



PARLIAMENT OF VICTORIA

Economic, Education, Jobs and Skills Committee

Inquiry into career advice activities in Victorian schools

Online survey summary report

August 2018

Introduction

To obtain the views of young people and school career practitioners for the Inquiry into career advice activities in Victorian schools, the Economic, Education, Jobs and Skills Committee ran an online survey on SurveyMonkey from 24 October to 15 December 2017. The survey was open to secondary students, recent school leavers, teachers and school career practitioners. This report provides a summary of aggregated results.

Survey responses

Question 1 Are you...

	Response per cent	Response count
a young person?	41.58	247
a teacher or a school career adviser?	40.07	238
none of the above?	18.35	109
TOTAL		594

YOUNG PERSON RESPONSES

Question 2 Which of the following career advice activities have you participated in at school? Select all that apply.

	Response per cent	Response count
Work experience	84.78	117
Developing a career plan	45.65	63
Interview with school career adviser or guidance counsellor	63.04	87
Resume writing or mock interviews	70.29	97
Group discussion about careers	53.62	74
Excursion to a TAFE and/or university campus	50.00	69
Online search for information	68.12	94
Listening to a talk from an employer	35.51	49
Listening to a talk from a TAFE or university representative	52.17	72
Receiving hand-outs or other written information	71.01	98
Other (please specify)	4.35	6

Other:

- 1 Career survey. So answering questions, and resulting at the end with "suitable" careers for your personality.
- 2 Volunteer at River Niles, Dream Stitches and age care for service learning week
- 3 Careers classes
- 4 Posting information online
- 5 Morisby Careers Test
- 6 Career Nights

Question 3 Which career advice activities have you found to be the most useful to help plan for your future beyond school?

	Response per cent	Response count
Work experience	67.63	94
Developing a career plan	21.58	30
Interview with school career adviser or guidance counsellor	27.34	38
Resume writing or mock interviews	38.13	53
Group discussion about careers	19.42	27
Excursion to a TAFE and/or university campus	30.94	43
Online search for information	28.78	40
Listening to a talk from an employer	21.58	30
Listening to a talk from a TAFE or university representative	31.65	44
Receiving hand-outs or other written information	26.62	37
Other (please specify)	5.04	7

Other:

- 1 Talking to students in higher education or in a field/specialty of interest
- 2 Voluntary work
- 3 None, useless
- 4 I have not found any activities useful
- 5 I haven't found any of the school's advice useful
- 6 Morrisby Careers Test
- 7 Learning about alternative career pathways for university courses with high entry scores. Furthermore, having regular interviews to check on progress and possible ways to get to a particular university degree/career.

Question 4 Why were these activities useful?

- 1 From my experience (even for university) the only way to understand industries is from direct interaction with companies and the industry, these points did expose me to them.
- 2 As they gave students a small insight to each area
- 3 Because most of the time I was given a clear indication of what I have to do to get into a certain course or how what i have done in the past will help me with my future.
- 4 useful information was given out by university students which helped a lot and also online search about careers
- 5 they helped me get a wider knowledge of what is actually out there to do.
- 6 gave information that helps in the future
- 7 yes
- 8 gave an insight of what i have to go through to achieve my goals
- 9 They helped me understand what job I would want in the future and how to present myself properly towards a potential employer
- 10 Work experience allowed me to gain a sense of—not only the career path I would enjoy pursuing, but also— the 'real' world.
- 11 They provided us with key information, allowed us to hear different perspectives from a number of different people which then allowed us to make better/more informed choices. Being able to speak to the school careers teacher has been particularly helpful as I've been able to discuss pathways, my concern with her. She has provided me with helpful information and assisted me in teaching my end goal
- 12 Far more hands on, most of the time. They also allow us to experience the profession, rather than just being told about it.
- 13 They helped me decide on my future and helped answer the questions i asked myself
- 14 Gave us an idea about working and the outcomes, also how it feels to work giving us an experience.
- 15 because it provides in depth detail of information with regards to career options
- 16 awareness to different opportunities
- 17 They helped to clarify certain questions I had regarding Uni and work
- 18 They were useful due to them helping me realise and experience the true environment of a certain career and definitely influenced my decision on whether a certain career was something I wanted to take on in the future.

- 19 They helped to see what really interested me, and to experience a variety of different fields
- 20 Because it's help you tkme to understand more about the career
- 21 yes, I learned how to present myself in a real life interview situation better through mock interviews, and got a taste of workforce, from my work experience.
- 22 It allowed me to ask questions and clear any uncertainties. It also made a clear pathway for me for my future making it less daunting
- 23 Helpful and informative
- 24 My school didnt prvide much advice or info on much, let alone engineering as it was an all girls school
- 25 Careers teacher was awesome and organised lots of activities where I could learn about study options and careers.
- 26 It gave me real world experience
- 27 they let me know what I needed to do to get to my career
- 28 at least they knew how we would get in and what we would need to do
- 29 They give you an idea of what is out there and what you could do with your life.
- 30 Work experience helps prepare you and most jobs hire people with experience.
- 31 Gave me an idea
- 32 Allowed insight into the work force
- 33 Because It will help me try many experience to find if I like or not.
- 34 They were the most immersive in the actual sphere of higher education and career, rather than merely theoretical teaching about these concepts
- 35 yes
- 36 Because we got first hand information from the employer, on how to dress, act, talk etc while in an interview
- 37 Work experience provides a good opportunity to get a taste for the world of work. Talking to others who have had experience helps to reassure and get advice about careers
- 38 Because they were from those who held first-hand experience and were third parties to any organisation.
- 39 Completing Work Experience gave me the opportunity to experience what it is like to be like to work in the industry I wish to enter upon leaving school.
- 40 Because it helps the students to develop social and learning about the working experience, and knowing what it will be like.
- 41 They help us to understand what having a career will be like and how we can get to that point.
- 42 real life examples helped understand
- 43 i wish I had more actual contact with TAFE and uni visits. these activities were the best my school offered
- 44 First hand, practical experiences
- 45 They gave an insight and useful info
- 46 The information given was simplistic and was not trying to persuade me of one course over another. The best information didn't glaze over the content of a course but rather gave a course plan and the progression I would make through the years.
- 47 They have given me an insight to work
- 48 Helped me gain an insight into the career I was interested in and whether or not I would would to pursure it
- 49 idk they just were
- 50 They helped me gain an understanding as to how to write a resume and what employers are looking for.
- 51 They helped me to narrow down the careers i am interested in and find new careers that i hadn't previously considered.
- 52 They go straight to the point of what each courses include, without the politics, and it's an easier way to figure out what interests one may have
- 53 They were the most hands on, interesting and relevant
- 54 Helped me learn
- 55 because you get to know exactly what there talking about from the person themselves
- 56 Being exposed to a variety of different activities was really beneficial in helping me to work out what university courses I might be interested in, and what careers I could potentially pursue in the future.

- 57 Resume writing is pretty essential
- 58 Most practical
- 59 THEY just cleared my head up
- 60 Helped give me an insight into what it was all about
- 61 Offered specific information
- 62 I had not previously written a CV
- 63 All the ones that I ticked
- 64 Real life experience and information specifically modified/suited for myself and the career/future I wish to pursue
- 65 I actually learnt about what I would be doing
- 66 Asking students to complete a 'Career Action Plan' only serves to stress students who aren't sure what they want to do. Other methods that aren't so selection-based and more about exploring different options are more beneficial.
- 67 It helped to give me an insight of the work environment and it was very hands on so I was able to experience everything first hand.
- 68 because i feel like these activities were a direct connection into getting me prepared and ready to look and apply for a job.
- 69 Because it gave me an opportunity to try out what I wanted to do
- 70 because they were provided from VTAC
- 71 gave me hands on experience
- 72 They helped me realise my career goals and how to get there.
- 73 They provided me with an insight and helped me to decide which was right for my career path. I was able to see the career and experience it in person.
- 74 Because they encourage confidence
- 75 Going to the RMIT campus in person for the open day made me more confident for my future and opened up my opportunities and helped me figure out future considerations
- 76 These activities were the most useful in providing information to have background knowledge when joining the workforce
- 77 These activities provided the most details relevant to my future career and gave me a solid foundation for future references
- 78 It gave me an insight on what the working industry is like
- 79 they weren't
- 80 They weren't
- 81 Helped me to decide a career plan
- 82 The excursion was great because you are able to see what the future could be like for you and it is an opportunity.
- 83 They actually gave me quality information
- 84 As they provided me with real life experience even more than work experience
- 85 Because I didn't know how to make a good resume
- 86 Because it gave a closer real world example of the work force
- 87 Specific guidance and suggestions from someone helps to put me on track. Visiting a uni offers information i cant access anywhere else. Seeing it first hand gives me a goal.
- 88 These activities are useful as they cater for my personal situation, interests and abilities.
- 89 Those activities helped me to become more confident within the working community.
- 90 It gave me a idea of what i didn't want to do
- 91 The research was self directed and thus specific to me as a student and my career path way. The work experience was useful as it showed me in a hands on environment what a career would be like
- 92 Only way to get hands on experience and know if it's the right job for me
- 93 I can apply them in my life
- 94 Actual practical skills/materials rather than purely theoretical lectures.
- 95 Gained an insight into possible pathways for my future education/career

- 96 Because they provide the individual with resources to guide them on their own journey other than the really big group activities where they might not want to communicate and discuss their life plans with 'everybody'.
- 97 They were personalised to my interests and questions rather than hearing about random occupations that I already know I'm not interested in
- 98 Actually practically applicable, rather than just a bunch of words strung together that essentially just meant "Go figure it out yourself"
- 99 Showed me the extent of what was available, as I come from a rural town this isn't available otherwise
- 100 They helped me to visualise my plan and sort of map out my life in order to achieve my goal. It helped me to see what requirements I had to fulfil
- 101 Got to understand the system and requirements better.
- 102 They allowed me to see and develop what the industry that i wish to enter into would be like hands on but then also see and read hardcopy handouts as to how to get there and what it entails.
- 103 I don't really know how to describe it
- 104 One on one activities that help you plan your future
- 105 Yes. Work experience and resume writing were the most useful
- 106 The internet has many useful resources that has allowed me to identify and have a deeper understanding about my future prospects.
- 107 no
- 108 They're the ones that get you closest "to the action" if you will and let you really experience that particular career
- 109 They helped me to understand what having a job is like and the process you have to go through to get a job.
- 110 Seeing universities and employers talk about the various careers I could take meant they could demonstrate some real outcomes that I could pursue
- 111 Because geelong baptist college allows the best for all students
- 112 It allowed me to see possible pathways in University
- 113 I think it was the most real-world thing I had ever done in school. Learning about how $y=mx + c$ is never going to help me in the real world as learning how to write a resume, or a mock interview are.
- 114 They helped me understand what i need if i wanted a future in that career path and what options i have.
- 115 helped me to know what i could do and make better choices
- 116 Helped us decide what university to attend by actually interacting with universities
- 117 They gave a good insight into what work is like in the real world
- 118 They gave the most honest and incite full feedback.
- 119 Gave me a good idea of what tertiary education would be like, but not necessarily the career however
- 120 it gave me a hands on experience and the ability to ask questions and engage
- 121 Gave insight into the career
- 122 Help to get first job and let me see what the school options I have after high school
- 123 Developing a careers plan is s good idea but my careers teacher had no ideas on how to help me
- 124 They gave me a better idea of a future career.
- 125 Online tests such as this can provide more info on what you want or don't even know you want than a talk or piece of paper
- 126 They helped to open my eyes to careers and help me figure out what I was interested in and how I could get there.
- 127 Because I actually got insight into the career - but you only do work experience once, so it was limited to one career.
- 128 They allow for actual experience
- 129 These activities allow you to develop a wealth of options and gain some certainty over life post high school. Ultimately, this reduces any feelings of apprehension and stress over not reviewing a high enough ATAR to get into a desired course at tertiary level.
- 130 Experience
- 131 Because the people at TAFE actually weren't boring as and telling you to do maths methods cause you don't wanna 'block off your options'. The TAFE people let you ask heaps of questions and gave demeonstrations into some of the course work

- 132 Because they helped me pick my subjects for VCE and my preferred uni course for after school
- 133 Gives me a clear understanding
- 134 Mostly, yes
- 135 They were practical and personally relevant.
- 136 They were the only opportunity I was given to actually find information on courses at university I wanted to pursue after leaving school, rather than what the school pushed upon my cohort because it was achievable

Question 5 How could career advice in schools be improved?

