

CEAV **E** Journal

Edition 3
Volume 44, 2017

 AUSTRALIAN CENTRE FOR
CAREER EDUCATION

CEAV 2017 CONFERENCE

 **Career
Education**
contemporary approaches
to transitions

**education,
training and
employment**

**Book
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EDITORIAL

From the Editor's desk

Naomi Corlett – ACCE Senior Project Manager



I hope that members find the range of articles both thought provoking but also useful for their practice.

Dr Deidre Pickerall and Dr Carol Johnston offer different perspectives on the concept of transition. The ideas they explore are issues for practitioners coping with career change and assisting parents of students with disability managing the transition to post school education.

As this is the final edition of 2017 we offered the opportunity for regional associations to review the past years events and activities. While not all groups could meet the tight timeline I thank those that could and hope that more will be able to contribute in 2018.

This edition also includes classroom ideas, a review of the recent publication *Career Education and Development: A guide for personnel in educational institutions in both developed and developing countries* and other career events and information.

In addition there is an index of articles that have been published in the online ACCE journal over the past two years which will make it easier to research topics and resources.

I would like to thank all contributors to this and all editions of the ACCE journal in 2017. 

Upcoming Events



Conferences

Cannexus

2018 January 22-24 Ottawa, Canada

<http://cannexus.ca/about-cannexus>

Asia Pacific Career Development Association

Tsinghua University and New Elite Development Program, Beijing, China

May 15-19, 2018

<http://www.asiapacificcda.org/>

National Career Development Association Conference

June 21-23, 2018

Phoenix, Arizona 'Leading the Way by Integrating Theory, Research and Practice'

https://www.ncca.org/aws/NCCA/pt/sp/conference_home



Building careers through respect, hope and guidance



Who is the ACCE?

The Australian Centre for Career Education is a not for profit educational charity that services the career development needs of Australians through its three divisions:

- CEAV membership division supports 750 career practitioners across Australia in a wide range of education and training settings
- CEAV Institute is an ASQA accredited RTO and is the only CICA endorsed provider offering VET qualifications in Career Development Practice
- CEAV Career Counselling Australia is a registered charity with DGR status and provides careers counselling to the most disadvantaged in our community. The focus here is on providing support and strategies to build sustainable employment options.

42 years in career development and education



Career Education Association of Victoria (CEAV)

The CEAV works directly with schools, students, parents, school leadership and corporates.

This is what we do:

- **Group presentations and workshops:** A wide range of customised presentations for different audiences on career development, pathway planning, labour market knowledge and analysis, the benefits of careers guidance for workforce development, career planning for people with disabilities, careers differentiated service delivery models.
- **Benchmarking Career Development Practice:** Using the CEAV Quality Benchmarks for Career Development Services, CEAV has benchmarked 100 Victorian schools and provided Strategic Planning Guidelines to improve school delivery of careers services and programs. We have benchmarked AUSPost Post People 1st program and Toyota DRIVE Centre.
- **Engaging Parents in Career Conversations EPiCC:** A series of evening workshops and day forums targeted at parents of young people 12 to 18 years old to build their knowledge of labour market and employment. Over 200 parents participated in the programs.
- **Enhancing Work Futures through VET:** Delivered customized career education activities to promote and raise awareness of VET pathways for students in Year 9 and 10 across rural and remote Victoria. The project has engaged over 7,000 secondary students in VET Industry Immersion and Industry Taster days and brought the World of Work on Wheels (WOWOW Tours) to government schools across Victoria.
- **Develop careers curriculum, professional journals and careers resources:** CEAV designed the first careers curriculum framework for Victorian schools and developed the supporting resources to deliver career education from Year 7 to 12. Resource development is a key focus of our work with governments and we publish a quarterly career education Journal.
- **Mapping the Victorian Careers Curriculum Framework to the ACARA General capabilities:** Development of a delivery matrix for the General capabilities in secondary curriculum and through key subject areas from Year 5 to 10.
- **Work Readiness Projects:** Delivery of online and virtual career development programs to rural and remote government school students in Year 7 to 10. The program included the development of a range of career integrated learning activities such as: resume writing, development of cover letter and email templates, job interviewing skills, career portfolio development using career management skills, industry immersion days, career incubator programs and employment readiness skills. Over 1,500 students engaged with the work readiness programs.
- **Forum and webinars for Parents of Young People with Disabilities:** Working with local government to deliver targeted forums to parents of young people on the autism spectrum and career planning.
- **JobsPath Program (2017):** In partnership with Melbourne Polytechnic delivery of the federal government Department of Employment PaTH Program to unemployed youth between the ages of 16 and 25.

The ACCE is a dynamic and responsive association that builds career futures through respect, hope and guidance.

The ACCE delivers quality professional development services through a range of programs and products designed to build the capacity of individuals and organisations to improve their education, training and employment outcomes.

We work with:

- Corporates on workforce development and careers guidance
- Schools primary and secondary to build the capacity of teachers and school programs to support the career development of children and youth
- Parents to engage them in the language of careers and support their career conversations with their children
- Tertiary education providers to improve their delivery of careers services through formal training and VET qualifications for their staff

- Local government to develop customised careers programs and counselling services to support community revitalization projects
- State governments to develop customised career education training and professional development programs for teachers, school leadership, parents and secondary students.

The ACCE is a national and internationally recognised leader in career development practice. The ACCE has contracts with the Education Directorate ACT Government, Department of Education Tasmania, Department of Education and Child Development South Australia, Victorian Department of Justice and Regulation – Corrections Victoria and the Victorian Department of Education and Training. We have delivered teacher capacity building programs offshore in India and have assisted Indian teachers to gain formal qualifications in career development practice.



CEAV Institute

The CEAV Institute (RTO 22523) delivers nationally recognised training and pre accredited short courses in career development practice.

Courses include:

- CHC81315 Graduate Certificate in Career Development Practice
- CHC41215 Certificate IV in Career Development

The CEAV Institute offers practicum placements in the CEAV Careers Counselling Centre for students with no practical placement.

Short courses include:

- **Engaging Parents in Career Conversations parent workshop and webinars:** practical sessions designed to train parents in the language of careers and career planning. Suitable for all ages and stages of career development. Focus on labour market, jobs growth, the Australian training system and pathways.
- **Engaging Parents in Career Conversations – train the trainer workshops:** This is a 'train the trainer' style one day workshop for career practitioners, who intend delivering the Engaging Parents in Career Conversations (EPICC) program for parents. The aim of the workshop is to create confidence to effectively deliver the workshop to parents. Participants in this workshop are provided with all the necessary tools and strategies for delivery. The workshop acknowledges the crucial role parents play in the career development of young people.
- **Introduction to Career Development Practice:** The Introduction to Career Development Practice (ICDP) provides intensive pre accredited training in all operational aspects of

delivering a quality career development service in a range of settings. This 2-day workshop provides invaluable knowledge, understanding and resources for anyone working with clients to assist them with their career planning.

- **Advanced Counselling Skills:** The Advanced Careers Counselling 2-day workshop is ideal for the more experienced career practitioner and for those wanting to further develop or hone their careers counselling skills. Participants undertake some highly relevant professional reading and the intensive 2 day workshop equips them with a specialized technique needed for assisting clients who have barriers that impact on their career decision making ability.
- **Career Planning for Students with Disabilities:** This is a 1-day workshop designed for career practitioners to improve their knowledge of career planning for people with disability. The objectives of the workshop include: Understanding the issues facing people with disability, Social theory and the inclusion of people with a disability in accessing and attaining education training and employment – Access and Equity principles, Regulatory and Legal Requirements, Identifying the support requirements, networks and flexible adjustments in a career development context, Assistive Technologies – Preparation for transition to further training/work.
- **Upskilling in Career Development Practice:** Upskilling in Career Development Practice (UCDP) provides an opportunity for career practitioners to improve the quality of their careers service, maintain currency and compliance with the CICA standards, engage in professional reflection and improve their skills and knowledge in career development. A 2 day program that aligns to the seven professional competencies required by the Australian Career Development Professional Standards (CICA 2006).



