



Conditions for Career Practitioners in Schools

ACCE Research Survey
Results 2025



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Background

Since 2021, ACCE has researched conditions for career practitioners in Victorian schools on a biennial basis amongst its membership. The first survey supported the work of the Yarra Valley Regional Career Group when their members raised concerns about role classifications, time allocation and pay of career practitioners in schools.

The next iteration of the research in 2023 was conducted by ACCE following Victoria's exit from COVID and revealed that many of the conditions of concern that were identified in 2021 were still unresolved. At this time, ACCE committed to continuing the research on an ongoing basis to inform its support for members and its advocacy for the sector.

The 2025 research is the third survey in its biennial research program.

Research Methodology

Survey Monkey was used again to develop the survey questionnaire. ACCE members were advised of the survey in a number of its fortnightly eConnect newsletters. Regional Career Networks were encouraged to communicate the survey to their members and reminders were sent before the survey closed to ensure a statistically significant response was achieved.

The survey was open online from 19 March to 28 April 2025. A total of 410 respondents participated compared to the 2023 survey with 382 completed the survey in its entirety.

Where respondents were given the opportunity to provide 'other' comments, these were loaded into Chat GP with instructions to convert the list of responses into a summary by key themes and categories. This was due to the large number of responses and the complexity and time required to codify these responses thematically.

This report includes Chat GP summaries of the 'other information' where the other information was extensive. This is noted as a summary by the accompanying icon and orange highlighted text.



The full list of 'other responses' and a copy of the 2025 Survey Questionnaire are available in an Extended Appendix report.

Discussion: The Importance of Career Education and Guidance

The ACCE 2025 survey was timely as it was conducted close to the OECD's release of the 2025 report, *The State of Global Teenage Career Preparation*. The OECD research was based on the 2022 PISA survey of 700,000 students in 80 countries (including Australia) and showed that students who do not have an idea of their future career at age 15 have worse outcomes in the early labour market and experience poor transitioning from school. Sadly, students are less prepared now than they were in the OECD's earlier research into teenage work readiness. (Mann, Denis, Schleicher, et al., 2020)

Students continue to focus their decisions on an ever-decreasing number of careers (10). If students cannot pick a career, they cannot move to skills training, education or employment and are classified as not work ready for the labour market. It is critical to the success of young people that their aspirations are achievable and aligned to labour market realities. So it is the role of schools to prepare students for the workforce (jobs) and the role of tertiary education providers to prepare young people for employment (skills).

Importantly, the OECD's most recent findings identify that along with career guidance, exposure to work related engagements are vital to help students make decisions about their future career direction. These engagements include employment/work expos, volunteering/work experience, industry speakers and other similar related activities. This makes this work in schools critical for successful transitioning.

Critically, the OECD's research highlighted that vulnerable students are in more need of career education and guidance to be successful. If Australia is to maximise the capacity of all students to achieve their best outcomes and support industry, we need to ensure that those who need the most support receive it. All students must be able to understand and navigate the labour market and know that their career journey can change throughout their lifetime. This is essential given the complex issues that will impact their career transitioning across their lifespan. These issues are many and complex including:

- growing school student disengagement
- changing education systems
- rapid labour market and workplace changes
- progressive developments in Ai
- global economic upheaval
- sustainability issues
- regional conflicts
- population decline, aging populations and migration
- misinformation and disinformation.

Sound career education needs to occur across schooling, starting with early engagement and helping primary school children to learn the language of the world of work and explore early work concepts. The Career Industry Council of Australia has had a leading role in the development of the Little Ripples Resources, and it is imperative that governments not only recognise the importance of career education and development but commit to policy development that results in implementation.

There have been several government inquiries since the Jobs and Skills Summit in 2022 that have provided an opportunity for ACCE to advocate for quality career development in school, tertiary education, and community. However, policy changes and implementation have not occurred despite career development being well-researched and providing substantial positive returns on investment.

Against poor policy and implementation nationally, the school career practitioner continues to provide an enormous range of services while typically being under-resourced for the needs of students and working within a limited time allocation. For most students, they are the point of contact for formal career engagement in Australia. For most students, this engagement occurs long into their school journey and years after most young people have developed gendered role stereotypes. In an increasingly fragmented and uncertain time, building a sense of purpose and helping young people to understand their strengths and interests is a gift that career practitioners can deliver.