- 1 Giving more direct exposure to representatives from industries. This includes university, which is sometimes completely at odds with the reality, let alone the expectations from high school.
- 2 Have more than one careers officer. Have more career days for certain year levels within the school
- 3 More interactive. My school allowed us students to go to the open days and on regular excursions to have a real look of what really happens in the courses we are interested in.
- 4 Maybe by making students write what they want to become in the future which then career advice can help them with what they have chosen
- 5 it's really good at our school and they help us try different things. including advertising part-time jobs that are available!
- 6 helping the students who don't know what there doing
- 7 have more talks
- 8 teachers should know about the students capabilities and interests before giving any advice and guidance
- 9 They should have one on one talks about jobs that people want before people choose their VCE electives, so people know what prerequisites are required for that student to follow the career path that they want.
- 10 Schools (especially those of which who enrol many students of an Asian/Middle Eastern background) could perhaps benefit from making clear to said students that the career path they chose should be what THEY would like to do, as opposed to only pursuing said career to please their parents/guardians. An unbelievable amount of students (predominantly from the aforementioned backgrounds) struggle with the distinction of what it is they want and what it is their parents want, and will most likely benefit from hearing a second opinion.
- 11 Due to the high demand and need for the career teacher, it is sometimes hard to always catch her. I think ensuring that people from different areas and well as people studying at Uni, TAFE, or in the work force should all be heard. This ensures the needs of students are being meet, and a greater focus is not just spent on those wanting to attend UNI
- 12 More hands on, with actually experience. Less lecturers.
- 13 Make sure there useful advice anf thats its important
- 14 Providing more speakers and giving out more notices also more experience.
- 15 being available in the school office more
- 16 my school provided pretty much everything
- 17 The career advice at my school is fantastic
- 18 i believe career advice could be improved in school if possible you could have an interview with a careers counsellor before and after work experience just to go over what you expectedly and what actually occurred.
- 19 Not just emphasise university as the only option for a good job, other options are also available such as TAFE'S.
- 20 by advising students of the appropriate way to act at work, also by guiding students what path in future would be best for them, via individual meetings.
- 21 Making career activities more frequent
- 22 Teach you what everything actually is, and where it will lead you, nit just saying what subjects you need to get into whatever. I mean hoe is that relivent if i dont kniw what i want to do!
- 23 Even more activities
- 24 More information should be given about different universities and courses there. Also a plan or guide should be made for each student so they have an idea of what to follow to get to where they want to be in the future.
- 25 more help for each students plan. more help and assistance for the type of career the student wants
- 26 knowledge - stop using bias towards their preference - ATAR is not everything neither is uni

- 27 A more holistic view of what is out there and going into further depth. More teacher student discussions WITH A TEACHER THAT KNOWS THE STUDENT WELL
- 28 More hands on approach needs to happen. Small course kids can do to help get into the workforce. Intensive interview and resume preparation.
- 29 More specific
- 30 Develop individual career plans, teach us how to set goals, interview us and talk to us about the future
- 31 Gives many options to try out and give many opportunities to volunteering if the students want to learn. Or bring the experience to schools or education too
- 32 Career and subject counselling must be an essential part of the curriculum and enforced in high school education; our school did not engage in any counselling and this was of detriment to the subject choices and future foresight of the students
- 33 Some students don't have any idea about what subjects they want to complete the next year, let alone after yr12, this can get rather stressful. More opportunities for students to explore what courses hold might help this.
- 34 I would like to hear more from external companies, institutes and employers regarding university/vocational education courses, information regarding salaries/tax, what different industries are like to work in etc.
- 35 They should set more vce subject like economic and IT so that we could have more choice into choosing our pathways
- 36 My school do it very well, but maybe doing more things suited to the job that people want to do. Also helping people find the job they want to do, as lots of people are unsure.
- 37 start learning about vce, uni paths (majors, minors, what it all means etc) earlier on
- 38 need way more contact with industry and professional. explanation as to what career paths can lead to what places. What are the actual real world options depending on the choice I make now?
- 39 Ask more specific questions
- 40 Explaining in detail what various courses involve
- 41 Not so much waffle-I want simple and clear information. If I ask a question for example "what is commerce" I don't want an answer that goes on for 20 minutes telling me that commerce is accounting, stats and numbers and can lead me to multiple fields. It would be better to describe how it differs from business and what some graduate careers could be.
- 42 More regular meetings, and more guidance.
- 43 Careers counselor + wide range of brochures for universities
- 44 better career teacher
- 45 Practice interviews, looking at a variety of career options
- 46 Have past students come talk to the students about uni and their careers to make it more relatable. Also having more than one work experience to compare them.
- 47 Yes be upfront about the statistics where we'll have 7 careers in our lifetime and it's different now, but maybe have more planning sessions, more workshops.
- 48 More talks from employers and perhaps a second chance for work experience
- 49 Lessons every week
- 50 Talk more about other options rather than university and VCE, like vet, tafe, vcal ect
- 51 My careers counsellor is amazing and there is nothing I'd ask her to improve but in general I think it's important for students to have as much exposure to different career paths as possible so they are able to really explore all the possibilities.
- 52 It barely exists at school so really anything that increases involvement
- 53 Unsure
- 54 Teachers need to listen to students more and help them with a deeper understanding
- 55 Encourage more trades. Not going to uni isn't the end of the world
- 56 More time spent talking to students
- 57 More talks from employers. I understand that this may not be possible in all schools and it needs to be taken by a case by case basis yet it would help some people to get first hand knowledge of what they need for a specific career or path
- 58 Wider range of information provided e.g. Information of unis in other states or countries

- 59 More options about about other than transition to secondary school. Career advice shouldn't be limited or restituted to the students abilities but rather their passions as they feel enough pressure with the schooling system of the end score/ mark and atar.
- 60 More guidance and excursions
- 61 By them being more honest and not only giving u info from institutions who want u to come for money, we have careers circles at my school as a non-compulsary event, I like them.
- 62 Specific consultation with teachers about where your strengths lie
- 63 Do activities that are more hands on.
- 64 more hands on experiences and work experience
- 65 Not sure.
- 66 more information about university, go to university for excursion and do a tour. Ask professions to come in school and talk about their job
- 67 give us advice that is useful in a way thats not boring
- 68 By hearing more about all universities and not just Melbourne Uni, as well as all their pre requisites.
- 69 Provide more excursions to a variety of careers so that there will be a more open choice.
- 70 for it not to be boring
- 71 please teach us stuff thats able to help us in the near future (university) rather than applications for later life issues
- 72 Have specific information sessions/interviews to cater toward everyone's career ambitions
- 73 Schools should provide information to cater different careers, including jobs that are 'under the radar'.
- 74 Get more excursion or incursion about careers
- 75 cancel career's class waste of time
- 76 Not force students to know exactly what they want to be and probably not have a careers subject at all.
- 77 Fun weekly activities
- 78 More university excursions, more information about tafe and unis and more career classes
- 79 Get better careers coordinators
- 80 Focus on things like how to start and build a career and less focus on useless tasks that don't help in the real world
- 81 They could make course counselling interviews longer than just a 10 minutes and offer places for work experience not ONLY for vcal kids
- 82 Moving focus away from exams and focusing on the teaching of not only career advice but life skills such as tax balancing, how to write a budget, what scholarships are available and how to manage money
- 83 Have compulosry career interviews, with someone checking up on you and what you wish to become. In class teachers never speak about how what we are learning can be used in a career. I dont know many possible careers and my school does not help me to learn more.
- 84 Career advice in schools could be conducted in different groups according to students' respective experiences. For example, students that already have a written CV shouldn't be forced to attend lectures about how to do so. Instead, different workshops could be offered based on different focuses. In my view, choice and variety would keep career advice relevant and interesting.
- 85 It should be improved by having one on one meetings with students and families in preparation for the future, so the career advisor/councillor can find a program to best suit each student.
- 86 Make sure career councillors are suitable for their job
- 87 Careers advicers need to listen more to students and more effort needs to be made for work experience (mine was purely self organised with no assistance)
- 88 The career teachers and councillors need to remove the wooden spoon form there asses and need to know that not everything will lead to a job
- 89 More trips to universities
- 90 Other than my own school, other schools should provide more effort with getting the students involved my last school barely helped me with careers they just told me what to do
- 91 For students who don't know where to start, not insisting that they should have a plan from year 10 on something that they might not even like. If a student is unsure, don't force them to choose something as it is stressful and they can feel obliged to follow that pathway when it's not something that they feel they even want to try to pursue