CEAV Career Counselling Australia

The ACCE has developed a centre of excellence in teaching and learning in career development practice. The CCCA is a Community Precinct Partner based within Melbourne Polytechnic in the north eastern suburbs of Melbourne. Since moving to Greensborough in May 2017 the CCCA has provided over 300 careers guidance sessions to significantly disadvantaged clients from a range of backgrounds. The Centre provides an all ages approach and uses a differentiated service delivery model.

CCCA offers:

- Professional careers counselling services delivered by qualified career development practitioners
- Training for staff at the Melbourne Polytechnic Skills and Jobs Centres
- Career education and teaching programs for schools
- Careers counselling services for local government community projects, schools and community agencies
- Training for vocational counsellors in the prison system to improve pathway planning for prisoners
- Careers counselling for disadvantaged youth, adults, career changers and retrenched workers
- Women returning to work career education programs
- Essential work preparation programs – all ages

The CEAV Career Counselling Australia provides placement opportunities for student career counsellors to be supervised while working with clients from the community. The Centre is unique in Australia and has been designed to offer a model of excellence in teaching and learning in career development.

42 years in career development and education



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REPORTS

President's Report

Frank Thompson – President ACCE and Life Member



The CEAV Conference which coincides with the publication of this edition of the CEAV Journal is the culmination of months of work by your committee and the hard-working staff of the association. I am sure that all those who attend will benefit from the opportunity to hear from leaders in our profession as well as sharing good practice with fellow practitioners. Not least of the benefits is the opportunity to meet with colleagues for mutual support and encouragement.

In recent months, many practitioners in schools have been concerned about the introduction of the CASPer assessment for selection of students into undergraduate teaching courses for 2018. The CEAV took up the issue and wrote to both State and Federal Ministers of Education expressing our members' concerns over the lack of notice as well as the costs to students. The CEO, Bernadette Gigliotti and I also met with the Acting CEO of the Victorian Institute of Teaching to discuss issues of selection into teaching courses. Whilst the decision to implement CASPer was one made by the various Deans of Education at the institutions, the VIT works closely with the Deans. We feel that we have established a rapport and a level of understanding of the role of Career Practitioners in assisting students in their decision making and that future developments will be subject to greater consultation.

Another area of concern for many members has been the lack of recognition in salary terms for many members who are

employed in school Careers roles as Education Support Officers. We recognise that our membership is diverse in background and many non-teachers in careers practitioner roles bring valuable experience and knowledge from areas such as human resource management and counselling and work extremely effectively in school settings. Unfortunately, many schools have advertised Career practitioner roles at salary classifications well below the appropriate level for the range of responsibilities demanded in the Position Descriptions accompanying the advertisements. I am grateful for the work of two of our members (former CEAV President Julie Ryan and Kylie Witt) for their work in gathering evidence on a range of advertised positions and their advertised duties and salary classifications. Julie and Kylie have joined a sub-committee of the CEAV alongside our Vice President and me to draft a policy on ES Careers positions which we will put forward to school Principals, the Minister and the Australian Education Union. Of course, we are not in a position to mandate policy and we recognise that schools have considerable autonomy in defining positions and remuneration. Nevertheless, we are hopeful that the force of the arguments in favour of providing quality careers services in schools and pointing out how the duties of careers practitioners align with higher levels on the ES scale can result in improvements for our ES members.

Finally, the Career Industry Council of Australia, the peak body for Career associations in Australia has won a contract from the Federal Government to develop materials to promote TAFE opportunities throughout the country. CICA will work with practitioners to develop engaging and relevant material as well as a national "TAFE Roadshow" to promote the opportunities available to young people undertaking TAFE training. We look forward to hearing more about this initiative in the new year.

Best wishes for the rest of the year and enjoy the break over summer. 

Frank Thompson

3 May - 6 May 2018

VCE and Careers Expo 3

Caulfield Racecourse, Caulfield
<http://www.vceandcareers.com.au/>



REPORTS

CEO's Report

Bernadette Gigliotti – CEO The ACCE



Setting to a default position

The end of the year is fast approaching and as we rush to cram in the last rounds of careers counselling, subject and course selection, transition planning and applications for apprenticeships and employment with a range of clients, I was reminded of how easy it is to set ourselves to a default position. In our rush to get through a range of service tasks for large numbers of students or clients, we rely on general answers to student's questions or provide some general solutions to a complex issue that is presenting because we don't have the time to unpack what the client's story is really saying. When this happens we need to remind ourselves that the default position is not always the best position for our clients. In particular, we allow students to look to us for their answers rather than working through their issues using sound decision making principles. Are we defaulting to simplistic conversations because we need to get through so many questions? Do all careers services need to be verbal face to face meetings? Are we sharing our expertise with others in our schools and organisations and encouraging growth and career development in the career influencers such as parents and teachers? How strategic are our responses to challenges within our services? It's very easy to slip into a default setting and provide career information without purpose or direction.

We need to stop for a moment and consider the relevance of our default position. Our training defines the process of quality career interventions for us. There is a need for individuals to work through their own self-discovery, they need to consider their values and interests and what they will and will not accept

as part of their story. I can hear you say I don't have time for this, but I challenge that response because we do have time if we consider how we deliver our career services. It is very much related to how we have set our default position as careers practitioners. Are we considered and grounded in career theory and practice?

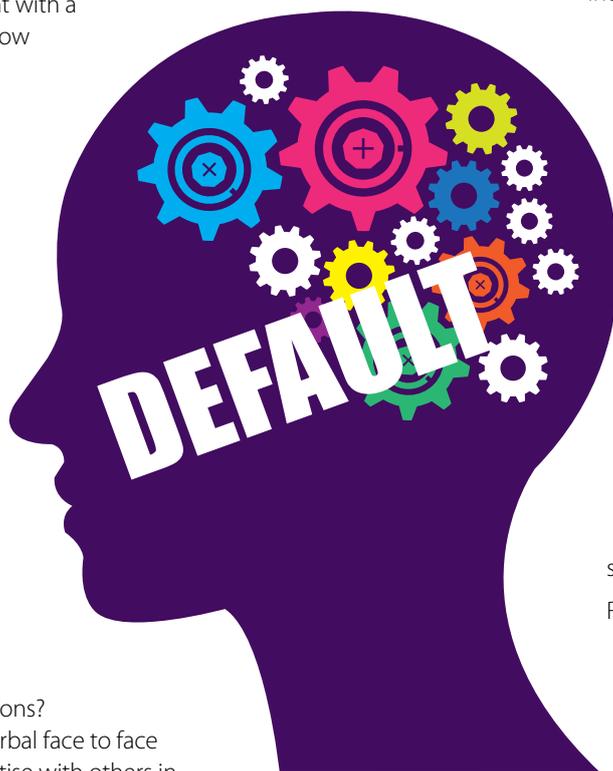
Dr Amundson describes the process of career development as "a gear with the self at the hub". He describes the importance of movement and renewal as part of career development. He outlines the process as continual renewal through self-awareness, exploration, evaluation, maintenance building and career wisdom¹. He defines "career wisdom as coming to a time of life where one desires and is qualified to pass on skills and learning through feedback, mentorship and coaching." His use of the metaphor of gears moving and shifting to accommodate

the stages of career development allows the individual to enter into and participate

in any of the components any number of times throughout their life journey. When delivered effectively careers education assists an individual to make sense of the circumstances that are affecting their decision making and guides them towards self-actualisation, and that in turn can lead them to new career discoveries and a preparedness to consider change and seek new beginnings. Make the time to review and reflect on your work in careers, as your work is a crucial part of the life formation of your students and clients.