Australia is fortunate that its career workforce is highly professionalised and committed to supporting positive outcomes for people of all ages. ACCE will continue to challenge governments to develop a lifelong learning policy for the nation and to improve conditions for career practitioners and the services they provide. Career education is essential to learning and wellbeing, and career development is necessary to deliver better outcomes for students and support that nation's workplace capacity and productivity.

The ACCE Board would like to thank all those who contributed to the 2025 survey.

Trevor Black
ACCE President



Key Findings

Time, staff/resourcing and support in schools remain critical issues in 2025 despite the evidence for career education and guidance having a significant impact on connecting school learning to school engagement, transitioning and wellbeing. Since 2023, the expectations have only increased.

Career practitioners are performing a wide range of duties and activities in relation to continuous improvement of service and undertake tasks for work experience, communication, finance, student welfare, engaging with community groups, supporting subject selection and year 12 applications and more.

The sector is highly professionalized and actively engages in professional development (PD). The PD they are accessing is wide and addresses many of the standards in the CICA Professional Standards for Australian Career Development Practitioners. However, practitioners are not always able to access what they want due to conflicting activities, distance and cost. It was noted that despite high levels of professional development, not all practitioners can utilise their learnings in school due to the constraints in career education.

While there were respondents who noted that they may not have been involved in some or a number of these activities, it is clear that career practitioners are extremely busy. Notably, the percentage of respondents with professional qualifications increased from the 2023 research study.

Some of the key barriers to career education in schools include:

- Time allocated to careers in schools and the non-compulsory nature of career education results in careers being 'bumped' for other events or activities.
- Career staff allocation remains an under-resourced in schools
- Teaching staff and leadership may not provide the necessary support and buy-in required to support careers. Schools are driven by curriculum and without a subject in the curriculum or compulsory time, careers can play second fiddle and may not be seen as a necessary function by all schools
- Administration functions bog down the work of career services
- Career education remains inequitably delivered
- Unqualified staff in some schools delivering poor service
- Lack of wider staff understanding of importance of careers
- There is not enough time to deliver meaningful programs
- Students in rural/remote or alternative programs missing out and distant from opportunities
- Underfunded
- Transport/bus hire too expensive for some

Factors respondents noted as working well:

- Positive parent and student engagement
- Careers seen as contributing to student motivation, goal setting and retention
- Larger teams, admin support and fewer competing responsibilities & team models including VET coordinators
- Career expos, alumni/speakers, connections
- University/TAFE and industry visits
- Morrisby, Career Tools, Career Department, Career Avenues, Ponder
- Open door for students

- Work experience
- Industry partnerships, taster programs and excursions
- Work placements through SBATs and Headstart
- Embedded career education in the schools that have careers embedded
- Transitioning
- Some students require more complex case management support

Research Results

1. Respondents and schools

This is the first year that respondents outside Victoria were included in the ACCE survey. Overall, this year, 95% of respondents were from Victoria and 5% were working in schools in other states. Of the 20 respondents from other states, most of these (12 overall) were from Queensland and 3 were from Tasmania.

Of the 385 respondents in Victoria, 260 or 67.5% were from Greater Melbourne which, given around 75% of Victorian residents live in Greater Melbourne, is to be expected. A further 36 respondents (9.4%) were from large Regional Centres of over 100,000 residents, 40 respondents (10.4%) were from smaller Regional Centres and 49 (13%) were from rural Victoria.

Respondents were then asked what type of school they were working in. Of the 375 respondents that identified the type of school they were working in, 61% reported that they were based in Government schools, 22% in independent schools and 16% were based in Catholic schools with a small number not identifying in one of these 3 groups. In the 2023 survey, 46% of respondents were working in Government schools, 25% in independent schools and 17% in Catholic schools. This highlights a marked increase in the percentage of Government school respondents in 2025 compared to the earlier survey.