- 92 Careers advisors should be willing to think outside the box, and also should be trained in understanding the future of jobs - particularly given the imminent concern of automation. In addition, the education system needs to be individualised to better adapt to each student's needs, rather than the current limited range of options such as VCE and VCAL.
- 93 More effort/care and personalisation, rather than something that the school just sees as mandatory
- 94 More individualised and more industry information as opposed to just information about tertiary qualification
- 95 When u enter year 11, THE ENTIRE VCE SYSTEM needs to be explained to students. How can we be going through 2 years of this system we know nothing about. We need to understand this and only then, start talking about career paths.
- 96 Be more accepting of students hopes and dreams. There is a line between realism and how realistic something can be and completely crushing someone's dreams. Schools could also have more advise on options in terms of careers other than making a direct bee line to university as soon as you leave high school like deferring or TAFES.
- 97 More from employers and teachers should know more about the courses
- 98 More one on one sessions with a number of career counsellors
- 99 More help for students to pick VCE subjects that will help them achieve their future career aspirations
- 100 Many things need to be improved in schools, in particular my secondary school. From my own personal experience, and from others that I know of, career advisors are not approachable. We are insecure to ask the vital questions that will help us with our further education. Some of us are not welcomed to participate in activities and experiences to allow us have a deeper understanding in this area either. I would baffle on, but some schools need a deep and extensive examination on how they execute career advice to their students.
- 101 unsure
- 102 Making the advice more practical rather than "wishy washy" follow your heart business. Have a set VCAA Curriculum for careers as any other subject
- 103 More discussion about careers before the final year of school.
- 104 Ensure that teachers don't press the view that you have to go to university to be successful
- 105 If all schools were the same in there career advice
- 106 Spend less time on useless stuff and talk more about universities, subjects needed and have better job ideas for kids who have no idea
- 107 Make it so that career advice is not shadowy. Make some sort of survey to help people truly figure out what they can do. This is especially troublesome for all-talented students like me - there's not just one thing I especially excel at, and so I struggle to think of where I should go.
- 108 Have more session about courses and how they work involvinf minor and majors. And job opportunities for those careers
- 109 teachers and careers advisers helped to guide up and programs that bring us into
- 110 Starting trips to universities and TAFEs earlier such as year 9/10
- 111 Much less online surveys that give you potential careers as they are a waste of time and are only good for a laugh with friends
- 112 You could have more activities like work experieance that allow you to try a few different careers
- 113 Career counselors in all my first and second hand experiences are useless and demoralising. I found a career I enjoy by getting out and exploring myself, and I am in that career already thanks to the Tafe course I enrolled myself in after finishing vce last year
- 114 Giving a broader range of career options is essential. I think careers involved in current affairs should be encouraged and focused more.
- 115 Better guidance counsellors
- 116 More practical experience for jobs while I study, I will have to move away from my town for uni course I want to do, I need to get experience so I can get at job to pay for uni accommodation when I move
- 117 Mum and dad paid for a personality profile aptitude test and careers advice from a specialist physiologists he gave me a detail list of what my best jobs would be based on my intelligence and my personality so far so good with my selections
- 118 Starting from an earlier age because if you want to do a certain career your grades might already be too low to go for it.
- 119 Compulsory work placement

- 120 Get better career advisors and provide more assistance for those who don't know what they want to do in the future
- 121 Have career advisors who actually are really well versed in what they do. I always went to the sessions knowing much more than the advisor, maybe because they didn't have enough resources to get a good grasp of the many different avenues out there. It was my classroom teachers who knew me as an individual who gave the best advice - maybe utilise that more
- 122 Work more closely with students
- 123 With teachers who are genuinely interested in the goals of individual students, thus teachers who conduct regular meet ups with students and can foster confidence by providing various pathways into a desired course/industry
- 124 More options
- 125 Not have 10 million people come from uni to talk about uni. They should have more people from TAFE and other options that aren't uni
- 126 Start career advice earlier in the education process
- 127 More emphasis on applying for work experience
- 128 There could be more encouragement in schools for the students to develop their passions and interests, and resources given to them to explore and research what kind of job opportunities might be available in their area of interest.
- 129 We need more information targeted towards the individual.
- 130 Careers counsellors need to actually be informed and helpful. My school typically doesn't perform that well academically and so doesn't put that much effort into finding detailed information on highly competitive degrees. When I expressed a desire to study law, my school had no idea about options or study paths as they'd never considered it

Question 6 What year level are you in at school?

	Response per cent	Response count
Below Year 9	0.71	1
Year 9	3.55	5
Year 10	31.91	45
Year 11	29.79	42
Year 12	19.86	28
No longer at school	14.18	20
TOTAL		141

Question 7 What school sector do/did you attend?

	Response per cent	Response count
Government (public)	50.35	71
Catholic	14.18	20
Independent	31.21	44
Don't know/prefer not to say	4.26	6
TOTAL		141

Question 8 Where is/was your school located?

	Response per cent	Response count
Melbourne	73.05	103
Regional Victoria	23.40	33
Not in Victoria	2.13	3
Don't know/prefer not to say	1.42	2
TOTAL		141

TEACHER OR SCHOOL CAREER ADVISER RESPONSES

Question 9 Which of the following career advice activities does your school offer students? Select all that apply.

	Response per cent	Response count
Work experience	90.96	171
Career plan development	83.51	157
One-on-one interviews with school career adviser or guidance counsellor	90.96	171
Resume writing or mock interviews	84.57	159
Group discussion about careers	68.62	129
Excursion to a TAFE and/or university campus	73.40	138
Online search for information	87.23	164
Employer presentations	53.19	100
TAFE or university presentations	72.87	137
Provision of written material	80.85	152
Other (please specify)	26.60	50

Other:

- 1 Structured workplace learning (SWL)
- 2 Career Guidance Testing
- 3 whole year presentations, information evenings, career expos, smaller group workshops, online resources
- 4 Individual course counselling for all year 10 students
- 5 I no longer work in a school but run an employment program for post secondary students from a refugee and migrant background. In addition to the above we offer 1:1 mentoring, employment brokering, job skills development and careers counseling
- 6 Additional opportunities, such as STEM workshops, Next Gen forum at La Trobe, career awareness lessons through home group, curriculum re employability skills, careers expo with parent and community guest speakers, lectures in assembly re labour market.
- 7 Carers expo
- 8 A job well done travel ed. Career day
- 9 Careers/Pathways classes. Structured Work Placement Volunteering experiences Attendance at internal and external careers expos Careers Resource Room Weekly Careers Newsletter
- 10 Career Development lessons each week for year 7 to 12. We work with wellbeing team on activities to develop personal skills and more. We also integrated work related skills and career exploration into and across the curriculum, when on camps or excursions to investigate careers related to the activity. Students also take part in volunteer and community activities.
- 11 Post graduation careers counselling Act as liason between university and student during transition to uni/TAFE
- 12 Morrisby Vocational testing
- 13 Presentations about University entrance requirements, Workplace safety training
- 14 Testing for strengths and personality types
- 15 Can no longer offer work experience due to the Child safety Standards and the Schools interpretation of the Standards. The school is cautious of signing off on work experience as they can not guarantee students will be safe from sexual predators. The careers department has no say in this and feel work experience is incredibly valuable and are very disappointed it is no longer offered.
- 16 Scholarship, Special Access Entry support, Overseas applications, references, Engaging Parents in Career Conversations.
- 17 Structured workplace learning and VETis coordination
- 18 Work Inspiration Programs Visits to Expos (e.g. Career Expo, SE Try-A-Trade) School Careers Expo
- 19 Most of this done quite minimally. e.g. we endeavour to have each student complete a Career Action Plan, but there is not a lot of time spent with individual students. One-on-One interviews are available for yr 12s for VTAC, and as a drop in service for all other year levels.
- 20 An Annual Careers Expo Transitions information and support
- 21 Pathway discussions with parents and students
- 22 In school Expo day with Q&A sessions and detailed subject information and pathway planning
- 23 - school careers website - fortnightly "careers" classes for Year 10 students - on site "careers expo"

- 24 Subject selection and program planning
- 25 We bring back Alumni to share their experiences of study and work. Volunteer work Careers Education unit in Year 10 Careers Guidance assessment eg Morrisby; Career Voyage
- 26 Former students currently studying at university speaking to students
- 27 Career assessment resources such as My career match
- 28 Excursion to Careers Expo at Caulfield race course
- 29 Students are given help in finding part-time employment Ex-students are supported if the encounter difficulties in their courses - offered advice about how to thrive or transfer to another more suitable course Ex-students are sometimes helped with developing a Resume to gain full time employment upon graduation. Parents of students are supported and given advice on how to best help their children through difficult times. Careers Expos are held at my school. Ex-students are invited back to speak to students about careers and to act as role models. Support is given to students in obtaining prestigious scholarships in Australia and internationally. Help is given to students to secure a viable GAP year option. All students have a Career Action Plan where they set goals, record their soft skills and employability skills. Students complete Career Units of work in their Tutorial Program - written by the Careers Counsellor. Information evenings are help to inform parents and students about VTAC processes.
- 30 Classroom careers lessons, Careers Week with related activities, academic and careers interest testing (Morrisby), Careers Webpage, fortnightly careers newsletter via email, displays, posters, VET Programs, TAFE Tasters, presentations (eg VTAC), Careers Expo annually, Subject selection Counselling, Course and employment counselling (year 12)
- 31 a portal website with access to a host of useful information as well as school specific. A weekly Careers newsletter. RSA course. Career testing. Career program starting in year 7.
- 32 Lessons on the changing nature of careers and analysis of labour market trends.
- 33 Presentations from alumni on individual's career journey
- 34 Careers Breakfast, middle school careers counselling, tertiary awareness seminar, Education USA, Morrisby testing year 10,
- 35 VET Program VCAL Careers units (Yr 9 & 10) Parent information evenings Careers Expo visits
- 36 Careers expo Subject expo STEAM expo
- 37 We have a Careers Website with career quizzes, regular newsletters, links to resources
- 38 Targeted Careers classes for a semester at Year 10. These are compulsory for all Year 10 students and is linked to Work Experience. We also off apprenticeship interviews at the end of Year 12.
- 39 Career conversations with people in a particular profession about their career and pathway
- 40 Industry excursions Career Expo Career Website Newsletters Posting of Career Information, seminars, events and other activities to assist students with courses, careers and future career options
- 41 Industry excursions Careers Expo Careers Website Careers Newsletters Promoting career activities
- 42 We have a "Careers Expo" every year which features most institutions and employer groups.
- 43 College-run expo, immersion days at universities
- 44 Careers expo
- 45 Year 10 Work Education semester length session
- 46 TIS - Tertiary Information Setvice sessions at local university in preparation for VTAC VET Cluster Network trade taster days for students Local council careers expo
- 47 Career coaching programs Career interests quizzes
- 48 Provision of a Mildura Senior College Careers website using career tools.
- 49 one on one mentoring
- 50 Pathways lessons once a week including career guidance, tertiary applications, portfolio compilation

Question 10 Which career advice activities do you think are the most valuable for students?