Recently, we found ourselves working with young people who have not successfully transitioned from school to study, training or employment. I was concerned to see so many despondent and sometimes angry

young people who had aspirations for their career journey, but found instead a default position both in themselves and in those seeking to support them either at home, school or at their job agency. They believed that there were limited options for them because of their current situation. Others having made the choice for them. It was evident with so many of these young clients that they were never introduced to the process of career development, nor had they had the opportunity to explore careers beyond subject or course selection or casual



employment without criticism or the judgement of others. Although, so many of them had completed Year 12 VCE, Senior VCAL, TAFE qualifications and university degrees, some with four or more years of part time, casual work, all struggled to identify career in their lives. They transitioned from what they considered to be a certificate for success to an employment system that measured success solely through the highly specialised skill acquisition for specific outcomes, or employer short term needs. We introduced Dr Amundson's career gears to this group and utilised a range of metaphors and group activities that allowed clients to express their career story as their journey so far and the clouds of uncertainty and despondency started to lift. We reminded our students that career is a process that allows them time to construct, create and develop their own story and we allowed time for purposeful reflection that included a range of transition strategies, shared experiences, immersions and work integrated learning. The students that successfully completed three weeks of career development went on to transition into employment, internships, training and apprenticeship positions. There were also students that could identify that they were not quite ready for their intended career journey at this point and they transitioned to further training or an internship to prepare for future choices and 'gear shifts'.

As career practitioners we are very much in the business of raising people's spirits and pointing to new futures. We can't do this if we continually default to the position that others have set for us. We are reminded of this default position every day when we deal with perceptions that we tell young people what do to or not do, or that we advise all young people to go to university, that you only see the careers adviser as the last option before you are asked to leave a school or course, or the careers person didn't have time for me, and that career advisors only ever point out the negative in a career choice. These perceptions of what we do are wrong and unfounded and tend to be the default position set by others when they are seeking to lay blame to complex transition issues. We need to challenge perceptions that set our default position to one that limits the potential of career development services and programs by ensuring that we evaluate what we do and renew our professional learning each year. We need to evaluate our programs and services and our understanding of the purpose of career in the lives of our students.

We have an opportunity this year to provide a realistic view of what we do by responding to the Parliamentary Inquiry into career education activities in Victorian schools. This inquiry will look at a range of questions related to career education activities including:

- The relationship between school career advice and youth employment outcomes
- How well current career advice programs meet the needs of school leavers
- The challenges faced by school career advisers
- Specific career advice needs of young people in regional Victoria and how to address them
- Interstate and overseas best practice models that could be implemented in Victoria.



The closing date for submissions is **Friday 15 December 2017**. Submissions can be sent to eejsc@parliament.vic.gov.au

We encourage all regional career networks to provide a written submission to the inquiry. The CEAV will also be responding on behalf of members identifying the barriers that impede our work in schools and providing solutions to these barriers. Let's reconsider our default position and reset this position to one that intuitively responds with considered time, respect, hope and guidance. **E**

Endnote:

- 1 Metaphor Making, your career, your life, your way. Norman. E. Amundson (2010) page 10-12

REPORTS

CEAV Institute Report

Joan Perrone – Training Manager



CEAV Institute has had a year of strong growth. Enrolments for 2017 broke the record with student numbers reaching 125 following a healthy mid-year intake with increased enrolments. This represents a significant interest in our courses from interstate government departments (mostly Education) seeking to qualify their staff in career development.

Both of our courses have gone through the process of obtaining CICA endorsement and most recently the endorsement for the Graduate Certificate in Career Development Practice gained renewal of endorsement to 2020.

This has contributed to enrolments particularly for the Certificate IV in Career Development because we are the only provider with this course endorsed by CICA. I think the other contributing factor for increased enrolments is the flexibility of delivery modes. Students may elect to undertake the courses via a blended delivery model, which includes face to face workshops, an online only delivery model or a flexible (study at your own pace and pay as you go) model of delivery.

CEAV Institute has been working across sectors and states securing projects involving the professional learning of Vocational Counsellors working in Victoria's correctional facilities, STEM and Personal Learning Plan (PLP) teachers in South Australian schools, working with refugee students and their families and professional learning for regional associations.

The work with the of Vocational Counsellors working in Victoria's correctional facilities has been based on *Career Flow: A hope-centred approach to career development* the work of Spencer Niles, Norman Amundson and Roberta Neault. The resources and processes are currently being reviewed for implementation by staff at Education Training and Employment Branch in the Operations Division Corrections Victoria.

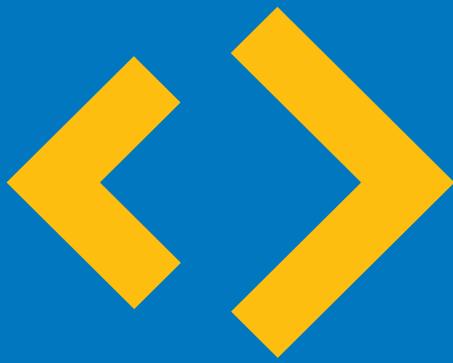
The South Australian education department requested the CEAV Institute to deliver professional learning for STEM and PLP teachers. The four workshops provided teachers with understandings on the



future workforce and the increasing demand for STEM skills and resources to assist them to deliver activities in their classes.

The Centre for Multicultural Youth funded two schools for the delivery of a program that we customised for Dari and Punjabi families in Cranbourne. It included some activities from the EPICC program and engaging career activities for students. This was





Australian Apprenticeships Pathways

aapathways.com.au

Your hub of Australian Apprenticeship and Traineeship career information



Students



Job Hunters



Employers



Industry Insiders

Tools and resources for people providing apprenticeships & traineeships services and advice

part of the Refugee Education Support Program delivered after school hours and it was designed to be sustainable with the school continuing delivery after the initial launch of the program. The school and families were very pleased with what we delivered and evaluations from both parents and students were very positive.

The last quarter was very busy with the number of Professional Development events offered, one of which was the *Career Planning for people with disability* as pictured below.



The male participant in the foreground on the right is Caleb Koppe who is our student representative on the RTO committee for the CEAV Institute and currently the Customer Service Manager at VTAC. Here is what he has to say about his experience as a current student undertaking the CHC41215 Certificate IV in Career Development.

"I commenced the (mixed mode) Certificate IV in Career Development in March of this year. Not having studied online before I was unsure of what to expect and how I'd manage while juggling study with full time work. Admittedly, when I first saw the Learner Guides, Assessment Books and Assessment Tasks for each topic I felt a little daunted. Once I actually began the work, I found the content to be very relevant and useful in my day to day interactions with students. Yes, there is a lot of reading and assessment tasks to get through, but all is pertinent and essential knowledge which keeps you engaged. The support from your instructors and assessors is always accessible either by phone or email; so you can never get too stuck on any given task. The most enjoyable part of the course has been the workshops; the facilities are first class and the educators keep the days very inviting, engaging, entertaining and most of all informative. I would highly recommend the CEAV Institute to anyone considering pursuing qualifications in Career Development." (Caleb Koppe 3/10/2017). **E**



REPORTS

Around the Regional Careers Associations in 2017

Regional career associations not only provide a valuable service for career practitioners but are a significant part of the ability of ACCE/CEAV to deliver professional learning and support for the delivery of quality career education in schools across the state.

All this work is provided on a voluntary basis and is much appreciated not only by the members but ACCE/CEAV.

East Gippsland Careers Practitioners network

The East Gippsland Careers Practitioners network is a small committed group who meet each term to support each other and undertake professional development. Practicing in rural and remote areas at schools both large and small brings us common challenges however this is tempered by the knowledge that we are each but a phone call or email away.