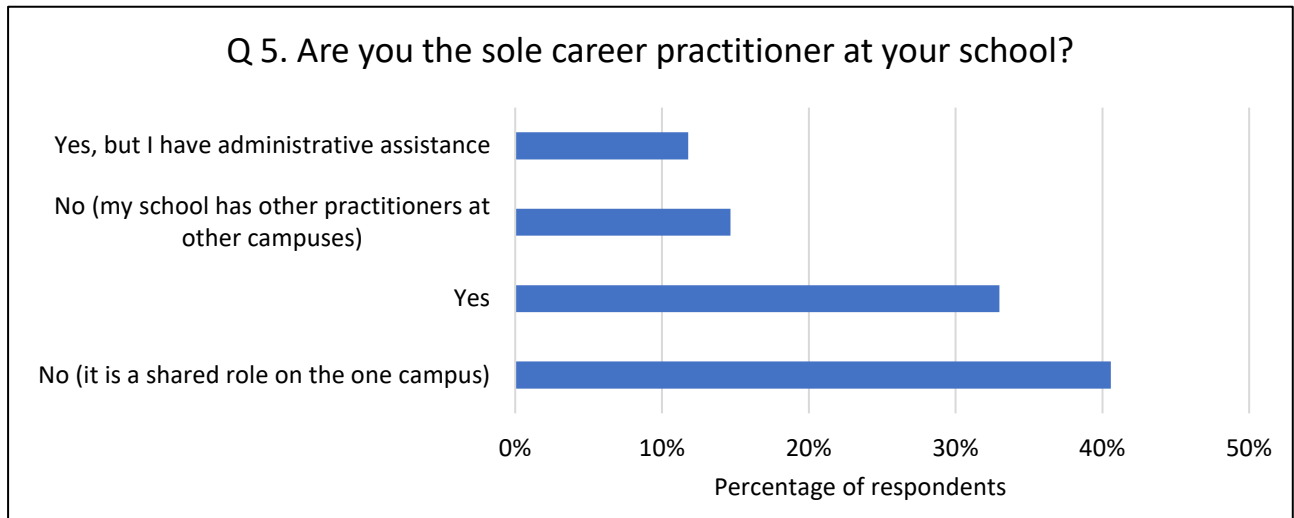
2. Career time allocation

Many schools had more than one career practitioner either based at the one school or across multiple campuses. The total time fraction respondents' schools had allocated to careers (including all staff) performing career work was identified as:

- 30% worked in a school with a total time allocation between 0.1 and 0.9;
- 38% worked in a school with 1.0 to 1.9 time allocation for careers;
- 14% were in a school with a total time allocation between 2.0 and 2.9, and
- 15% had 3.0 or more allocated.

When asked what time allocation the respondents themselves had allocated to careers, 34% reported that they had 1.0 time allocated or worked full time in careers, while 68% of respondents received greater than 0.5 (50%) time allocated to careers.

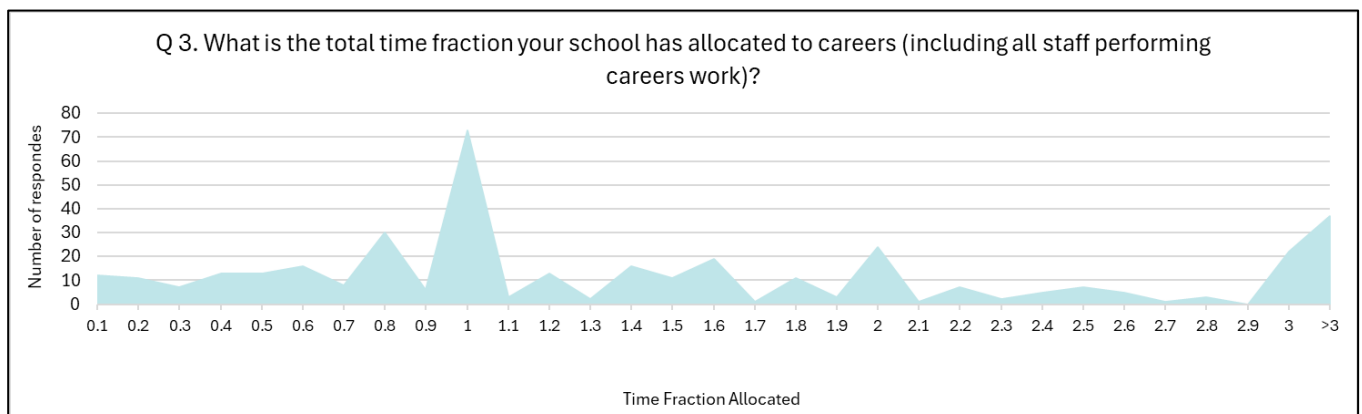
Those with high time allocation to careers are in schools with multiple career practitioners in general. The graph below (Graph 1) shows the arrangement of career staff within a school.



