



Department of Education & Training

Early Childhood and School Education Group

2 Treasury Place
East Melbourne Victoria 3002
Telephone: 03 9637 2000
DX210083

BRI018074

Mr Nazih Elasmr
Chair
Economic, Education, Jobs and Skills Committee
Parliament House
EAST MELBOURNE 3002

Dear Mr Elasmr

Thank you for the opportunity to present at the Economic, Education, Jobs and Skills Committee (the Committee)'s Inquiry into career advice activities in Victorian schools.

As requested, I am writing to provide my responses to the questions the Committee did not have time to ask during the hearing, and the questions on notice from the hearing. These responses are attached.

I trust that this information will be of assistance.

Yours sincerely

Katy Haire
Deputy Secretary
Early Childhood and School Education Group
2 / 5 / 2018

Responses to questions raised by the Victorian Parliament's Economic, Education, Jobs & Skills Committee's Inquiry into career advice activities in Victorian schools

1. How can the Department encourage more consistency between schools in the provision of career advice?

The Department will be implementing the Victorian Government's new budget investments of \$108.6 million over four years and \$26.7 million per annum ongoing to reform career education in government schools. The Government's intention is to ensure all students, regardless of their background or circumstance, have access to high quality career education services that will empower them to thrive and prosper.

This investment includes a number of new resources and services to support a consistent approach to career education throughout secondary school, including a Careers e-Portfolio and professional career planning service for Year 9 students, Career Exploration Workshops for Years 7 and 8 students, upskilling career practitioners and strengthening accountabilities and quality requirements for career education.

2. How does the Department support career advisers to access professional development, especially those in regional areas?

As part of the 2018-19 Budget investments in career education, the Victorian Government is providing \$2.9 million over four years and \$150,000 per annum ongoing to ensure that at least one educator in every government school has completed post graduate studies in career education.

Career practitioners and relevant teachers will also be able to access professional learning to support the implementation of the suite of new career education reforms.

Through the Strategic Partnerships Program, the Department also provides funding to not-for-profit organisations to deliver programs to improve student achievement, engagement, health and wellbeing and/or teacher capacity. These programs provide experiences and access to learning for students and teachers not usually available in mainstream settings. Funding is currently provided to the Career Education Association of Victoria for teacher professional development in career education to build the capacity of teachers and Education Support Officers (ESOs) to deliver career education. The funded program is designed to reach rural and regional teachers, to promote the inclusion of career education in the Victorian Curriculum.

3. What measures could the Department implement to ensure that schools solely use MIPs funding for career development services?

From 2019, Managed Individual Pathways (MIPs) funding will be redirected through new Career Education Funding (CEF) to support an improved and expanded set of career education services delivered by schools, with strengthened accountabilities and quality requirements as part of a broader reform of career education.

This will build on existing MIPs reporting, which requires schools to report on the number of students in Years 10 to 12 who have a Career Action Plan and the assistance provided to students who exit school early.

Schools' compliance with the strengthened accountabilities and quality requirements will be monitored through a range of reporting mechanisms, such as the Mid-Year Supplementary Census.

4. How do parents use the EPiCC resource, and what seems to be the most effective way of involving parents in their child's career development?

EPiCC (Engaging Parents in Career Conversations) is an online resource for career practitioners to assist them to encourage and empower parents and carers to get their children thinking and talking about subject choices, courses and career opportunities. EPiCC includes presentations and activities to assist teachers to plan and deliver effective workshops for parents about the changing world of work, the education and training pathways available to young people, and the influential role parents can have as an ally in their child's career journey. EPiCC has also been customised for use with parents of Koorie young people, young people with disabilities, young people from English as an Additional Language (EAL) backgrounds and young people from low SES communities.

Schools are encouraged to provide a variety of opportunities for parents to be involved in and to receive information about their child's career education, and to tailor these opportunities according to the needs of their parent and student cohort.

As part of the career education reforms, in recognition of the important role of parents in influencing their children's career decision-making, parents will have the opportunity to be actively engaged in supporting their children's career education from Year 7. This will be further developed over 2018 in consultation with key stakeholders such as Parents Victoria.

5. What are the benefits and drawbacks of starting career advice in early secondary or primary school?

Career **education** involves the development of knowledge and skills through a planned program of learning experiences in education, training and workplace settings to enhance students ability to make informed course and career decisions and effectively navigate multiple and complex careers throughout their lives.

Career **advice** typical focuses on providing students with advice about subject choices, further education and training programs or career options. However, career advice is only one element of a comprehensive career education program. Focussing solely on career advice can be counterproductive as it can narrow student choice and does not equip students with the skills, knowledge and capabilities to make informed choices and meet the challenges of the rapidly changing world of work.