Distance, cost of overnight accommodation and the travel time required to attend events and professional development in Melbourne is a significant barrier for us. Our network relies heavily on members who have been able to attend events and we acknowledge the value this brings to us as a group.

Our meetings provide an opportunity for us to get together with the real benefit being the interaction and time spent with each other offering mutual support and swapping of ideas and resources. Local events such as the annual Careers Expo, TIS and Career Discovery Days are organised collaboratively.

The power and practical aspect of networking cannot be underestimated, collectively we are able to provide far more support to our students and their families than ever we could do individually.

We work very hard to make sure students are not disadvantaged by the tyranny of distance, as part of that we recognise the fantastic support we receive from Universities, CEAV and others in this effort.

We conclude meetings inspired with hunger which is satisfied by whoever provides lunch –as we are located in a region renowned for its high quality food production our lunches are quite something!

Shepparton & District Careers Association – President’s report

In the past 12 months our members have again been a part of many initiatives that provide wonderful learning opportunities for students and staff. Our region extends from Euroa to Cobram, travel times and the increasing problem of getting release time from school for staff and students, is always a concern that is expressed at our meetings. Many thanks go to our executive committee and members for the time and energy they put into making our events and professional programs successful.

The SDCA recognizes the importance of providing regional students with a range of opportunities through events and work placement. We have also run specific professional development days in Shepparton including a Career Tools day working on our school websites and at the end of 2016, the CEAV facilitated a day for all our regional schools, on Career Planning for Students with Disability.





In conjunction with GOTAFE, The University of Melbourne Department of Rural Health, La Trobe University, GMLLEN, Greater Shepparton City Council, GV Health and SDCA members, successful Careers events and initiatives have taken place. Overall, these industry-based events targeted a huge range of students introducing them to a diverse set of careers and critical skill shortages in our region.

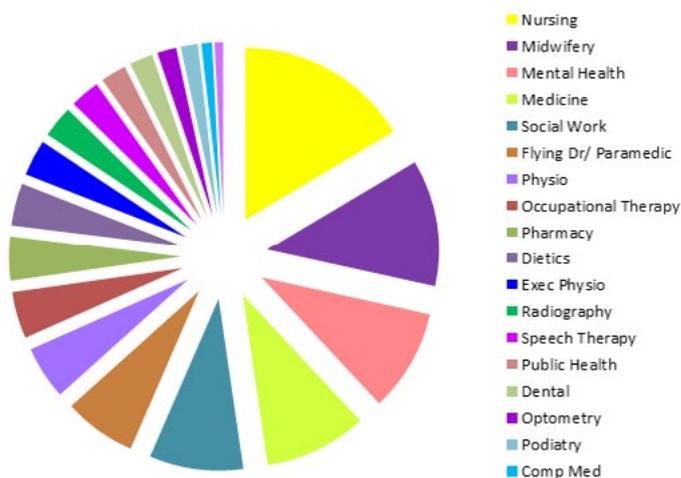
- Careers Day Out for Year 10 students showcasing activities, industry speakers and representatives from educational institutions, local and federal employers to help support students in their career exploration and planning.
- Food and Fibre Days at Dookie College to promote the diversity of agricultural careers and employment opportunities.
- The Goulburn Valley Rural Health workshops, focused on careers in the health industry with hands on workshops and a chance to visit the hospital and surrounding facilities.
- The SDCA, in conjunction with The Community Fund and business, also supports the Lift Off Scholarship Foundation that in 2017 presented 23 local students with education and sporting scholarships to help them continue with their formal education.



Science and Mathematics awards presented to Ashley Ryan.

Receiving her award from left Damian Drum MP, Ashley Ryan – Shepparton High School with Lloyd Payne and Scott Golightly (members of Infrastructure Network-Goulburn Valley)

- We continue to help facilitate TIS and VTAC information sessions for both students and parents in the region.
- Our meetings are structured to accommodate guest speakers that provide our members with information, contacts and opportunities for our students.
- Science and Mathematics awards presented to Year 11 students – are run in conjunction with Infrastructure Network-Goulburn Valley (Engineers Association.)



GV Health Day workshops

Over 150 students attended GV Health Careers Day – break down of numbers attending each session.

Wimmera and Southern Mallee Careers Association

In 2017, the Wimmera and Southern Mallee Careers Association again hosted the Western Victoria Careers Expo. This event was nominated for, and won, an Australian Rural Education Award (AREA). It was presented at the conference of the Society for the Provision of Education in Rural Australia (SPERA).

WASM is extremely proud of the Western Victorian Careers Expo, as it is country Victoria's largest careers expo. Since its inception in 1986, this premier regional event has provided a one-stop-shop of vocational information to Western Victorian students, school leavers, job seekers, career changers, those returning to work and people considering further study or training. We also host a range of guests and speakers. In 2017, we were proud to bring AFLW player, Moana Hope, to the Wimmera.

The expo is currently organised by a sub-committee of the Wimmera and Southern Mallee Careers Association, which has a history of strong collaboration with other agencies and service providers. The organising committee includes members of the Association, as well as representatives from; Wimmera Southern Mallee Local Learning and Employment Network (WSM LLEN), Department of Education and Training, Federation University, Skillinvest, Wimmera Events Centre (WEC), Wimmera Development Association (WDA) and the Tertiary Information Service (TIS).

The Expo offers a broad range of career and course information as well as an interactive 'Try A Trade' section. Our exhibitors and

presenters consist of local, regional, metropolitan and interstate representatives, including more than 20 Victorian and South Australian universities. Over 2000 students, parents, jobseekers and careers changers from across the Wimmera Mallee attend annually.

WASM takes great pride in this event and the service we provide to our students and the community, and the fact that hard work and the support of many sponsors have secured a long-term future for the expo.

Yarra Careers Group 2017

The Yarra Careers Group has had another productive year with a busy schedule of meetings and PDs. The dedicated meetings in March, May and August provide a forum for institution representatives to outline changes to programs on offer, provide important dates and answer questions from the group. Following feedback from members, guest speakers were invited from organisations such as Get Scout'd, Tripod, WIRL and Victoria University who outlined their new first year model to members. External PD is reported on regularly by members who share their experience and knowledge with the group which is invaluable. There is always an opportunity for networking, queries, knowledge sharing and, of course, socialising.

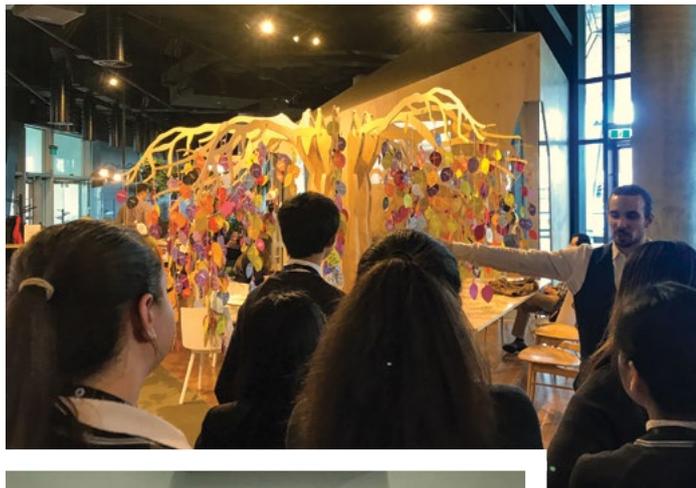
The Executive organised three PD opportunities for members. Firstly, an afternoon at St Kevin's College in March was dedicated to Study in the USA very kindly run by Samantha Jackson from Education USA. Approximately 50 members attended and were treated to a wonderfully informative presentation covering the application process, resources available from Education USA and the services provided. An invaluable session for those of us with students applying to American Colleges as the process is complex and difficult to feel confident with. Our second PD was run in conjunction with a short meeting, held in October at Box Hill Institute. With the introduction of CASPer it was wonderful to have Associate Professor Joanna Barbousas from La Trobe University provide us with the political and academic rationale for the introduction of the test, together with initial student feedback. The opportunity to provide feedback from the Careers Practitioner perspective was welcomed and greatly appreciated. The main body of the PD involved short presentations by six Private Providers who updated us on their programs, their points of difference, costs and graduate outcomes – a great way to update knowledge in a couple of hours! The Yarra Careers Group will finish the year with a celebratory luncheon/PD kindly hosted by the Torrens University in the City. **E**



