one, small group counselling sessions or guided workshops.

Individuals with greater need for support will be individually case managed. This will involve regular & systematic recording of progress. Integrating career with wellbeing counselling is advised for individual's with low readiness for occupational and employment decision making.

Assessment of individual readiness will be made in collaboration with students, teachers and where possible parents.

CURRICULUM DELIVERED LEARNING

The career education program will provide universal access to learning resources and theories that will allow informed decision making about life, study and/or work options.

Career Education across the Phases of Learning

The broad goals of each developmental phase of learning have a different focus.

In the **Early Phase of**

Learning, career education would, at a minimum, include:

- Development of self-image;
- Awareness and understanding of how to effectively relate with others;
- Development of the concepts that change and growth are a part of life.

In the **Middle Phase of**

Learning, career education should be more detailed and focus on:

- Linking life-long learning to personal development and career aspirations;
- Learning how to locate and effectively use career information;
- Developing an understanding of the world of work and its relationship to the economy and in society.

The **Senior Phase** should

include explicit school career building programs, for example:

- Data gathering, goal setting and decision making skills;
- Skills that can assist students to engage in and manage career building processes.



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In the early phase of learning, career education at Yea will be integrated into the curriculum during the transition program, the advisory timetable & humanities.

In the middle phase of learning, career education at Yea will be integrated into humanities, the community connections & advisory timetable. Experiential learning opportunities will be promoted to enhance learning opportunities and encourage career exploration.

In the senior phase of learning, career education at Yea will build upon the individual's self-awareness, skills & attributes, opportunities and pathways for transition into further education, work or training. A program of master classes in wellbeing and self-management will provide senior students with access to advice, support & career planning tools.

VOCATIONAL EDUCATION & TRAINING (VET), WORKPLACE LEARNING AND VOCATIONAL LEARNING

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

- VET in schools
- workplace learning
- vocational learning

Yea is a member of the Lower Hume VET and Pathways cluster of schools and meets regularly throughout the year with member schools to share information opportunities & discuss emerging trends that impact upon student's career planning.

CAREER INFORMATION, GUIDANCE AND COUNSELLING

This service assists all students to make educational, training and occupational choices and to manage their careers. It includes a wide range of activities including: activities within school to help students clarify career goals, understand the world of work and develop career management skills.

This implies:

- advocacy on an individual's behalf, and support for their self-advocacy
- encouraging and supporting the skills of career management, not simply facilitating initial educational and occupational choices

KEY RESPONSIBILITIES OF A QUALITY CAREER EDUCATION PROGRAM

1. Understand and provide a career development program according to the National Standards for Professional Career Development Practitioners including, CEAV Code of Ethics, 2012
2. Provide a one to one counselling service for students, parents and the wider school community
3. Develop and sustain quality recordkeeping practices
4. Maintain a relevant and current career service room/ library for use by the school community



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5. Provide culturally aware career development programs and services for indigenous and CALD students
6. Acknowledge and provide for the career development needs of students with a disability, engage in a case management approach of career services for these students
7. Management of the Career Action Plans (CAPS) for government schools program using qualified staff in career development

RELATED DOCUMENTS

The Australian Blueprint for Career Development

www.education.gov.au/australian-blueprint-career-development

Victorian Careers Curriculum Framework (VCCF),

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx>

DEECD Career and Transition Kit incl. Lessons 7-10

DEEWR ReCAP

Australian Apprenticeship Pathways <http://www.aapathways.com.au/>

DEECD and DEEWR Publications links

Myfuture, [http:// www.myfuture.edu.au](http://www.myfuture.edu.au)

Youthcentral, [http:// www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)

The Real Game series,

<http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/thereal.aspx>

Career Industry Council of Australia, <http://www.cica.org.au>

Career Education Association of Victoria, <http://www.ceav.vic.edu.au>

Experiential learning opportunities, eg: WOW Year 10 urban Camp, Step Up program, work experience, shadow days, internships, cultural exchanges, volunteering through community connections program & others

Policy History

Version Approval Date	Summary of Changes
2013	Date of Preparation
June 2017	Review
June 2017	Endorsed by School Council