Graph 1: Are you the sole career practitioner at your school

It is clear that the most common situation (39% of respondents) is that the career practitioner shares the role with at least one other practitioner on the one campus. For many practitioners, they are either working on their own (35%) or they are the only practitioner, but they have administrative assistance (9%). For 17% of practitioners, they shared the role with other practitioners on different campuses.

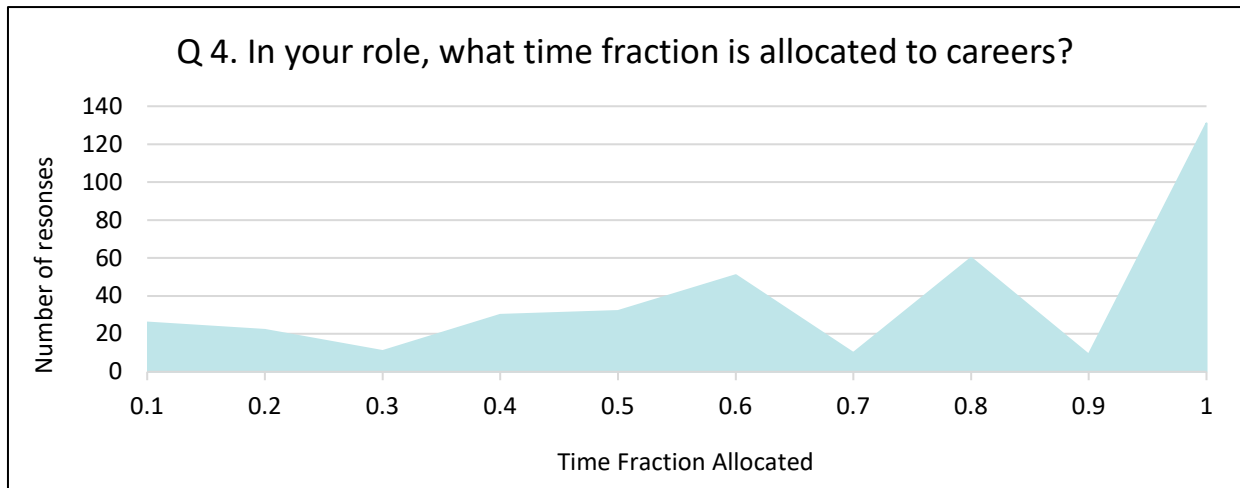
The following charts highlight the difference between total school time fraction allocation to careers (all staff) and the time fraction allocated to each respondent for careers. Graph 2 below shows total allocation of all staff.



Graph 2: Total time allocated to careers across the school

There are still schools that have very low time allocated to careers. However, some large multicampus schools have up to 3 full time equivalent time allocated to careers and over 20 schools have more than that.

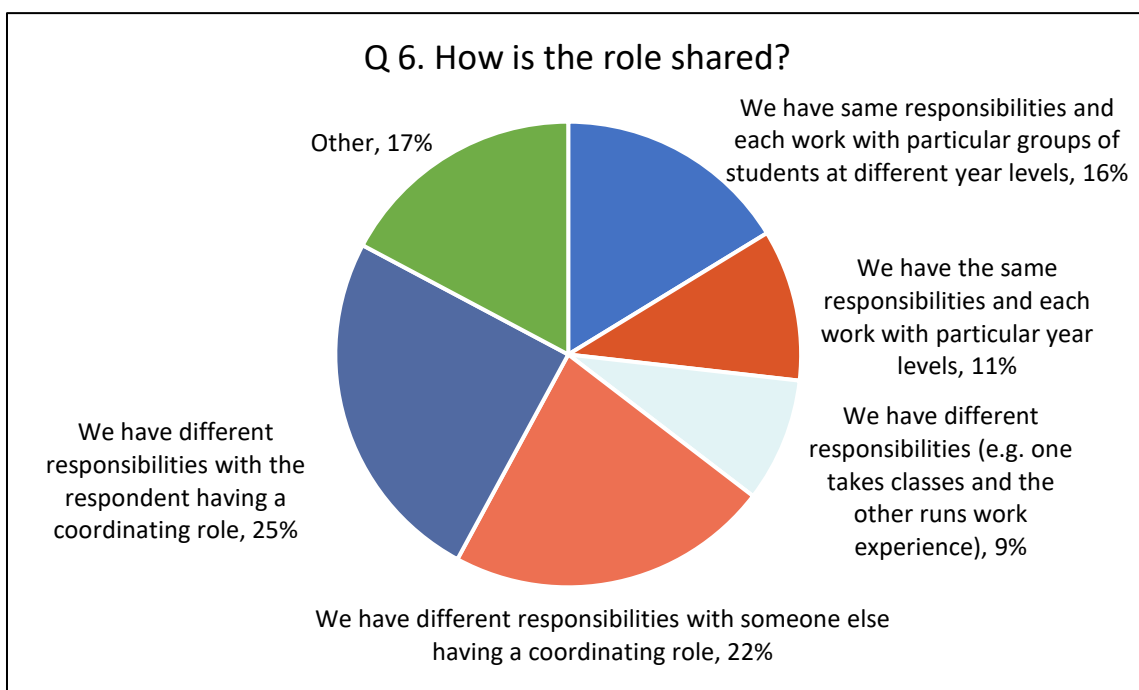
We can also consider the time allocation for the individual career practitioner responding to the survey (Graph 3 below).