REPORTS

Work Futures

The Career Education Association of Victoria (CEAV) has been presenting an exciting program of career education activities to students in Years 9 and 10 in Victorian government schools in rural and regional areas and metropolitan areas. This program was funded by the Victorian Department of Education and Training and aimed to raise student awareness of the education, training and employment pathways provided through VET. **E**



The program produced a range of resources that can be downloaded from the ACCE/CEAV website
<http://www.ceav.vic.edu.au/work-futures/programs>

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REPORTS

Career Snapshots

World Economic Forum 2017 Global Human Capital Index.

The Global Human Capital Index Report provides an assessment of a country's human capital – both current and expected – across its population. It enables effective comparisons across regions, generations and income groups. In addition, the Report defines “human capital” as the knowledge and skills people possess that enable them to create value in the global economic system.

Some findings include:

Currently, the world has developed only 62% of its human capital as measured by the World Economic Forum's or... nations are neglecting or wasting, on average, 38% of their talent.

Core to the Index is the concept that investment in developing talent across the lifecycle – through education and employment – enhances human capital.

Australia currently is just in the top 20 nations at number 20 while New Zealand is number 7 and Canada is number 14. Check the data explorer for more details.

<http://reports.weforum.org/global-human-capital-report-2017/>

What works in careers and enterprise?

The Careers & Enterprise Company UK have developed a series of free downloads that focus on various aspects of delivering quality career and enterprise programs for young people.

In the paper *What works in careers and enterprise?* there is an exploration of the existing evidence base in careers and enterprise work and sets out their approach to improving it. The paper highlights the value of the Gatsby Benchmarks as a model of good practice.

<https://www.careersandenterprise.co.uk/research/publications/what-works-careers-and-enterprise>

Choosing VET: investigating the VET aspirations of school students

NCVER Research report October 2017

Jennifer Gore, Hywel Ellis, Leanne Fray, Maxwell Smith, Adam Lloyd, Carly Berrigan, Andrew Lyell, Natasha Weaver, Kathryn Holmes.

This study explores the views of 6492 NSW primary and secondary school students' post-school aspirations. It explores when VET begins to feature in students' thinking about their futures, the kinds of students who think about VET, and under what conditions. The study informs how teachers, schools and VET providers might enrich the information available to students and their parents/carers and address current gaps and misunderstandings in students' knowledge about VET.

<https://www.ncver.edu.au/publications/publications/all-publications/choosing-vet-investigating-the-vet-aspirations-of-school-students>

A recoding of the accompanying webinar held in October can be accessed on the NCVER website www.ncver.edu.au **E**



PROFESSIONAL PRACTICE

Staying Engaged During Times of Transition

Dr. Deirdre Pickerell

An abundance of literature exists on career transitions – from school to work and promotions or transfers that hold promise of exciting times ahead to company closures, terminations, and career stagnation that result in largely unplanned job changes/losses. Whether planned, or unplanned, career transitions can result in a roller coaster ride of emotions that can be hard to predict. Even the most exciting opportunities can bring stress and uncertainty; making it more challenging to get, and stay, engaged. Neault and Pickerell's (2011) work on career engagement provides an interesting framework to consider during times of transition.

Career engagement "is a state in which one is focused, energized, and able to derive pleasure from activities linked to work and other life roles" (Pickerell, 2013, p.); it is achieved by balancing two components – challenge and capacity. When challenge is greater than the available capacity, individuals can feel overwhelmed, leading to burnout; conversely when challenge is too low, they feel underutilized, leading to boredom. If balance is not restored, either through reducing challenge or increasing capacity, individuals can become completely disengaged. To remain engaged, individuals need to constantly monitor the interaction of these two components, paying close attention to the first indications of being overwhelmed or underutilized. It is easier to return to a state of engagement during these earlier stages; leaving it too long, once complete disengagement has occurred, can be much more difficult.

Every transition into a new role will likely bring on new challenges. Even the brightest, most talented students and the most highly skilled professionals will face the unexpected during the first few days and weeks of a new job. Each organization has its own culture, its own way of getting things done and, until those internal, and often hidden or unspoken rules are exposed, and capacity is increased to cope, individuals will be overwhelmed. There is an old saying, *Knowing is half the battle* and this holds true with career transitions. However, knowing that a transition into a new role can be overwhelming is only the first step; there are also specific actions that can be taken to help individuals return to the zone of engagement, faster.

- *Understand, and accept, that uncertainty is normal.* The start of any new job is likely going to result in being overwhelmed. Don't panic . . . every day will be an opportunity to build capacity.
- *Plan ahead.* Read employee handbooks, operations manuals (e.g., phone systems), and any other documentation that might help build capacity before the job even begins.
- *Be patient.* Acquiring the knowledge and mastering the skills any new job presents will take time. This is true even for jobs that, on the surface, seemed "easy."
- *Ask questions and take notes.* Jot down any notes/questions, from pre-reading, that might help facilitate a smoother

transition. Get clarity during training and know who to ask for assistance; and ask them!

- *Ask for help.* Capacity not always about the individual, learning new skills or acquiring new knowledge. Organizations, schools, families, and community supports – from daycares and transportation to employment centres – have a role to play.
- *Actively monitor the challenges being presented.* Take notice of when, and if, things are starting to get easier. Challenge can be exciting, and even exhilarating; however, over the longer term it can be hard to cope if there is no sense of mastering a task, making it all too easy for burnout and disengagement to occur.
- *Don't be surprised if suddenly, you feel underutilized.* Remember that career engagement is about the dynamic interaction of challenge and capacity; as capacity builds, if there is no subsequent increase to the level of challenge, individuals can feel underutilized.

Whether it is shifting work roles, moving from employer to employer, or completely changing careers, today's worker is likely going to experience an unprecedented number of career transitions. (Kasriel, 2016). Staying engaged throughout is an achievable goal; it is all about keeping the level of challenge in check and building capacity. 

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- Dr. Deirdre Pickerell, CPHR, GCDF-i, is Vice-President of Life Strategies Ltd. and Dean of Academics at Yorkville University's British Columbia Campus; she is co-author of the career engagement model. She has been honoured with the 2014 Stu Conger Award for Leadership in Career Development and Career Counselling and the 2006 Human Resources Association Award of Excellence.**

PROFESSIONAL PRACTICE

Ideas for Parents with Transitioning Young Adults

Dr. Carol Johnson

While much has been written about student transition from school to college or work, parents may experience transitional challenges too. It isn't an easy task to let go after 18 or more years in the same home. For many young adults leaving home, there are important decisions that need to be made including: when to leave, where to live, what furnishings are needed, and understanding rental contracts. In addition to housing, there are other major decisions for those advancing to higher education. Many youth who are headed to college may wonder what major to study; how to schedule classes; what transportation is needed; and how to manage time and freedom. If that weren't enough, there is still the social aspect of making friends, balancing

therapies, and set-backs that took much time and effort devoted to care for the young adult. Parent and child may have faced challenges together, and learned how to adapt the home, and then the school environment to meet the needs of the soon-to-be independent family member. The love and devotion, time and energy, and the learning curve for the parents may reflect an inability to let go. As the time for transition becomes necessary to move toward independence, it may not be easy on the parent who was the primary care-giver over many of the past years together. If the child was raised in a single parent home, the challenge may be even greater as the bond is often very strong between the parent and child as they thrived together.



work and school, and coping with stress and self-doubt while adjusting to an unfamiliar environment. That is a lot to handle for any young adult in transition!