	Response per cent	Response count
Work experience	78.72	148
Career plan development	66.49	125
One-on-one interviews with school career adviser or guidance counsellor	89.36	168
Resume writing or mock interviews	59.57	112
Group discussion about careers	42.02	79
Excursion to a TAFE and/or university campus	69.68	131
Online search for information	39.36	74
Employer presentations	59.04	111
TAFE or university presentations	59.04	111
Provision of written material	32.45	61
Other (please specify)	15.43	29

Other:

- 1 Workplace behind the scenes excursions with hands on interactive q & a with staff
- 2 Individual course counselling for all year 10 students
- 3 All of these activities are vital at different times and for different students. No single activity is necessarily more important than another, as each student has different levels of experience and exposure to career development opportunities from other sources, such as the home. A good careers program will expose students to information and assistance at appropriate times, then re-expose them to the same information or opportunities at various intervals from that point on, so that each student has the opportunity to develop their own skills at a time and in a manner that best suits their needs, maturity, awareness, capacity, etc. This requires a coordinated and professional approach, and needs to be coordinated by one person, even though it will take a team approach to actually deliver it effectively.
- 4 Real industry Job Interview travel ed
- 5 Teaching students how to learn the skills to access and apply relevant information is most important. Career development teaching and learning activities make career advice relevant and purposeful. All these activities are important in providing students with opportunities for self reflection, access to timely information and experience to make informed decisions for life long learning.
- 6 Parents need access to this same information. Also need to offer more access to employability skill training.
- 7 Vocational testing
- 8 Career Lessons - having a scheduled career class for all year 9, 10, 11 and 12 students. Giving the careers department time with the students for presentations, discussions etc - the timetable is too full so the careers department is not given the time it needs with students to be effective.
- 9 Immersive and targeted experiences with industry and employers ideally in the workplace
- 10 Students have different needs at different times- so making a range of activities and types of information, support and guidance available helps to cater for these different requirements, and helps to make information relevant and timely.
- 11 Pathway discussions
- 12 Careers assessment
- 13 Career expos
- 14 Careers Expos held at school are fantastic. Students and their parents can see all institutions at the same event as well as ex-students. The excitement is infectious and students start to see choosing courses and careers as exciting.
- 15 I think small group discussions would be great. Presentations should be good, but the nature of young people now is that they only really want the information that is personal to them and they seldom bother to access resources (digital, written or human) until it becomes urgent to them personally.
- 16 Lessons on the changing nature of careers and analysis of labour market trends.
- 17 All are valuable - individual students have their own specific needs and these can vary from time to time.
- 18 A whole school Career Development program built into the curriculum, combined with personal counselling and the involvement of parents is the ideal. One off presentations have limited value. An embedded program creates opportunities for developing self awareness, discussing options and pathways and developing in students the skills to make lifelong learning decisions. Careers education is not about brochures and factual information,

- though they have their place, but it is about preparing young people to make many career decisions across their lifespan
- 19 Presentations from young people outlining their career journey, experiences and decision making processes. Career mentors Delivery of mandated career education program
 - 20 exposure to as much career /work related material , people is vital one on one interviews with a qualified careers counsellor is also a vital part of a students career exploration. Careers counselling is not just handing out information- the emphasise must be on the counselling- helping, guiding, brainstorming , questioning students-encouraging young people to take responsibility for career decisions
 - 21 Careers Expos
 - 22 To have the resources/time and staff to take students into "trade fairs" or science/health expo's etc however curriculum constraints do not allow time. Work Experience program should be fully supported and not something that is tacked on to the end of the term to give the Year level teachers a breather.
 - 23 All careers activities are beneficial and are provided at different times through the pathway journey. Different opportunities allow for different experiences and learning styles.
 - 24 School Career Adviser needs to be qualified and ideally have some knowledge of the student. Career plan needs to be viewed as a dynamic task
 - 25 I think all of the above are important to students
 - 26 We think all are important and valuable to students.
 - 27 Expo
 - 28 A D F
 - 29 Real life employability skills program

Question 11 Why are these activities valuable?

- 1 Students often feel 'frozen' without someone to help them sort their ideas and strengths, and to give them the information to work with
- 2 Real life experiences from people other than teachers
- 3 Discussion with informed adults about career choices and pathways to get there are vital as students are too inexperienced to properly search options, filter and evaluate internet searches alone. And discussions with experienced and qualified adults, employers, peers and families is vital for students to open their horizons to possibilities and the advantages and disadvantages of these horizons. Also guided practice with resumes and interviews is vital for the inexperienced.
- 4 They open the student's minds to possibilities they may not know about, plenty of support and gives them some sense of FUTURE.
- 5 All work together to build sound work knowledge
- 6 First hand knowledge/experience of a workplace via workplace learning opportunities and meeting with and listening to higher education, employers and industry representatives
- 7 Provide students skills and information needed to help make career decisions
- 8 They clarify students individual strengths and goals. They assist reality check the world of work and employment demands. They are outcome based.
- 9 Students need to have realistic expectations about what a career is about. They also need to have one on one support from a professional to help guide students in their decisions/pathways
- 10 Requires students to take ownership of their direction by doing more things themselves, rather than getting someone else to do the work for them.
- 11 Open students up to new opportunities and ideas
- 12 They help reduce student anxiety about employment in a structured and supportive way.
- 13 Combination of real experience with theoretical, discussion shares students different ideas and points of view about their ambitions, resume writing and mock interviews help prepare them in a safe environment that is low risk.
- 14 Provide real feedback, support and advice to students on possible career paths

- 15 Combination of advice from trusted, school-based expert/s with students' best interests at heart, combined with external agencies to engage and give advice from outside the school.
- 16 They give experience, knowledge and information and all are valuable in terms of seeking career paths.
- 17 I believe they are all valuable as it prepares the students for all areas of careers.
- 18 gives the students an excellent ideas to what different workplaces can offer
- 19 Real advice to students and parents Individualised
- 20 They provide students with first hand experience about what to expect post school
- 21 They help students to consider what they want in the future
- 22 More diverse and realistic insight into industry.
- 23 Need to raise awareness of job opportunities; raise self-awareness of skills, values, interests; allow resource understanding; help to set goals for the future
- 24 Allows students a means of exploring careers in a number of differing styles
- 25 They combine direct input from the student (eg. their interests, needs, goals etc) with valuable info from employers (eg. the skills & attributes they look for, jobs that are available etc)
- 26 Lived experience and direct contact
- 27 Information is key. Hearing from people in the actual industry is important.
- 28 anything which helps a student work out what they want or don't want to do, experience different options , interviews what university is like, what a work place is like, how it differs from school, discuss their experiences and how to achieve their goal
- 29 Real experiences.
- 30 Work Experience: a brief experience of adult employment. Game changer for many. Broadens perspectives, inspires or sometimes alarms or horrifies - all valuable for Career Plan Dev. 1 on 1 interviews - for some the ONLY time they are focused upon as individuals. Essential - supports students in reflecting, developing, planning, experiencing and decision making. These 3 are interwoven and should be ongoing.
- 31 The help young people understand future pathways through experience, rather than someone telling them about it or giving them information.
- 32 students need a variety of means of accessing information. Personal discussion allows for talking time for other influential factors to sometimes surface.
- 33 Provide real world experiences for students
- 34 Students are all different and so respond to different activities. providing opportunities for students is worthwhile as it can 'spark' their interest in a particular career or future direction. It is important that students are inspired to be lifelong learners.
- 35 yes
- 36 Careers education should be part of an ongoing approach to teaching and learning in every year of both primary and secondary education, and not viewed as a structural response to the transitioning of students firstly to the senior school followed by post-secondary pathways.
- 37 Any form of work experience is invaluable moving towards employment/further study. The one on one interviews with qualified Careers Advisors are still the most effective means of ensuring the student is making informed choices.
- 38 gives the students practical experience
- 39 Much of what is taught in our mainstream curriculum does not adequately prepare students for entering into the work force. Many school staff members are institutionalised and there is a disconnect between education and the rapidly changing expectations of employers. Having worked in careers both inside and outside of schools I recognise the value of students developing real world experiences and relationships. Gaining employment for year 12 graduates has proven school work experience opportunities and VET courses are imperative to their success.
- 40 Students need to develop self-awareness in order to make life-long decisions and need many opportunities to enable that.
- 41 Students need to be exposed to a wide variety of activities, through which they develop the knowledge and skills they will need throughout life to do the following: find and interpret information, identify their own strengths, weaknesses, goals and drivers; make informed decisions and act on these to plan for and cope with career transitions. Each of these activities contributes in some way to either alert students to things they need to do

- or know about, or it develops skills and knowledge. Together they all inform students' capacity to carry out the tasks listed above effectively, thus empowering them to take charge of their own future. Whilst it could be argued that students can learn these skills in a variety of disciplines and contexts in a school – and indeed they should – they will not be as powerful in terms of career development education unless links between those skills and their relevance to career management are made explicit. Ensuring that this is done properly is the role of the professional careers practitioner.
- 42 They give students insights into what is available to the in the way of further education. It gives them ideas about what employers expect and it prepares them for the workforce.
- 43 ALLOW STUDENTS TO RESEARCH AND BE AWARE OF OPTIONS
- 44 To get them thinking beyond their school years
- 45 To introduce students to plethora of information, research skills are developed as well as hearing from people in work.
- 46 Students are completing hands on "real" activities and feel connected in a one to one situation. Too easy to ignore when in groups or on excursions.
- 47 On on one interviews are THE most beneficial if the Careers Practitioner is experienced and qualified. Online searches for info, provide a way to model 'how to undertake career/course/labour market research which must surely be essential - even in a crowded curriculum! Group discussions tease out the issues which arise from undertaking the online research and provide an opportunity to consider relevant issues: course fees, graduate outcomes etc. Tertiary campus visits allow students to envisage themselves in that environment. Helps model how to manage Open Day events and critique/reflect on the options.
- 48 hands on learning
- 49 Students need to be guided through Career plan development, preferably by a careers practitioner. Work experience provides validation opportunity to have a taste of career options that cannot be replicated in a classroom. TAFE and Uni presentations aren't usually about careers (mostly marketing institutions and courses) but employer presentations tend to be real for students.
- 50 Raise aspirations Raise awareness and provide information about future options. 1:1 - gather personal information and provide individual and specific support
- 51 excellent for career research in order to make wise decisions re future
- 52 To get the students thinking about possible career options via work experience or career exploration
- 53 Good skills to learn
- 54 Guidance it provides for students
- 55 In career development lessons or integrated in the curriculum, these activities provide experience to engage and reflect. All students rate very highly the opportunity to discuss their goals: learning, life goals, they are interviewed at the beginning and end of each year where they can assess for themselves the efforts they have made that are achievable. This helps provide them with motivation to look forward and consider the skills they have or might need to and where they can be applied in various career paths and opportunities
- 56 Because they provide a valuable service to students who have many options and don't know what their options are. Resume writing, mock interviews etc are valuable life skills that students need to be successful in life. Students need to see tertiary institutions before making a commitment to study there.
- 57 information is key - being able to access different kinds of information means you should be able to engage any student and their learning styles
- 58 So many different pathways that all need to be explored. Also, not just one job after school - many - therefore need the ability to adapt and change. Cost can also be prohibitive so need to address that component.
- 59 Students need information to make informed decisions. However, they are not always able to process this information, hence the need to work with a careers counsellor.
- 60 Information about courses and jobs, resource material, an insight into real work are all factors students need to take into account when making career decision
- 61 Opportunity for brain storming of ideas and discussion about direction in terms of VCE and after.
- 62 You can make any career look enticing. You get a much better idea of what is involved by spending time in the industry
- 63 First hand experience
- 64 Personalised experience