Graph 3: Individual time allocated to careers for respondents

The most common situation for individual career practitioners is that they are engaged full time in careers. The least common time allocations were 0.3, 0.7 and 0.8 of a full-time equivalent load.

In total, of all the career practitioners that responded, 55% (209) were in some form of shared role. They were then asked how the roles were shared, and the results are shown in Graph 4 below:



Graph 4: How is the role shared?



'Other' responses. Some individual responses where there is more than one career practitioner at the school, but they have different roles are included below.

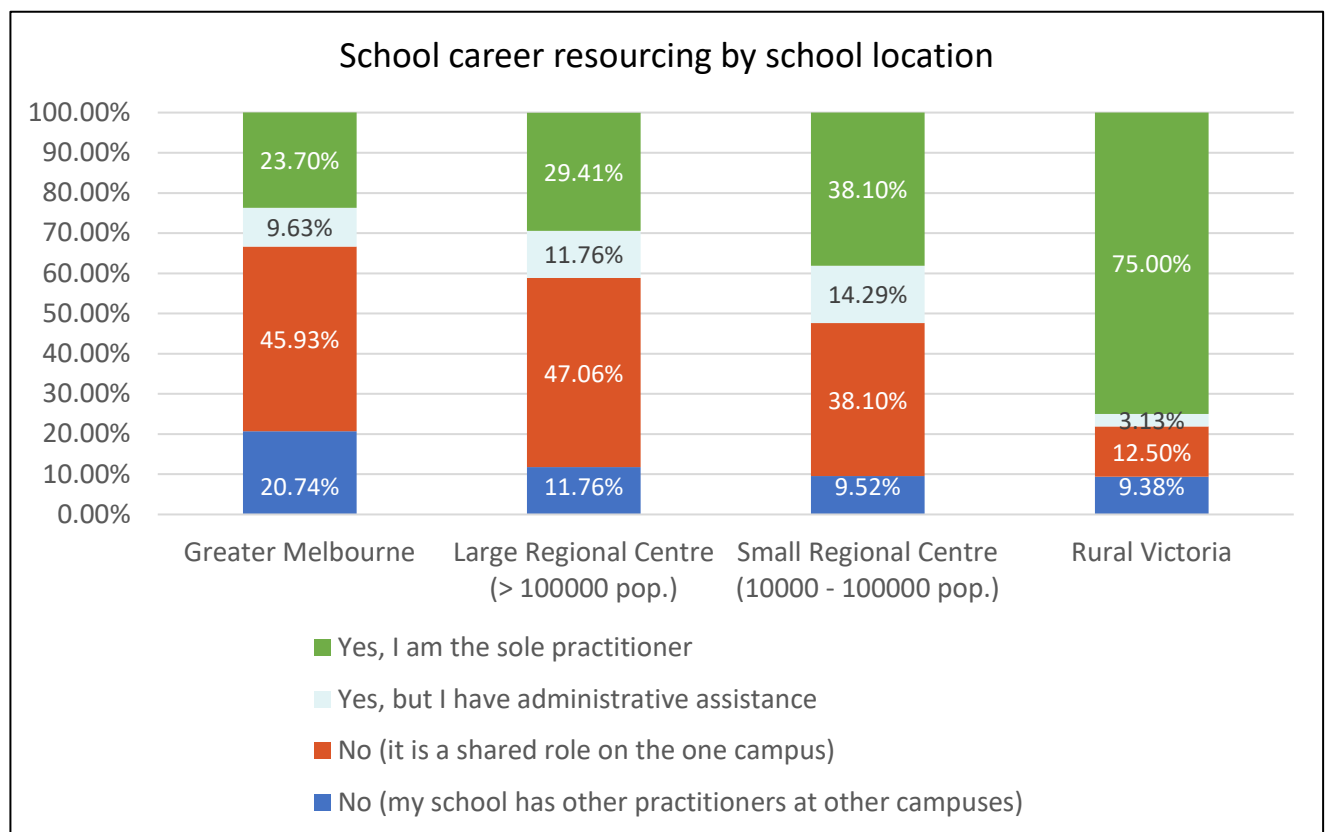
- At the moment I am only mentoring 2 very new people in the careers space with actually no time allocation. I will be using my day off [and paid as a CRT] to try to perform this role