There are several things that parents can do to ease the transitional challenges of the young adult who is moving out of the home. While this can be an emotional time for the typical family, this can be especially challenging if the young adult has disabilities. While this information presented here is shared as perspective for transitioning with mild to moderate disability challenges, (or perceived barriers coping with hidden disabilities) the parent needs to decide what is best based on individual needs.

Parents who have raised a child with disabilities often have personal experience watching the child grow through many various stages of development. There may have been diagnoses,

So, what can be done to help the young adult prepare to leave home and what is the parent's role in the transition process? The parent will want to model confidence in the transition plan. They should offer a positive and supportive demeanor, and consider if they have given the young adult the foundation that he/she needs to live independently. There are several tips for parents who are preparing for this major milestone.

Once the family has chosen an apartment or dorm, research the rules and regulations regarding the rental. Know in advance if pets are allowed, smoking policy, roommate guidelines, and about damage deposits and rental insurance. There's a lot to know before you go! If the young adult changes his/her mind, are the parent(s) still tied to the lease if they co-signed? When satisfied with the agreement, look over the neighborhood. Is it safe and located near stores, gas station or amenities that are easily accessible? Allow for time on move in day to get

the apartment/dorm set up to help with minimalism and organization. Travel with them before the first day to build confidence and familiarity; so that you the parent, also know the routes they will take to work or campus. What bus route is used, and where is the pick-up and drop-off location? Practice the route and time it, to help them plan for timing and delays. If the business has an HR department, talk about self-disclosure regarding disability services and needs during employment. Inform the Human Resources (HR) office supporting disabilities to confirm accommodations if needed.

Some individuals with disabilities may thrive on routine and a schedule. Help them understand that there are delays occasionally and plan for needs to adjust for unexpected travel or weather delays. If a cancelled class would cause distress, have a plan for unforeseen events that could disrupt the schedule including a back-up plan in place to get them back into their routine. If the independent young adult is heading to campus, walk with them to the buildings where classrooms are located. Find the library and the student center where meals can be purchased. If riding a bike, how can it be secured when they attend class? If there is an office of disability services, be sure the student knows where to find it on campus and that paperwork is filed so accommodations start right at the beginning of the school year.

Consider finding a doctor nearby. Think about transferring medical records and pharmacy needs to a location near the new residence. If it is possible, meet the doctor and share any special concerns, discuss level of care, and present insurance paperwork prior to an emergency. Having emergency contact information,

and the billing address set up in advance may reduce stress later in time of an emergency. A list of frequently called phone numbers and emergency contact numbers is important for the new resident. It is also wise to program urgent numbers right into the cell phone too. If a counselor is needed, consider finding a counselor-on-call who is nearby, and could meet should the need arise depending on the therapy needs of the soon to be independent young adult. Having an emergency plan in place will not only assure the young adult, but may provide peace of mind for the parent also!

Make sure the young adult has basic skills in the areas of self-preservation. Showing them how to make a weekly meal plan, writing a grocery list, and then shopping at the store may be helpful. Young adults need to know how to compare prices, make nutritional choices and stay within the budget. This also involves food preparation, safe handling of food, and storage to prevent illness. The more responsibility the young family member has, the more likely they are to succeed on his/her own. Get them involved in planning, shopping, and preparing food before they are out on their own. Clean-up is a big part of taking responsibility; and if they plan to have a roommate, often a cause of disputes between those sharing a dorm or apartment.

Managing money is critical to remaining independent. Locate a bank near work or campus so the student has a banking branch near them. There are online banking systems, ATM machines, credit cards and check writing that are all critical to minimizing identity theft or loss of savings. Knowing how to pay bills, and setting up a calendar with reminders can help the student stay on track while making ends meet. Living within the budget is





another important expectation to have in advance of the move-out. If parents continually bail them out, the independent youth may soon expect that they can continue spending because they know the parent will pay the bills. They are no longer living independently when they become financially dependent on the family to support them.

Unless the parent wants baskets of laundry dumped at home, it is best to set clear expectations for taking care of their own clothes. Purchasing laundry supplies, and demonstrating how to do laundry and how to press a shirt are important skills students need to know. Planning easy-care clothing purchases that emphasize wash, dry, and hang are always a clever strategy to minimize time spent doing laundry.

Don't forget to have "the talk." Resources suggests that many students are confident about their ability to do the academic work but some individuals with disabilities struggle with the social scene. Talk about social drinking, and the impact alcohol might have with daily medications. Discuss dating expectations, and attending social events that are enticing. Encourage taking a roommate or classmate when possible to events to reduce safety risks and ease into opportunities to build friendships with others.

As a parent, there can be much to worry about. If you have followed most of the suggestions mentioned here, it is now time to keep yourself busy. Consider allowing the young adult time to adjust without calling them daily. Homesickness is a common experience for those living away from home for the first time. Acceptance and understanding that homesickness happens to many individuals the first time away from home, may minimize anxiety and withdrawn behavior for the independent young adult. Let them have time to adjust and sort things out on their own. Plan to mark the calendar to check in with them in two weeks, (or whatever your preferred time frame is.) If they are close enough to have dinner together, that might be a fun option to do a visible check-in to make sure they are healthy and thriving. Continue to celebrate family traditions that may include birthdays and holidays. Let them guide the conversation and talk about things that are new and exciting for them to share with

you. Focus on the positive and how well they are doing on their own to encourage further independence.

If there are problems, teach them to problem solve, and praise them for making suggestions or finding options they would consider. Asking, "How would *you* like to handle this?" Follow that with, "Let's make a list of what needs to happen to get it done." Hand the list of next steps along with your vote of confidence indicating you know they can handle this issue. Helping them organize the strategy, and then allowing them to follow-through may lead to self-advocacy and problem solving.

There may be slip-ups or failures along the way that become life-lessons that we all need to experience. Being overprotective or having too lofty expectations may result in inadvertently promoting perfectionism that is difficult to maintain. Discussing how to prevent the problem in the future, and what's the 'take-away' from this experience, often provides very meaningful dialog that may build confidence and trust between parent and young adult. Remember, no one knows them better than the parent, and learn to trust your judgment. There's a lot to celebrate with graduation and transition to the next stage in life. Parents should practice good self-care, and do the preparation work in advance for a smooth transition to the next stage in life. The parent may be more likely to pursue their own life goals once the young adult is settled. Knowing how much time and love was invested in your soon-to-be-independent young adult, may help ease the transition for everyone involved. **B**

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Dr. Carol Johnson is a former classroom educator, school counselor, and now a school counselor educator at University of Wisconsin-Stout. She is a mother of a young adult with disabilities, who learned much along the journey to independent living, and she wanted to share her perspective, and give encouragement to others who are experiencing this transition too. Carol is currently the Associate Dean for the College of Education, Health, Hospitality and Human Sciences in Menomonie, WI.

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PROFESSIONAL PRACTICE

Career Classroom – STEM at work

Instructions for teachers:

To undertake these activities students will need an understanding of the following:

What is STEM, what are transferrable skills (STEM skills and non-STEM skills), the changing world of work and the need for STEM skills.