- 65 They help a young person to start thinking about their future plans and also working out what they can do and like, as well as what they don't think they can do, or don't like.
- 66 Some are things students need to get a job (like resume writing), others make students aware of what is available
- 67 As much exposure to careers and career options as possible.
- 68 Prepares them for what lies ahead
- 69 Career Development needs to be a main focus from early on. It should be incorporated in all year levels and not an after thought. By including a variety of the above activities (and more) we can ensure that career development is continually addressed and at the forefront of students and teachers minds.
- 70 Because they support students in understanding how their values, interests, and education can prepare them for the world of work
- 71 help with future career choices, educate students on different careers and courses that they may not know about, place them into meaningful pathways
- 72 Immersion in a breadth of options is essential for students to make good choices. Students need to know there is more than one pathway to their chosen career and there are many different experiences that count towards a successful career.
- 73 development of a real understanding of the world or work and helpful to align ideas with reality and to expand breadth of thinking regarding career opportunities
- 74 External activities take students into the real world broadening their horizons.
- 75 It provides students a change to have meaningful experiences.
- 76 They allow students to gather information, have their questions answered and apply that info to their own lives to help make decisions about their future.
- 77 All the activities are important as they provide an opportunity to develop life skills, improve a student's ability to access information and understand it and provide a student with experiences that enable them to reflect on their career interests.
- 78 They teach and provide students with the skills to continue to make effective subject selection and career choices and extend beyond just the provision of information and advice
- 79 Give students alternative views on their plans, give them other options for post-secondary study and may offer areas of study they hadn't considered.
- 80 Work experience develops transferable skills. Websites, counselling and group presentations provide a range of forums and formats to provide consistent info and advice
- 81 Different types of activities enable students to access timely and relevant career development resources in a variety of ways.
- 82 caters to all types of learners; gives students a broad range of options; Work Experience gives a taste of the world of work and assists in career decision-making
- 83 Initial year 12 University camp this year proved that once students had walked the halls and realised the distance to travel was worth it, I had multiple changes of preferences from my year 12 cohort who previously were determined to study locally or not at all.
- 84 Help students to develop awareness and clarity about options
- 85 Face to face interactions. Many students are not ready to "hear" information until it seems relevant or necessary to them and this often needs a personal connection
- 86 Students consistently give feedback indicating that these initiatives are helpful. All help to expand a student's vision/knowledge in terms of options and opportunities. For many their thinking is extremely limited and it tends to exclude professions that they have never observed or interacted with personally (e.g. theatre technicians, logistics/warehousing, personal care attendants etc). For many their expectations can also lack realism. Work experience is great for shattering false understandings of how things actually work 'in the real world'.
- 87 the more career exploration can be done from a young age the more our young people are prepared for life beyond those school gates
- 88 It helps students to develop realistic expectations of their future possibilities
- 89 Helps students develop their exploration and decision-making skills, understanding of the tertiary system and themselves (95% go onto to further study); helps them to research various pathways
- 90 Increase awareness, ready for transition

- 91 with an endless variety of student interests / abilities / talents and an ever increasing amount of opportunities and information material from both new and old players in the careers field, it is essential that all the variables are taken into account in bridging the gap between the student and their career opportunities with attention to balance of the students abilities and expectations and industry forecasts and education and/or personal development choices which can only be done properly 1 on 1...
- 92 Personalises the process and enables meaningful discussion about future options
- 93 It helps young people with career choices
- 94 They give students real life examples of what career areas offer them and pathways to get there.
- 95 direct one on one contact
- 96 They expose the student to an environment external to school. They also allow students to have an indepth and personalised look at their own career options.
- 97 Provides students with opportunities to develop knowledge, explore range of possibilities and develop skills to do research beyond the classroom
- 98 Careers interviews give students a chance to discuss their options and received tailored information specific to their needs. Work experience gives them a chance to develop enterprise skills and sample what it is like in the workforce.
- 99 exploration of options
- 100 As these activities empower and inform young people about options, choices, real life practical information
- 101 Educational and varied. A wide range of experiences to assist students to make informed decisions
- 102 The activities provide a platform for students to start considering and think ahead of the many options that are ahead of them. Having a long term plan can help the students remain focused and motivated while at school.
- 103 They allow students to develop a sense of their preferred future, and the options that they may wish to utilise.
- 104 Students benefit from practical experiences.
- 105 It helps young people to think and plan towards their pathway after secondary school. To work out what options could be open and or suitable to them in working towards a job and career.
- 106 Students need to be guided to see choosing courses and careers as a challenge not a chore. They need to be positive and proactive in thinking about careers and keeping their eyes open. Expos and meeting ex-students can motivate students to be positive about their career journey.
- 107 The one-on-one interview, when properly conducted, is tailored to the current needs of each individual. You can plant a seed, spark interest, start a process in any otherwise disinterested teenager! REALLY EXCELLENT counselling skills are at the heart of a good Careers Service in schools.
- 108 Students in senior years need to be well informed.
- 109 One on one careers meetings are specific and tailored to a students exact needs. Work Experience allows real world experience. Online research is useful for self exploration- an important skill to learn for life. Important for students to physically see where they may study/work and ask questions themselves... they need to learn to be owners of their decision making. Individual appointments generate confidence and direction especially with a skilled Careers Counsellor.
- 110 Get students thinking about the world of work and their place in it.
- 111 Students benefit from access to a wide array of material and presentations in order to make well informed decisions about their future learning and career options.
- 112 Students are not allocated formal school time to these activities generally - they need to be mandated and they are valuable as so many young people have no idea what to do in the future as they have no clear idea about what is out there and their own potential to achieve this- therefore we are having students pull out of uni and change courses at an alarming rate. financially we can no longer allow this lack of focus on career education in schools.
- 113 Young people need to be exposed to a wide variety of employment outcomes and gain a perspective on the future.
- 114 Students need opportunities for indivial consultation, group consultation, skill building, information and reinforcement of important information
- 115 Understanding of self and how to identify and access opportunities related to personal interests and values are the keys to success in career and life

- 116 Allow young people to gain an understanding of the career decision making process, the influences on their decision making, the importance of developing and utilising a network of allies, the experience of work and allowing them to test out possible career options, the opportunity to research future study options and understand how the selection process for tertiary education works.
- 117 they are vital to ensure students learn how to make informed career and earlier subject decisions, to learn be adaptable to learn to identify their strengths to have some one with knowledge and who cares about them to provide individual advice tailored to the need and development of that person
- 118 A diversity of resources available to students to ensure they are making informed decisions about career paths
- 119 There is a myriad of information out there, and a combination of discussions, exposure to presentations, etc. helps young people consolidate their ideas.
- 120 A chance to have a serious careers discussion with an adult who takes them seriously.
- 121 Students need consistent end regular exposure
- 122 as above
- 123 These are more individualized and allow the student to explore their own interests in detail. One on one sessions with a trained career practitioner and also work experience in their intended area of work are the best possible activities.
- 124 Education is more than subject learning. A good careers program broadens student aspirations and gives relevance to being at school. The education system often does not generally give the scope for students to explore career options, or for schools to provide careers education and advice.
- 125 They give a real-world experience of the workforce and or/tertiary study environment.
- 126 They provide a range of opportunities for students to learn and interact with the ones who can impact on their future decisions
- 127 It gives the student the opportunity to explore their pathways
- 128 They allow students to see the kids of activities that are relevant to their chosen profession.
- 129 All tend to provide an understanding of real work situations
- 130 Can work towards students being able to ask specific information and have some confidentiality.
- 131 they offer hands-on, relevant, face to face info which is the best way to relate to students and get them on board in thinking about their own career paths
- 132 Provide targeted, specific information for each student's level of career readiness
- 133 One- one counselling gets the students having to think about pathways. Work experience often just used as a way to get a part time job
- 134 More information
- 135 Students benefit from the reassurance of talking to a careers counsellor, being educated in how to make career related decisions and work experience creates an opportunity to test their current ideas.
- 136 Allows students to "try before they buy" to have a hands-on practical experience -
- 137 Anything that assists students to think about their individual strengths and talents and link these to possible future careers is valuable. Getting out of the school environment is valuable - seeing what goes on in workplaces and talking to employers and people doing the jobs they think are potential future careers is very valuable. In class time used to explore their individual skills, strengths and talents and research possible careers, is also very valuable.
- 138 See above.
- 139 taster
- 140 Students need to learn about what jobs involve rather than just aspiring for the highest atar course. Career testing tools are very useful in determining this
- 141 Either very practical experiences or individual in nature.
- 142 because they provide students with information and experiences which assist them in making informed decisions about their future and their options. Students can not gain this information via teaching staff in their subject classes.
- 143 Because they provide students with career development which assists them in their future. Students cannot obtain this via teaching staff, they require qualified Careers Advisors to do so accurately. Teachers can teach but are not qualified to advise/counsel students.

- 144 Well, they are ALL valuable but these put students in direct contact with "experts"
- 145 The students will often give feedback on how some/all of these specific activities/events benefitted them and what they learned from them.
- 146 The best programs provide all these aspects in varying amounts relevant to the year level , time allocations of the career advisor and availability of external agencies
- 147 Career advice from a professional career adviser is valuable as they are in a position to have a more informed background and offer appropriate advice to teenagers, who often have no idea on a career path.
- 148 They are practical and students can easily see how they will be helpful. Presentations and work experience give students a taste of the wider world and the options available.
- 149 There is a need to get back to reality about what the students need in the future. There is too much focus on university qualifications that get you into debt and not necessarily a job opportunity. There needs to be a bigger focus on skill sets and vocational qualifications for the real world. There are too many university graduates unemployed or working in factories.
- 150 They add a practical reality to job prospects.
- 151 Insight to possible pathway understanding
- 152 There is not one that is less valuable than the other. They all intertwine with each other with gaining a better understanding of the evolving changing market, the choices that students have to make in school regarding subjects, the connections that can be made between school and training/employment providers etc.
- 153 They allow students to develop an understanding of what types of opportunities and facilities are available to them for their future careers or prospects.
- 154 Children need to understand the options available to break down norms and gender influenced decisions. They need to understand choosing careers of the future where jobs will be and about being in a fulfilling career not just a job. They need to understand commitment and life long learning and that they may have several career choices and that they may also choose to be an entrepreneur.
- 155 The capacity to talk through with a trained professional career ideas is invaluable
- 156 Work experience is hands on
- 157 They make higher ed seem accessible and less intimidating.
- 158 Real life experience with up to date information
- 159 Hearing directly from employers and training organisations is vital for students as there is so much information around that it is hard to be an expert on everything. Students need to hear it from the source. Employers are desperate for work ready students so careers education needs to start early. Students need to be encouraged to explore many careers, not just focus on one pathway. Sometimes Career Advisors haven't had extensive work experience outside education or teaching so their knowledge of what employers want may be limited or out of date.
- 160 Ensures students have access to broad range of resources, support services etc and are therefore able to consider a range of post school options.
- 161 Students gain a clear insight into what is expected by tertiary providers and potential employers
- 162 Students need to hear first hand from people from all walks of life to make informed decisions
- 163 The ability to see or hear what it would actually be like to work in a particular job/industry or attend a particular campus. Individualised support to get students where they want to go.
- 164 Greatest impact
- 165 They engage students rather than provide a supermarket approach where students don't necessarily have an emotional connection
- 166 Gives our students the opportunity to explore their career interests in order to make informed and well researched decisions about their futures. Also equips them with the skills and knowledge to access careers related material and experiences.
- 167 Students really need guidance to help them see a wider variety of options
- 168 Any interactivity with students about post compulsory options is the best option. Written materials (online or hard copy) are not always valuable as in low socio-economic areas with a very low literacy level, these materials are wasted as they're not read by students.
- 169 Personal