- as I teach, am the VET and Vocational Workplace Program Coordinator.
- We both work with all year levels and do the same work and responsibilities even though I am not the coordinator.

- I also have VET incorporated in my role; plus a .2 assistant to help with VET and work experience admin (included this in overall time fraction).
- HeadStart in schools. Different role.
- Similar responsibilities with similar year level due to large number of students.
- We have a team leader and administrative support, and four practitioners divide the workload as needed at different times of the year.
- I am working to get into careers so I only participate in Morrisby Debrief Interviews
- We have same responsibilities and work as team sharing work. However, one member is in charge of VET and the other is in charge of our year 10 compulsory work experience program.

- We both work across 2 campuses. Students can book with whoever. We are overseen by someone who is not currently careers trained. 2 of us for 2800.
- Have the same responsibilities in careers education. One person coordinates between campuses.
- With other people in order for students to be taught as there is a teaching allotment
- 2 x Teacher Coordinators with 5-period allocation each. 1 x Assistant (me) at 0.8 EFT.
- One teacher + one ES.
- We have 5 Practitioners here with 2500 students. We each have our year levels and responsibilities.
- I am in Junior School, and the other is Senior School.

The proportion of career practitioners who are part of a team or who have administrative assistance varies according to location as shown below in Graph 5:

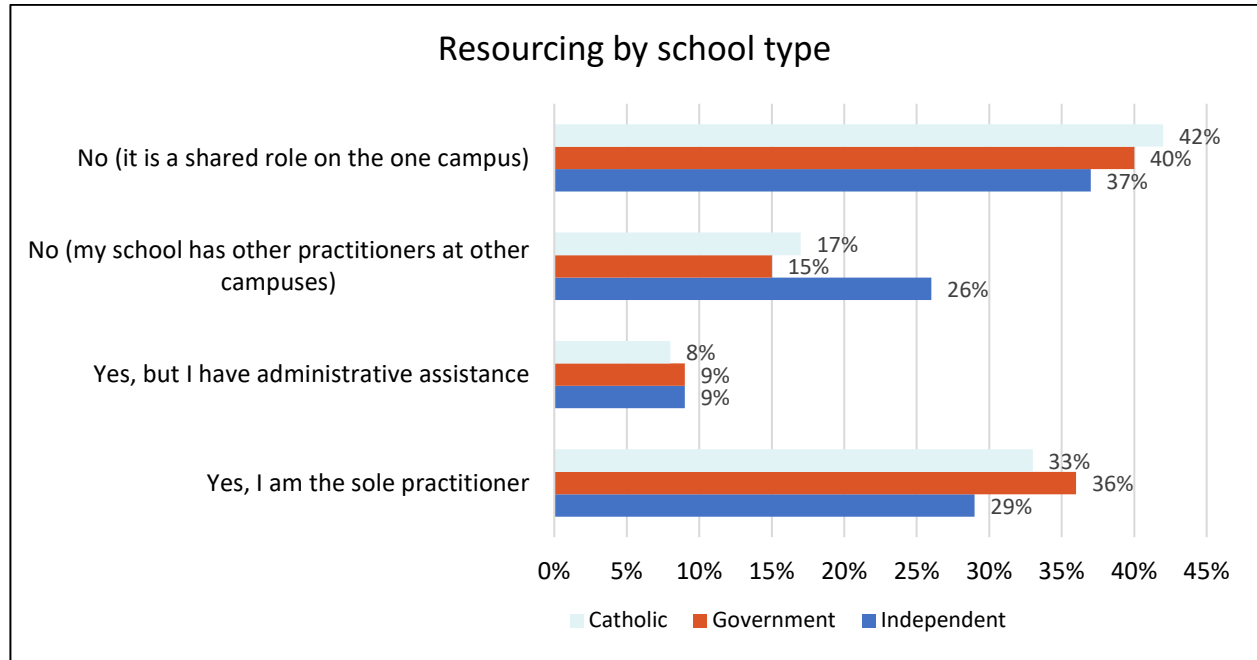


Graph 5: Career Resourcing by School Location

Not surprisingly, a higher proportion of rural schools have a single career practitioner without administrative assistance. This is likely a result of the rural schools being smaller schools. Changes to