Instructions for students:

Careers with STEM

Go to <https://careerswithstem.com> – then click on

1. Click on Careers with CODE and complete the quiz 10 signs You'd Be An Amazing Scientist
2. Compare your answers with someone else.
3. List 5 facts about maths and careers by exploring the e-magazine *Careers with Maths 2017*

Jobs 2030

Go to <http://careers2030.cst.org> then click on Jobs 2030

Now examine a job of the future and collect the following information

1. Briefly, outline the tasks of the job.
2. What skills will be required of a person working in this job?
3. What type of technology will this job use?
4. What are the recommended subjects for the job?
5. Now present the answers using a digital format. **E**



LABOUR MARKET

Who are the persistently NEET young people? – Executive Summary

John Stanwick, Cameron Forest, Peta Skujins

NCVER Research Report (reprinted accessed October 2017 www.ncver.edu.au)

The journey of young people immediately post-secondary schooling is of significant interest for policy makers, the wider community and students and their parents. While it is commonly accepted that many young people may experience a short period of not being in education, employment or training (NEET) as a normal part of their transition from school to work and/or further education, of more concern are those individuals who experience 6 or more months of NEET continuously and are considered in this report as persistently NEET.

This group of persistently NEET young people are seen as being at risk of not making successful transitions to the labour market and having poorer employment and other outcomes later on. As a consequence, understanding the underpinning reasons that contribute to individuals being persistently NEET and the potential long term impacts are of significant interest as governments strive to develop and implement informed policy and programs that can support young people to prepare for life post-school.

This report provides a greater level of insight into the issues that contribute to persistently NEET with a focus on young people aged between 15 and 24.

The research explores:

- what socio-demographic characteristics are associated with being persistently NEET?
- what are the activities of the persistently NEET group of young people?
- what are the outcomes of those who have a persistently NEET period(s) at ages 15 through to 19 in terms of likelihood of:
 - persistently NEET period(s) between the ages of 20 and 24
 - studying for or completing a certificate III or above qualification by age 24
 - being employed at age 24?

The Longitudinal Surveys of Australian Youth (LSAY) survey students aged 15–25 as they transition from school to work. LSAY provides significant and nationally representative information about young people and their education, training, work, financial matters, health, social activities, and related issues. For this research, data were analysed for two cohorts of LSAY: 15 year olds who began the survey in 2003 and 15 year olds who began in 2006 (known as the Y03 and Y06 cohorts respectively). However, due to data availability for the Y06 cohort at the time of the analysis, only the first ten sample years were analysed; that is, when the cohorts were approximately 24 years of age. Furthermore, limitations to the data limit the generalisability of the results for this study, but nevertheless provide useful insights.

The size and socio-demographic characteristics of the group

In considering the extent of being persistently NEET across all the survey months, 6.7% of the Y03 cohort and 11.7% of the Y06 cohort had a persistently NEET period(s) (including those that dropped out of the survey at some point). There were clearly higher proportions of the survey sample that experienced a persistently NEET period(s) in the Y06 cohort as compared to the Y03 cohort with a proportional 5% increase in the Y06 cohort.

When the analysis focussed on a more restricted period of time, when survey respondents were aged 15 through to 19 ('early' NEET), the same trend in persistently NEET period(s) is apparent: 1.8% of the Y03 cohort and 6.5% of the Y06 cohort.

For participants who stayed throughout the duration of the survey, there were even higher proportions that had a persistently NEET period(s) at any time – 10.7% for the Y03 cohort and 17.1% for the Y06 cohort.

There could be a range of reasons contributing the increase in persistently NEET across the two cohorts. However, other research (Carcillo et al, 2015) has indicated that there was an increase in NEET in OECD countries following the Global Financial Crisis (GFC), and there is a high likelihood that the GFC is a high contributing factor to the observed increase in persistent NEET in the Y06 cohort.

The key socio-demographic characteristics identified from the samples that were clearly associated with being persistently NEET included:

- not completing year 12
- having children
- to some degree, coming from a more disadvantaged background.

The main socio-demographic characteristics can be used as predictors when examining longer term outcomes. The analysis indicates that the characteristics hold true across both the Y03 and Y06 cohorts and also whether individuals had a persistently NEET period at any time during the survey or at ages 15 through to 19 (the early persistently NEET group). In addition, the socio-demographic distributions of those who were persistently NEET in the Y03 cohort were more skewed, in comparison to the Y06 cohort, towards the lowest index of economic, social and cultural status (ESCS) quartile, non-completion of year 12 schooling (particularly for the early persistently NEET), having children, being female and coming from a regional location. This is a possible effect of the GFC whereby it has affected young people who were aged 18, and at a critical period in their transition from school to work or further study, more evenly.

The main activities of the persistently NEET group

Information on activities for those not in the labour force and those who were unemployed was collected at the time of LSAY interviews. Analysis affords insight into the types of activities being undertaken by the persistently NEET group and provides a further dimension to the exploration of the socio-demographic characteristics. In considering the Y03 and Y06 cohorts, the main activities for those who were persistently NEET can be summarised as follows:

- Females were most likely to be undertaking home duties or caring for children and this formed the largest single component of activities for females.
- Males were observed to undertake a variety of activities including home duties or looking after children, travel or holiday, illness or inability to work, and other – the single largest category for males.
- Other covered a variety of activities that were stated by both males and females and included working to help family (unpaid), volunteering, informal study, caring (other than for children), waiting to start a course or job, and not doing any particular activity.

The research shows that persistently NEET males were much more likely than females to be unemployed as opposed to not in the labour force, even more so for the Y03 than Y06 cohort. Looking at the year on year activity for the persistently NEET group for both cohorts, there were clear increases in unemployment for both sexes in 2009. For females, there was an increase in undertaking home duties and caring for children that was identified in 2009, at which point the participants in the Y03 cohort were about 21 years old and the participants in Y06 cohort about 18 years old. This may also be an indicator point of the possible impact of the GFC of 2008; the follow-on effects of which were felt in 2009.

Longer term outcomes of those who have persistently NEET period at ages 15–19

In considering the longer term impacts of persistently NEET young people, we considered the ages 20 through to 24 for those participants who had a persistently NEET period(s) during the ages of 15 through to 19. In comparison to their not persistently NEET counterparts, these young people were:

- more likely to have a persistently NEET period at ages 20–24, in fact analysis indicated that it was 3 times more likely for the Y03 cohort and 5.4 times more likely for the Y06 cohorts
- less likely to be studying for, or to have achieved a certificate III or higher level qualification by age 24 for both cohorts
- less likely to be employed at age 24 for the Y06 cohort only (although no evidence was available for the Y03 cohort).

What does the analysis tell us?

The analysis in this research has highlighted that the persistently NEET group is diverse, fluctuates in size – which can be a response to external economic conditions – and that there are various underlying reasons for individuals experiencing persistently NEET periods. While it is not implicit that all young people who are persistently NEET are vulnerable, there seems to be a higher likelihood that could be the case than those young people who have less than six months of continuous NEET. These may include those of the group who have not completed year 12 schooling and those who have children under the age of 20 (which may be not in the labour force or unemployed). There are others in this group that warrant attention including those who are disengaged (which is difficult to separate out from our analyses), and some of those who are unavailable for work.

In terms of the role of Vocational Education and Training, it can provide an important pathway for some persistently NEET young people to gain further skills in addition to other community support to enable them in gaining meaningful and long-term employment and/or training. **E**

The full report can be downloaded from NCVET website – www.ncver.edu.au





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BOOK REVIEW

Career Education and Development: A guide for personnel in educational institutions in both developed and developing countries

Col McCowan (OAM), Mal McKenzie, and Mansi Shah

“.. role of schools... is to develop each student's independent career thinking and career decision making capabilities rather than provide definitive career guidance” (p4)

Anyone working in (or wanting to work in) the field of career education and development (CED) will find this book invaluable. It provides a complete reference guide to the field of CED including a national and international perspective, with a thorough body of references for those who want to explore areas further.