- 170 Genuine experiences count for everthing. That being said vocational exposure needs to commence earlier in a young persons life. We are over regulated which prohibits opportunity.
- 171 Students need time to sit with someone who is qualified to give them careers advice and to individually be able to talk about their potential career pathways. Without this opportunity students simply receive overwhelming amounts of information. Although work experience is beneficial for some students a number of them choose employers based on the potential of gaining part time employment after the placement rather than choosing an area they are interested in for a potential career. It is also useful for students to hear from universities directly and have the opportunity to speak to representatives from the various tertiary education institutions so they can ask specific questions.
- 172 The opportunity to spend time one-on-one with a careers practitioner is invaluable. There is no shortage of information online, but it can be overwhelming, particularly for students who are unsure of where their interests lie. Work experience allows students to experience the world of work and to investigate career interests early on.
- 173 Every one has their own skills so personal Interview is important They need to go to a Uni to experience it.
- 174 They give students the tools and knowledge to make informed career decisions
- 175 Opens the conversation about not only Uni/trade but the jobs that might come from that study.
- 176 An opportunity to speak one-on-one with a career practitioner can assist a student to clarify their aspirations and be assisted to look a range of options. Work experience or work shadowing helps a student solidify their understanding of what an actual career path involves. Nothing beats hands-on experience. Excursions to local university & Tafe campus' can help demystify their role and put a face to the type of learning involved at these institutions. Employers presentations can be useful to help learn from someone working in the field of interest. Online search for information can give a student valuable information about what career opportunities are available and the training involved.
- 177 Information about how to progress in to a career
- 178 kids often have no idea and need real advice and not other teachers who do not give a crap
- 179 To help students plan their futures
- 180 Young People are visual learners, they retain what they see, if it's a presentation only they won't take it in, they need activities along with visual aids such as guest speakers, hands on work experience,
- 181 The lead to students get a real insight into employment, not just theoretical examples. .
- 182 real experiece to ensure both student and work place can cope (to clarify here, I am coming from a special education setting)
- 183 Introduction to what Uni and TAFE offers, someone to help guide what they may want to do. Resume preparation is vital for those not going on to further education.
- 184 Students often don't know what options are available until they have options presented
- 185 They give students a feeling for what can be expected
- 186 Comfortable (non-confronting) way to learn about range of choices available to individuals
- 187 Students need real life experieces and to hear from people in the industry and not from teachers

Question 12 How could career advice in schools be improved?

- 1 More time allowance for the careers counsellor
- 2 By utilising more external support - employers, trades field officers, job agencies and so on for real world examples By recruiting people who have experience and interest in careers advice - some teachers who are in careers based roles for students are there by default, not due to interest. Some teachers have also never been out of the school system so ideals on careers in not necessarily realistic. More realistic job training and preparation - such as searching and applying for your dream job, what is good work ethic, social media and your reputation online...
- 3 Like the school I work in, all schools should have a dedicated Careers Counsellor with programs that include not only work experience. resume writing and mock interviews but also active liaison with tertiary training and study institutions, employers and employment assistance networks.
- 4 Teachers and other adults sharing the pathways they took before, during and after entering the workforce. Not just people pushing info about their institution or the career adviser's perspective only.

- 5 Our school gives great career advice. Additional advice may mean something else gets lost in the curriculum
- 6 Career education and development should improve when all teachers adopt a active and positive role in career education and development. An whole school approach to career development needs the full support of school leadership and be lead by a competent and qualified career practitioner who has a clear strategy linked to the school's overall strategic plan
- 7 Needs to be accessible, visible, given importance and time
- 8 More time and cost budgeted to improve student access to counsellors. Mandated minimum standards to allow proper counselling and advice.
- 9 it needs to be available for every student
- 10 Have more access to students during their timetable.
- 11 Agencies to coordinate it
- 12 Great industry-school partnerships.
- 13 I think our school does a great job.
- 14 More individual discussion, one-on-one
- 15 I really don't think in the case of my school that it could. Our careers advisors are highly regarded and trusted by students and are very well informed and qualified to give advice on careers and further education options.
- 16 more time and resources
- 17 I feel that our students are offered excellent advice at our school.
- 18 maintain what is now provided
- 19 Offer at younger ages (year 7 onwards) STEM focussed careers advice Negate stereotypes against females in particular fields
- 20 It is already excellent at my school
- 21 More time for teachers to give advice
- 22 More up to date information about future careers such as start ups and innovation. Market disruption etc.
- 23 'Change is constant' is a CEAV motto - indicating that career advisers need time to be up-to-date with never ending changes; time allocation is needed to provide support for students (one-on-one appointments are vital); schools need to support career advisers with attending PD sessions, such as career adviser days at universities.
- 24 greater access to industry and mentors
- 25 Connect it to and provide support for organising and overseeing Work Experience programs and Structured Work Placements (free, no charge to school or student). Connect it to and provide support for organising career expos, tours of core industries and work places
- 26 Better planned and boarder perspectives. Greater integration and equity between VCE and VCAL programs
- 27 By being realistic. Kids in special ed are NOT going to be doctors, no matter how much they like dressing up.
- 28 I would like to see more information on the trades supplied. Our students like to take home hard copy information to their parents. So some straight fact sheets re what the need to do to do to become a qualified (?) would be amazing.
- 29 Be more up to date.
- 30 1. Time allocated to Career Practitioners. 2. Time within curriculum. 3. Trained Career Practitioners.
- 31 Greater professional development for all staff. Understanding that school is NOT the end game and that young people need to make a connection between what they are doing at school and life after school.
- 32 Time allotment appropriate to the needs of the job - for schools to recognise this. Opportunity to gain as much up to date information as possible - so to keep up with the changing nature of the workforce of the future.
- 33 Not really but depends a lot on each school and the priority schools give careers
- 34 More funding would enable the program to be expanded which would be fantastic.
- 35 more funding
- 36 Sanctioned as part of the core curriculum on offer to all students. For careers education to be recognized as having both a curriculum as well as a pastoral function and consequently viewed as interdisciplinary
- 37 More resources, and more qualified staff delivering programs.
- 38 give more experience to students with disabilities by increasing the allowable days of work experience
- 39 Adequete time allowance, emphasis and support on the careers program consistently across the board in schools. Schools need adequate resources and staff, as well as collegial support, to roll out a comprehensive

- program from at least year 9. Careers staff need to be supported in regularly developing their knowledge and skills outside of the school, to keep inline with the progressing work force. Careers needs to be a integral part of the over all curriculum, inclusive of multiple external opportunities for the students. Careers advisors need to be appropriately trained to deliver adequate careers advise. Schools need to work with outside organizations to ensure longevity of their student support post-secondary and benefit off external bodies knowledge and experience, e.g for disadvantaged student groups
- 40 By getting leadership I schools to acknowledge the importance of having qualified staff who can support the ongoing learning journey and transitioning of students, as too often, because funding is limited, careers staff are offered on a part-time basis or are required to take role on as part of their teaching load, if they are registered teachers. Having worked in both public sector as a Careers Practitioner where I was part-time teacher and part time careers, and now in the private sector, there is a HUGE gap between the resources offered within each sector. Time for a policy that recognises the relevance and importance of careers practitioners in schools and offering salaries that recognise prior skills of those in careers roles, rather than a blanket salary as offered in government schools, where prior skills are not considered. And time to recognise that to offer a service to students who are making important decisions, we need to staff schools appropriately. Having careers support staff as an add on, and only being useful during subject selection in schools, is hardly going to offer students with additional personal growth that a properly serviced careers team can offer. Universities offer comprehensive services, schools should be able to be funded and policies in place to allow appropriate staffing to student ratios is adhered to, if we are serious about effective transitioning of our youth.
- 41 The work of careers practitioners is currently being de-professionalised by the push to pay careers professionals support staff wages and at inappropriately low pay scales. In order for career advice to be effective, it has to be heard - and for it to be heard, someone has to be listening! Currently schools can get away with making the economic decision to downgrade the role, thereby running the risk of not having the best quality people in the role, and also ensuring that even when a highly competent and qualified person is doing the role, they are often not being supported appropriately. An ES1.2 person, for example, is not in a position to dictate to a year level coordinator how to deliver careers curriculum in the context of a home group program, nor can they dictate to faculty heads regarding the effective integration of good quality careers education into various faculty areas. This is not to say they do not have those capabilities, as often they do. However, the status of their role takes away their voice. This is happening at a time when everyone involved in the education and support of young people agrees that the world is becoming increasingly complex, and that young people need higher levels of preparation for navigating the work force and a much better comprehension of the changing world in which they will be working. Likewise, the parents, who are the number one source of information for the majority of young people, also need to be able to access and process accurate information. To do this, schools need to VALUE, and RESOURCE, a top quality service run by professional/s. And work needs to be done to EDUCATE the entire population of a school regarding their role in promoting careers messages, and enforcing some sort of mechanism by which this can be mandated, rather than simply wished for. A few key things that would help in this context are: Insisting that all careers practitioners in schools are appropriately qualified (preferably at post graduate level)- but then acknowledging this by paying them appropriate professional wages and according them appropriate status as professionals (unfortunately, whilst the concept of ES works in terms of being less disruptive to the classroom when a careers professional has to attend professional development at uni days and the like, and can often result in more time being allocated to the role; they are very often regarded and treated as simple admin employees). Providing sufficient time for them to do their jobs. There is a nominal idea doing the rounds that for every 500 students, there should be one full time careers practitioner. This is simply not happening, and will not, until schools are forced to adhere to this (or a similar) ratio. An awareness campaign that helps careers practitioners get their message out. It's all very well to expect that careers practitioners do their own advocacy, and unfortunately, it has become very apparent that we all need to take more responsibility for that. However, in order for this not to look like baseless self-promotion, we need support from government to reinforce the message and communicate with school leadership.
- 42 More time for staff to spend with the students on their search for the right career. Helping to empower the students with the know how to be independent and confident in their career decisions
- 43 MORE TIME ALLOCATED AND EMBEDDED IN SCHOOL PLANNING
- 44 Schools are so busy just getting through the curriculum, that optional career activities take a back seat and usually go by the wayside. If it was made compulsory in secondary schools, then time would have to be made available for Career Education.
- 45 More access to job networks/ industry experts/ streamlining of information rather than too much information from too many sources.
- 46 More time/money for individual counselling, training for all teachers to include in their subject areas.
- 47 Schools must be allocated budget to employ degree qualified Careers Practitioners with minimum postgrad Cert IV Careers Ed. PAID accordingly. Careers Practitioner role is not an admin role (although aspects of it are) and