resources by location from the 2023 Survey occurred in large regional areas, where the number of practitioners with a shared role on the one campus declined in 2025, along with those who are the sole practitioner. This was made up for by an increase in Administrative Assistance.

We can also look at how this breaks down for the 3 main school types as shown in Graph 6 below:



Graph 6: Career Resourcing by School Type

It is clear from this graph that there is a similar breakdown across different school types, with the biggest difference being the higher percentage of independent schools that have other practitioners at other campuses. This is likely to just reflect that more independent schools have multiple campuses.

When comparing 2023 research of career resourcing by school type, the following changes have occurred:

- Catholic schools: The number of sole practitioners has significantly increased, and the number with administration assistance has declined.
- Independent schools: The number of Sole practitioners has declined along with administrative assistance and the number working in a school with other practitioners at other campuses has increased.
- Government schools: Shared roles on a single campus are down slightly, however this is partially compensated by administrative assistance increasing slightly.

3. Qualifications

Respondents were asked to identify if they held one or more qualifications in career development. Overall, the majority held a Graduate Certificate in Career Development Practice:

- 64% had a Graduate Certificate of Career Development Practice (or equivalent)
- 16% had a Graduate Diploma of Career Education and Development (or equivalent)
- 13% held a Certificate IV in Career Development or Equivalent (or equivalent)

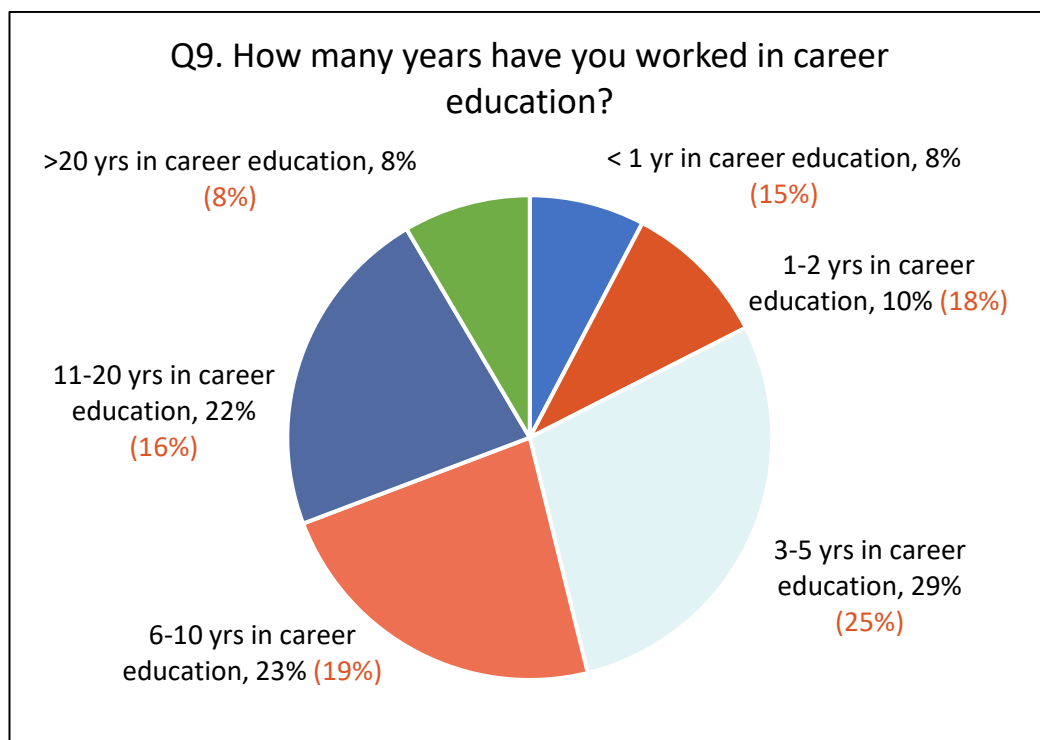
Of the 377 respondents who completed this question, 241 held a Graduate Certificate in Career

Development Practice (or equivalent) compared to 106 in the 2023 survey. Based on the percentage of respondents, this equated to a 10% increase in respondents with this qualification compared to the 2023 results.