The book's logical structure answers key questions:

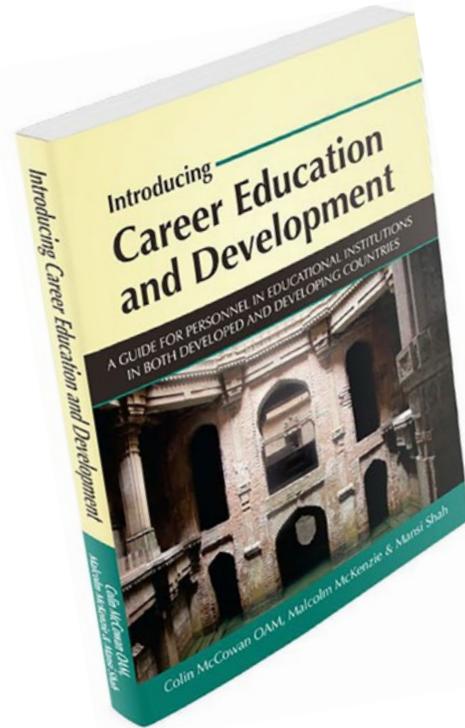
- **Why?** – the importance, rationale, benefits and contribution that CED makes to individuals, employers, the community and the nation.
- **What?** – the definitions, aims, principles, components, the theories that underpin career development, and system and institutional requirements.
- **How?** – implementation and curriculum – including a framework, sample lessons and resources, reviewing practices and professional development for practitioners.
- **When?** – from pre-school, through the years of schooling and further study and training.
- **Where?** – within and beyond educational institutions.

The focus is on useful and practical advice for those working with students in school and tertiary settings, but the principles can be applied throughout life.

“... there is mounting evidence that implementing quality CED programs has a major impact at individual, educational institution, workplace and societal levels ...” (p13)

To meet the aim of building career self-management and career resilience skills within students, the book focuses on the careers practitioners and educators facilitating the student's capabilities to build their own career direction and pathways. It is a career development, rather than a career guidance approach.

For those who want to learn about CED, the flow of the book makes it easy to read and understand from start to finish. The structure of the book, with a detailed index, also makes it easy



for those who want to explore a particular aspect of CED in more detail. There are nine Parts, each with a different focus and separated into chapters, with Case Studies clearly demonstrating the approaches taken throughout:

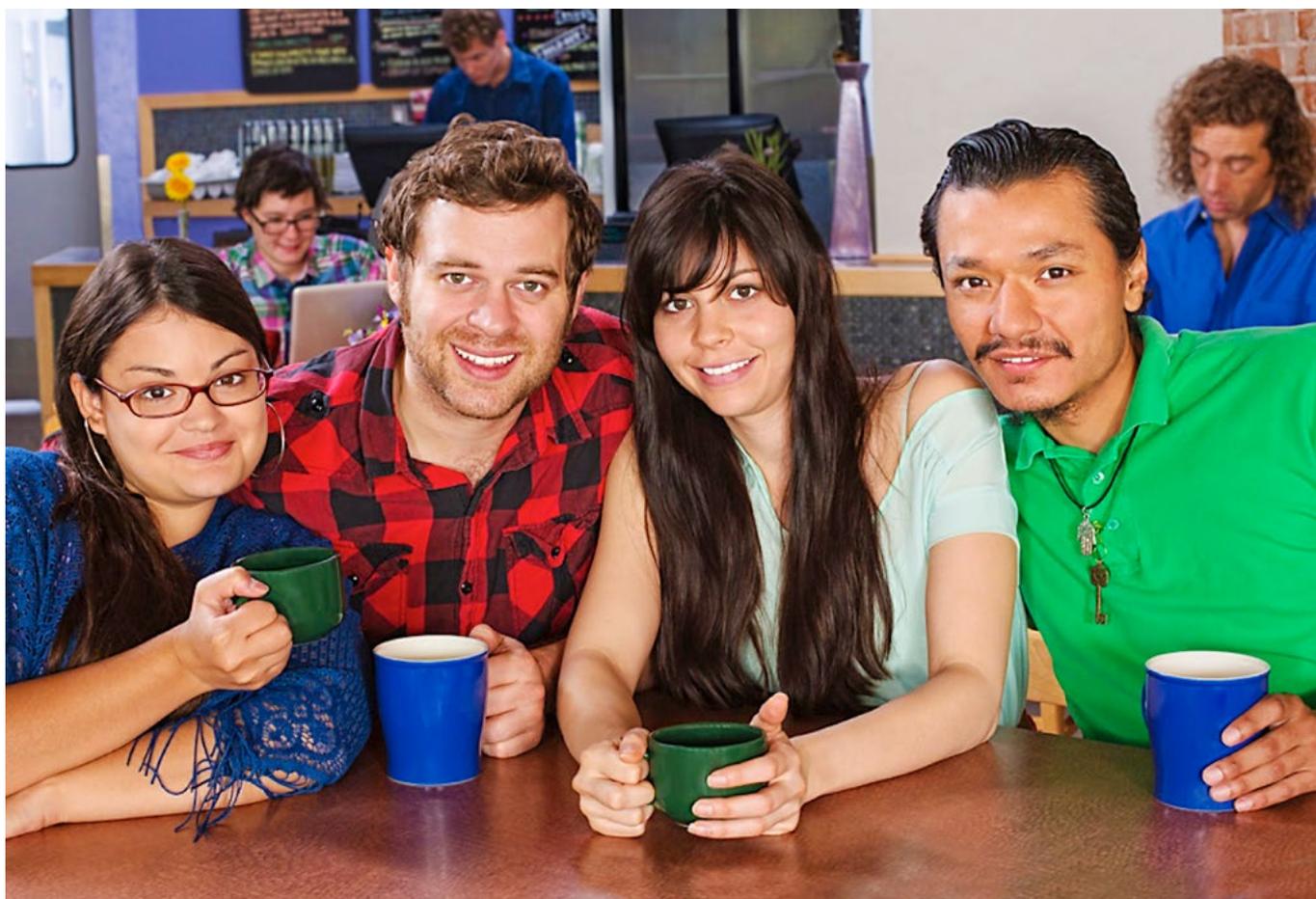
- Part A – understanding CED and the context – complexity, expectations and priorities.
- Part B – the importance of CED particularly for the individual (dealing with pressure, facing transitions and managing change), and also for parents and families, educational institutions, employers, communities and the nation.
- Part C – develops an understanding of CED and its theoretical basis. The terminology in the careers field is explained fully, and the aims and principles underpinning CED, and its components are clearly elaborated. A concise summary of the theoretical bases of CED (under three headings 1. individual; 2. social and 3. Patterns) provides a useful context for our work
- Part D – basic requirements of systems and institutions to enhance our work, including prerequisites and planning for effective programs: the critical role of parents and the need for trained and skilled personnel in this process.

- Part E – where and how to introduce CED in an institution, including planning, needs analysis, use of data, mapping, and a useful checklist for administrators.
- Part F – considers curriculum in terms of approaches across all the years of schooling and provides a curriculum framework and curriculum mapping advice
- Part G – provides a range of useful sample lesson plans from Years 7 to 12, quantitative and qualitative assessments, and assistance with subject selection and career and study planning
- Part H – addresses quality assurance issues through meeting standards for personnel, and through assessing your work with students with the aim of continuous improvement.
- Part I – provides resources for professional development including professional associations and networks, research and journals, courses and conferences.

The skills and breadth of experience of the authors make this a must read for all careers personnel and policy makers working in the career development field in developed and developing nations, and a very handy reference for employers, parents, policy makers and others with an interest in the field.

The book can confirm and extend the work of the most experienced careers practitioners and provides a complete guide to careers work for those wanting to become careers practitioners. **E**

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ACCE Journal 2016-17 Index

The ACCE e-journal archives can be downloaded from the Member pages on the ACCE/CEAV website www.ceav.vic.edu.au

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