Primary and early secondary school are key times for the formation of identity and self-perceptions. Starting career education early would:

- support the development of students self-awareness to better understand their interests, abilities, strengths and aspirations
- give students the opportunity to broaden their understanding of the world of work and the wide variety of options available to them, no matter what their background or gender
- help students to understand the connection between school and future careers, improving their motivation and willingness to learn and in turn, increasing their engagement and attainment at school.

The drawbacks of providing career **advice** too early is that it may cause some students to feel stress and anxiety about the future world of work and feel pressure to make decisions regarding their careers too early.

Recognising the value of earlier engagement in career education, the Victorian Government's transformation of career education will include additional resources and services for students in Years 7 to 9.

Responses to the extra questions raised within the transcript of the Deputy Secretary's presentation to the Committee (highlighted text)

1. School reporting in relation to MIPS budget (page 29)

The Department supports government schools to deliver career education through targeted funding and teacher resources. Managed Individual Pathways (MIPs) funding is provided to ensure all students in Years 10 to 12 in Victorian government schools receive career education support to make a successful transition to further education, training or employment. The funding also enables schools to provide additional support to students identified as being at risk of disengaging or not making a successful transition to further education, training or secure employment.

Schools that receive MIPs funding are required to report on the following in the Mid-Year Supplementary Census:

- a) Number of students who have a current Career Action Plan
- b) Number of students who exited the school in the previous calendar year without successfully completing Year 12, (excluding students transferring to another school)
- c) Number of students in point b) above who were counselled about their options when leaving school through a formal exit interview
- d) Number of students in point b) above who were followed up within six months to determine their destination
- e) Number of students in point d) above who were found **not to be in** education, training or secure employment
- f) Number of students in point e) above who were referred to an appropriate program or agency for assistance with re-engaging in education, training or full-time employment.

From 2019, MIPs funding will be redirected through the new Career Education Funding (CEF) to support an improved and expanded set of career education services delivered by schools with strengthened accountabilities and quality requirements as part of a broader reform of career education.

2. The longitudinal study (page 30)

Two longitudinal studies were conducted through OnTrack. The first study commenced in 2004 and followed a cohort of 2003 school leavers until 2007. The second study commenced in 2008 and followed a cohort of 2007 school leavers until 2011. There is currently no plan to conduct another longitudinal study through OnTrack.

The Commonwealth Department of Education and Training runs the Longitudinal Study of Australian Youth (LSAY) which tracks young people as they move from school into further study, work, and other destinations (see <https://www.lsay.edu.au/aboutlsay>). Survey participants enter the study when they are about 15 years old and are contacted once a year until they are 25. Information on a wide range of school and post-school topics is collected, including:

- student achievement and aspirations
- attitudes to school
- social background
- vocational and further education
- employment and job seeking
- satisfaction with various aspects of life.

3. The Department's review of career education (page 31)

The Department responded to this question at the hearing, where the Department's representative, Ms Haire advised that as the Department was still providing advice to the Government about the review, she was unable to comment about the findings or when they will be released.

4. The expectations that Government schools provide careers education and the incorporation of careers education into the curriculum (page 32)

The Department's School Policy and Advisory Guide states that government schools must provide young people with career education programs and services. Schools make their own decisions about how best to do this.

The Department supports government schools to deliver career education through targeted funding and teacher resources. Managed Individual Pathways (MIPs) funding is provided to ensure all students in Years 10 to 12 in Victorian government schools receive career education support to make a successful transition to further education, training or employment. Schools are required to report on activities in relation to MIPs funding.

Government schools are also required to teach the Victorian Curriculum, including the areas related to career education. All the different elements of career education are in the Victorian Curriculum. These elements are about understanding self, exploring the world of work and making good plans and decisions. The Victorian Curriculum provides students with the common set of knowledge and skills required for life-long learning, social development and active and informed citizenship.

The curriculum includes eight learning areas and four capabilities. The capabilities are critical and creative thinking, intercultural, ethical, and personal and social. The following are examples of the elements of career education in the Victorian Curriculum:

- At Levels 5 and 6 in the Work and Work Futures strand of Economics and Business, students explore the nature and meaning of work and why individuals choose to participate in work.
- At Levels 7 and 8 in the Self-Awareness and Management strand of the Personal and Social Capability, students assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement.

As part of the transformation in career education, the Government is committed to building system capacity by ensuring that high quality career education is a central focus of all government secondary schools with a whole school approach. This includes development of resources and professional learning for career practitioners and subject teachers on how to embed career education as part of the Victorian Curriculum.