- must not be structured as Education Support. Do you want your child to get their career advice from somebody with a Cert III Tourism? Give properly qualified professional people the time allocation to DO a professional job.
- 48 On going training
- 49 Ensuring that careers is embedded in the school curriculum with a substantial career development program, planned and delivered by a qualified careers practitioner (preferably a teacher) who has a significant time allowance pro-rata according to school enrolment Years 9-12 and appropriate space and resources. Principals need educating on what a quality careers program looks like, and why.
- 50 Ensure the careers staff are qualified and are given time to attend all yearly seminars and Professional Learning to stay up to date with info. Ensure there is a team of people not just one person available to students.
- 51 more time allowance for careers staff and more integration of careers material into the curriculum
- 52 Allow allocated class time with students
- 53 More planning and more room in the school to have these resources.
- 54 More time and funding allocated for trained career practitioners. Often the first thing to go in schools.
- 55 It needs to be part of the teaching curriculum, otherwise it is viewed as optional, extra work or time for students. Career advice is only part of career development. As a teacher and career development practitioner this was made possible as the principal sees the importance and role is afforded as a position of responsibility. We have been able to implement the Victorian careers framework in the curriculum.
- 56 Allocate more money and resources in the public system to have dedicated careers staff in public schools. It is difficult to juggle teaching and counselling in limited timeframes. More ongoing positions for dedicated careers staff. There is a discrepancy between the public and private sector in terms of careers advice because of the disparity in resource allocation
- 57 More money so that country and metro schools are able to pay for buses to take students to experience uni/tafe courses
- 58 Better support and credit from principal class and other teachers in the school. Allow the time to be able to do all of those things necessary.
- 59 More time/staff allocation to careers - it's not always possible to process all students or to give extra time to students who are having career indecision. Bring back "The Job Guide" as a free publication. Improve "myfuture" website - it's very confusing.
- 60 more class time given to dissemination of information, work and activities @ decision making, researching courses and careers, real life experiences
- 61 Forward thinking, being aware of change early enough to give good advice.
- 62 Have career teachers be more proactive in working with students rather than waiting for kids to walk through their door
- 63 More time allocated to preparing students better for post secondary schooling
- 64 More support from principal and senior staff to provide sufficient time including off campus activities for students. Also invest in PD for careers staff and whole staff to keep up to date with training and labour force changes and expectations.
- 65 Be given a greater status and importance in the school, increased wages for Career Advisors and a set time per week for Career sessions particularly in years 9 and 10
- 66 Be valued by Principals and staff as a meaningful service, not something they have to do to tick a box
- 67 Increased partnerships with Industry
- 68 Allow more time
- 69 More time given to careers staff to implement activities. There is only one career practitioner at this school and they can not possibly provide all the services required. Career practitioners need more time and resources. They are simply spread too thin and can not run an effective program.
- 70 Currently curriculum is being delivered ad hoc by staff who are not qualified to teach or create curriculum. Many schools view careers advice as extraneous to the curriculum rather than an imperative.
- 71 Careers needs more funding and resources. More and more schools are cutting time allowances and putting in Education support staff into the role to save money.
- 72 All schools should have a qualified Career Practitioner who has the time and resources to provide opportunities to students. All Senior students should have access to a qualified Career Practitioner to gain insight into careers and pathways. Careers should be core business for all high schools and driven by the school leadership team with flexibility of focus depending on the cohort of students.
- 73 career staff contributing to leadership and development of curriculum and programs. Improved validity of the role in terms of inclusion in leadership, pay increase and scope of the work. Careers needs to be delivered cross

- platform, including embedded in curriculum and as part of a strategic pathway program which focuses on encounters with employers, higher education and understanding of the labour market and the future of work
- 74 Improved resources on the DET website. More curriculum time mandated to careers.
- 75 Designated Careers Classes
- 76 More time in class with students. More structured activities (based on VCCF). This is often left to teachers who are not qualified in Career Development so it is an additional burden on them, when it could be run by Career Advisers.
- 77 Greater time allocation for Career practitioners (such as 1 full time careers teacher for every 400 students). Official recognition that it is Career Education and that Career practitioners should be hired as teachers as they need a great understanding of curriculum in all areas, take career related classes/sessions, support subject teachers in developing curriculum that supports career exploration such as stem related areas.
- 78 School leadership need to understand the role of career development and the significant impact skilled career development services have on the wellbeing and academic performance of students. Also, that career development is not limited to the transition from VCE to tertiary institutions or the workforce. Career development needs to be a P-12 program and skilled professional career development practitioners need to receive adequate time and resources required for the role. The huge disparity in time allocation and salary between careers practitioners needs to be addressed.
- 79 More recognition of the Careers program, more time in class for greater exploration of careers, professions, and post-secondary study options. Employment of qualified careers professionals, rather than adhoc succession planning. Greater recognition of professional development and in some cases, better professional development opportunities.
- 80 Passionate counsellors who know the students. Better links b/w careers and other pastoral care staff. Counsellors need TIME to run a good program. I am also a huge advocate for having careers counsellors that DO NOT have a teaching allocation as their time and attention is divided and too much to do
- 81 More time, some money to run events. The recent addition of the requirement for guest speakers to have working with children checks makes it very difficult to have ex students and industry figures come in to speak to interested students. This is an unnecessary imposition which provides a barrier to giving access to a wider variety of experience and ideas.
- 82 Raise the profile to recognise that the aim of school is to prepare students for post-school options; increase the resources and time allocation towards career development; start career education earlier
- 83 As is the case across the board, more funding for projects and resources.
- 84 Availability of industry trade business representatives to present to schools. Less focus on the professional pathway and enhanced prestige for alternatives such as trades
- 85 Additional personnel resources to enable the direct interactions, both individually and to support classroom teachers
- 86 Better resourcing of careers practitioners, in terms of hours, budget, PD. More respect for the profession, and an understanding of its importance in terms of positive outcomes for students as well as broader society
Mandatory standards for schools in terms of training, qualifications, service provision backed by allocation of funding
- 87 The whole area needs to be better resourced. This will lead to better quality outcomes for students. Many Principals do not understand career Development and cut budgets in this area as a first priority when financially things get a little tough. The payment of careers practitioners as ES staff is not attracting quality people into the area, despite all the work that has been done on professional standards and codes of ethics.
- 88 Greater time allowance to ensure that ALL students in the school have at least one, one-on-one interview with a qualified careers practitioner per year (in addition to counselling regarding subject selection)
- 89 Legislate for careers education program and advice activities to be embedded into the school teaching and learning to enable effective use of the rich and divers range of resources available in this area. Provide adequate resources and time allowance for this type of program to be implemented effectively To ensure professional level of training and commensurate salary levels to attract the best people to the role and more importantly to keep them.
- 90 more time, increase profile, more time , increase accessibility,
- 91 with increasing numbers of 1st year students at universities flounder and drop out / apply for change of courses and or subjects it is essential that schools do more scaffolding for their students transition into university or tertiary study with a dedicated careers counsellor that can tailor a career plan as only an informed and suitably skilled person in this field can.
- 92 More time allocated so that one on one interviews are possible for all senior students

- 93 Not give positions to ES staff, who don't have teacher qualifications
- 94 More time allocated to be able to devote to individual counselling. Having employers offer options to present information to students at the schools.
- 95 more time allocation would be a good starting point
- 96 one-to-one interviews are difficult in a large school, and we tend to prioritise the higher year levels. It would be good to extend this to younger year levels, although this is currently available to them on a voluntary basis.
- 97 legislate for all schools to provide career services by qualified individuals, ratio in accordance to CICA guidelines if schools want career curriculum to be embedded then career practitioners should also be teacher and not education support officers
- 98 Career practitioners need to be qualified to do their job, given appropriate time in which to do their job and also time to develop networks.
- 99 Higher profile and funding. Mandatory teaching qualification and careers qualification for all careers staff.
- 100 Principals and Leadership teams should not be ignorant to the importance and significance of career services, nor should they have in place inexperienced and or staff with NO experience and or formal skills working in the field. Furthe Prins should allocate appropriate time fractions for careers staff.
- 101 Increased funding. Professional development support. Adequate time fractions
- 102 Career planning needs to be embedded within the school curriculum from leadership down to students. It is not a one off activity, it needs to be ongoing and developed over all the school years. Schools also need to have a strong ratio of Career Practitioners to student numbers for this to be implemented in an effective and productive manner.
- 103 Mandated time allowance for advisors. Usually, advisors have a large teaching allotment and or often expected to run all career education programs and counselling by themselves. Career advisors should be teachers, not administrative staff.
- 104 More time allocation to the position of Career Development.
- 105 More resources given to the careers and pathways planning especially in the government sector.
- 106 Careers Counsellors need to be given more recognition for the important work they do. They need to be given more time to do their work in many cases. All Careers Counsellors in schools should be helping to set young people up to thrive in the world beyond school rather than flounder and face possible unemployment. Most Careers counsellors do an excellent job. It is challenging work and requires constant professional reading and constant research in order to keep up with the enormous changes to courses, careers and the world of work. Any recognition that the government can give to the valuable work undertaken will boost the morale of Careers Counsellors.
- 107 The provision of Careers is highly variable across schools and systems. In my case, I work in 2 schools and am expected to provide all of the above (plus I have high expectations of myself!) in 2.5 and 1.5 days respectively. Some schools have one or two full-time Careers Practitioners, others have a day or two, whilst others have full time practitioners with minimal certificate qualifications but on receptionist salaries. In some states there is a mandate full-time qualified Careers TEACHER in every school! Time, exposure to students, integration of careers in the curriculum from p-12 but especially in Yrs 9-12 would be a huge improvement. It is a struggle to get any opportunity to address and especially interview senior students, as there are often no timeslots available - for example, pastoral classes might occur fortnightly, with some used for assemblies, sports activities and well-being programs, careers comes a poor last! Perhaps a mandated hour per week (taken from the current 10 hours for sport?) for careers would be a starting places.
- 108 More time allowance.
- 109 Careers staff need to be well rounded individuals with proper training. They must understand the needs of young people and be empathetic - often a teaching background provides this. They also need to be intelligent, perceptive, and quick thinkers as they must absorb a lot in a short time and lead their client into a meaningful outcome. They must have excellent knowledge of the sector they work in (school) as well as the Tertiary/industry sectors they are targeting for clients. The importance of career advice needs to be upgraded in schools from small sideline to integrated service and staffed properly.
- 110 Making it easier to find work experience would be advantageous to all. More funding for the role as most of us have multiple roles.
- 111 Students benefit from having access to a formally trained careers counsellor who has a dedicated allocation of time and resources to deliver services and lessons to students at all year levels. At the present moment, schools are opting for the most cost efficient option often employing non-teaching staff with no qualifications. As a result, schools are not always preparing their students and their parents for the myriad of opportunities available after secondary school. All they are doing is shunting students into courses! Given the amount of money it costs governments and parents to educate a child for 13 years in our education system, it seems absurd that a proper

- investment is not made to teach and help guide students to properly navigate their way to further education and/or future career pathways. These are lifelong and essential skills and, for many students, are more important than a 'good' ATAR and an offer to a tertiary course that hasn't been investigated thoroughly.
- 112 Students know very little about their possible futures and only base choices on what they learn at school, eg that is why we have so many first year uni students studying psychology as its done at school, we so need to give students access to good unbiased information about the opportunities that are out there however although there is a huge amount of resources the schools donot allocate time to do this, career advice is still not a priority in most schools - it is very much not core business which is subject based education. Career information must be mandated in the curricula for all subjects as it is in VET - if you study english somewhere in there must be information about all the possible pathways that english can lead to. I know this was alluded to in the new designs but its simply not happening.
- 113 More time allocated for Careers Teachers / Advisors / Counsellors / Practitioners. Increased training opportunities.
- 114 Time allotment for careers teachers needs to be increased. Budgets for careers needs to be increased. Status of career advice needs improvement.
- 115 A dedicated Careers Professional (a tertiary qualified educator with a Career Development qualification) leading a Career Development program across the year levels. This requires three things to be expected of each school 1. employ an educator with tertiary qualifications plus a recognised Careers qualification) at a teacher salary (the vast majority of schools in the Victorian state system have turned to money saving by employing ES 1-2 or ES1-3 for this position. An ES does not need to have a tertiary qualification and this makes no sense when preparing students who will mostly go onto tertiary study 2. related to number 1, pay at a level that is a minimum of ES1-4 but ideally that of a classroom teacher 3. a time allowance of at least 0.8 for a secondary school with 700+ students from 7-12. To interview one on one all Year 10 and Year 12 students (the minimum ideal) as well as organise work experience and often be the VET coordinator, develop and implement curriculum etc needs time to do well
- 116 Mandated career education program for all Victorian schools regardless of sector with updated resources to support the delivery of the program. Careers education to be regarded as core curriculum with suitably qualified professional staff and time allowance.
- 117 qualified teachers with post grad diploma level or higher who have a full time to do the job, many schools have admin people with certificate level qualifications and give very small time allowances to careers counsellors so it is ineffectual or impossible to get more than a few minutes when 300 kids all need to make subject or post school subjects at the same time
- 118 More time and resources
- 119 Recognition that to fulfill the role successfully, dedicated time allowance is needed. Also, qualified, post-graduate trained career practitioners should deliver career programs in schools.
- 120 More time allowance to deal with student demand.
- 121 Embedding in instructional practice and teaching
- 122 making sure the school has a career department. The department is staffed by a qualified careers counsellor who is given adequate time to deliver the necessary program to the students. careers is
- 123 There needs to be enough time for career practitioners to meet with students both when making key subject selections in Year 10 and also during Year 12 and it is difficult with the amount of time allocated to most career practitioners dealing with very large numbers of students.
- 124 Each school should have a qualified Career Practitioner,or preferably a Pathways team. School budgets severely restrict the employment of competent and qualified personnel. Each school should have a Careers program. All students should do work experience poor to exiting Yr 12. The Ed Dept requires schools to comply with Career Pathway programs (e.g. MIPS) and want improved retention rates and outcomes, but do not financially encourage schools to properly fund these programs.
- 125 More visiting speakers and more assistance for students to organise relevant and valuable work experience
- 126 Full time careers advisors and opportunities to impact earlier than the senior years
- 127 It is outstanding
- 128 Students need to be able to picture themselves doing the career they choose and completing the pathway. i.e.: university (and the prerequisite subjects). They need to see the career in action before they make these choices. It is also important to explore other pathways to get to their chosen career - a high ATAR is not always the only way.
- 129 Greater planning from an earlier age
- 130 Heading the right way.

- 131 I think our Careers people are doing a superb job!
- 132 Greater support and allowance for Career advisers in schools
- 133 more presentations from outside organisations talking about future directions
- 134 Careers expo
- 135 I strongly believe in a robust careers education program, backed up by counselling from qualified practitioners. At my school there is no structured time to teach careers related curriculum, nor is there enough time for careers practitioners to counsel each individual student. This often falls to year level leaders and the quality of advice is not consistent. The education program is very important and these skills are taken with students when they leave school. eg. once they understand the impact of their self-development on choices, they know how to find 'what's out there' and have been instructed on the importance of a plan, these skills are taken with them. The teaching of this program is often left to teachers who aren't careers trained, or see the curriculum as not their responsibility and the quality of the experience for the students is inconsistent.
- 136 Absolutely - I have 4 children all at different secondary colleges and I work in a school. Most of their guidance has come from me. The career section of most schools is where older teachers who cannot deal with students in the class are put to wait for retirement - Generally with no experience in the "real world" as they have never worked outside the classroom, so how could they possibly prepare young people for it? The whole process needs re-invigorating...And funding! My principal has told me directly that there are no funds for me to gain a formal qualification in Careers. I was employed as a School Nurse and then I was moved into Careers. I have a vast work history in Big Business/ Finance/corporate/ sport and health in Australia and Overseas and have raised 4 teens which allows me brilliant knowledge to bring to this role, however, I have never been paid lower and there is no incentive to increase my knowledge pool and no reward for hours of holidays and personal time spent speaking to Employers about what they want, need and are looking for.
- 137 More time devoted to career planning! At my school the only time I have with students under Year 12 is through very rare Year level assemblies. Time with small groups or classes would be more valuable and meaningful, and would allow real discussion.
- 138 Having administrative support for the enormous amount of paperwork attached to the role.
- 139 funding
- 140 Class time allowed - careers advice is normally an extra thing that students do in their own time
- 141 In many schools, limited class/structured time is provided to address careers, so creative ways/opportunities and resources for cross curricular/integrated learning would be useful. Supported/More training for teachers with a willingness to work in the area of careers.
- 142 Allow for time to be given during class for us to run career development programs. These should be run by Career Practitioners as they are qualified to inform students on future options, answer questions and formulate a program to suit the student clientele. Ensure the Career department is better staffed to allow for career staff to run and provide services to students more effectively. Our jobs requires a lot of time given to administration which impacts on our time with students and running a successful career program in the school. Having administration support would be useful and not leaving it up to the career practitioner to be the admin support. Allow time for Career Practitioners to upskill themselves.
- 143 By giving greater time allowance in employing Careers Advisors. Also to be given the opportunity to provide career development activities in classes from a careers advisor rather than a teacher undertaking these activities. A teacher would come from a different point of view playing a different role in students lives. Our jobs require an abundance of time with administration tasks hence the need for more time allowance and support in schools.
- 144 By devoting more curriculum time to career development. After all, transition IS the ultimate goal of school education, isn't it?
- 145 More support from Principal class. My current school offers tremendous support from this area, but I have worked in a school where the position has no say and the people in charge really not understanding the importance of the role or the guiding principals involved, merely a service that they just have to have.
- 146 My question is where does the suggestion come from that the advice offered, available and accessed is inadequate.
- 147 by having a Careers Councillor employed in the school and having one-one student meetings with them
- 148 Provide more time in classes to develop skills like writing CVs, how to search online, what to do to get the most out of presenters/ work experience. This time could also be used to make more explicit links between the skills and content being taught in subjects to potential careers.
- 149 More involvement from industry(employers) talking to students and engaging with them to let them know what is happening in the workplace. A lot of people have no idea about soft skills required for jobs and there is also very poor resilience with a lot of people entering the workforce. For some people there is a sense of entitlement

- because they have a university qualification when really it's not worth the paper it is printed on if they don't know how to use or how to conduct themselves in the workplace.
- 150 Always.
- 151 More time allocated to career position to help students
- 152 A fully qualified, appropriately paid Career Development Professional as a regular part of every school's staff. Principals need to realise that putting these individuals onto low ES wages will not attract the individuals required, and this then becomes a moral & ethical issue regarding schools not providing a complete education but rather just to get good scores for advertising & promotion.
- 153 Include more volunteer and work experience opportunities.
- 154 Start younger, break down sexist norms on career choices. Teach them about career life balance early. Teach them about career planning early.
- 155 More time given to careers staff.
- 156 Not sure
- 157 Better, less formalised discussions and minimize the implication that vce is the most important thing you'll do. Show students that career plan c/d/e are still out there and perfectly fine should a and b not work.
- 158 Work experience / field experience more than just once
- 159 Try to ensure employers and industry are invited into schools and have input into advice and information. More time for employer talks and visits Ensure Career Advisors dont have to be teaching staff Ensure Career Advisors do extensive consultation with industry Ensure Career Advisors have time to work with all students
- 160 Increase opportunities for one on one counselling discussions to occur - be it with careers counsellor, teacher mentor etc. More time. More formalised "compulsory" program.
- 161 Input from external sources who are involved in the various fields
- 162 More young recent school leavers to speak to students about their experiences and how they got into their careers
- 163 Have actual training for Careers Counsellors. There is no professional accreditation or courses/study options for these teachers currently so people are doing the best they have with no training.
- 164 More time for tailored careers advice / careers included in curriculum
- 165 Bring back one to one counselling with skilled, qualified staff who work longtime (years 9-12) with students not (outsourced blowins
- 166 Schools must have a careers program that is inbedded into the colleges curriculum. Schools should also have a full time qualified careers advisor! Career advisor play an important role in promoting the possible career opportunities available to our youth. And can be link to re- engaging a young person into work, training and or further education!
- 167 Allocate time for it
- 168 Ensure every single student is accountable with a transparent careers plan. Better engagement by Uni/TAFE providers in schools (not only gimmicks, but useful info). Also more engagement by local employers in schools - better funding for LLENs are needed as employer engagement in schools is on the decline or non-existent
- 169 By allocating more periods for careers. My school currently allocated one period in total for careers teacher.
- 170 As previously mentioned
- 171 More teachers who are qualified to give careers advice. Students ask subject teachers for career advice, not just careers counsellors. For example, as an Accounting and Legal Studies teacher I have students asking me about careers in these areas. I can talk from my own experience but I do not feel I have the knowledge and skills to be able to give them proper advice. I always recommend they see the careers counsellors at school but when there are so few of them and many students wanting to see them this can become quite difficult. With an overcrowded curriculum it is difficult to include careers education. We also have people offering advice to students who are not qualified to be doing so. I think it needs to be clearly mandated who can and cannot give students careers advice.
- 172 Seamlessly incorporate career development in to the curriculum. Employ more careers practitioners in schools to ensure students have unfettered access to careers advice.
- 173 Qualified careers practioners in career classes not random teachers to fill the space who don't want to be there
- 174 More funding and resources
- 175 Full time staff - careers advisors

- 176 Our state school employs three full-time career staff assisting 930 students at a yr11 &12 level with the transition from a junior school and then, after two years of VCE/VCAL study, to transition onto further study or the workforce
- 177 Don't push students that have difficulty with learning into doing trades and not push the others away from trades
- 178 1. Trained career teachers 2. solid career teacher network 3. contacts with employer groups at the state level and help to create local ones
- 179 Career classes once a fortnight
- 180 It's frustrating because you have to propose a plan to your Principal & as soon as you mention money/ budget for Careers in schools, The Principals shit it down even though there's MIPS funding but where that funding is allocated to, one never knows, it's not going into Careers and as soon you ask then they either end your contract because you're too nosey or you are moved around!
- 181 More work experience
- 182 Better, centralized guidance
- 183 Having enough people to do deal with the number of students and really working with students back in year 9 and 10 so they can make better decisions in regards to their pathways. Not letting them know of the 'back door' options until results come out.
- 184 More information from employers, workplace experiences
- 185 More time with each student
- 186 If all teachers attained some level of career advice giving as students quite often ask the teacher they feel comfortable with
- 187 More real life experiences and industry come and try day, talks from professionals

Question 13 Are you employed to provide career advice at your school?

	Response per cent	Response count
Yes	67.02	126
No	30.32	57
Don't know/prefer not to say	2.66	5
TOTAL		188

Question 14 Which school sector do you work in?

	Response per cent	Response count
Government (public)	60.11	113
Catholic	15.43	29
Independent	22.87	43
Don't know/prefer not to say	1.60	3
TOTAL		188

Question 15 Where is your school located?

	Response per cent	Response count
Melbourne	75.53	142
Regional Victoria	23.40	44
Not in Victoria	0.00	0
Don't know/prefer not to say	1.06	2
TOTAL		188