Practitioners were also able to add if they held other qualifications other than these three main career practitioner qualifications. Overall 11% noted 'other' qualifications which included the following:

- Bachelor of Education (Early Childhood)
- 2 x Cert IV Employment Service
- Currently studying the Graduate Diploma or Graduate Certificate (around 20)
- Currently undertaking Cert IV
- Diploma of Counselling
- 6 x Master of Education (Career Development)
- Master of Professional Education & Training
- 3 x Masters in Career Development
- Masters of Teaching
- Grad Certificate in Autism & VET trainer
- Masters Social Science (Careers)
- Certificate IV in Financial Services, Stockbroking (other Cert IV qualifications too)
- Certificate IV in Educational Support
- Diploma of Disability & Training and Assessment

Respondents were asked if they were required to have a formal qualification in their current role. Overall, 53% of respondents had worked in career education for more than 5 years and 18% had been in a career education role for less than 2-years. Comparing these responses to those from the 2023 Survey, there are more new people in the field (2-years of experience or less) and a decrease in the percentage who have 3 to 20-years of experience. Percentages from the 2023 survey are included in the chart in orange text.

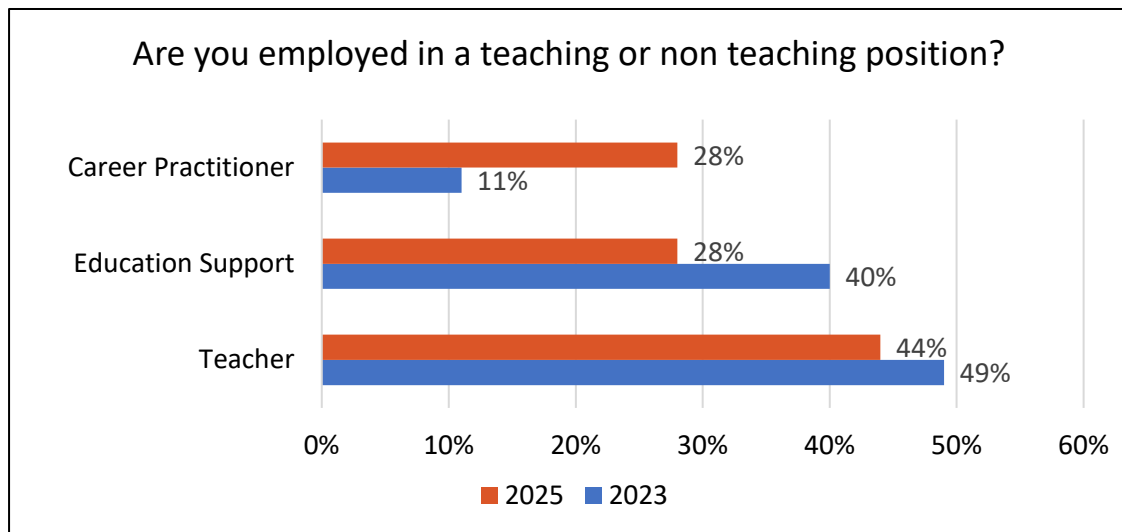


Graph 7: How many years have you worked in career education?

3.1. Employment Classification

Respondents were asked whether they were employed as teachers, in an educational support role or as career practitioners. From the 2025 Survey, 44% of respondents were employed in a Teaching position

(n=165), 28% as Education Support (n=105) and 29% as non-teaching/career practitioners (n=106). When we compare this to the results. In the 2023 survey, 49% were employed in a Teaching position, 40% as Education Support and 11% identified as career practitioners. This is outlined below in Graph 8.



Graph 8: Are you enrolled in a teaching or non-teaching position

From the data it is very clear that the percentage of career practitioners at schools that are enrolled as career practitioners in a non-teaching position has greatly increased, over doubling in two years. Partially at least this is due to some schools reclassifying roles as non-teaching roles. Question 14 asked those in education support roles and those classified as career practitioners if their role had changed to a non-teaching position since 2023:

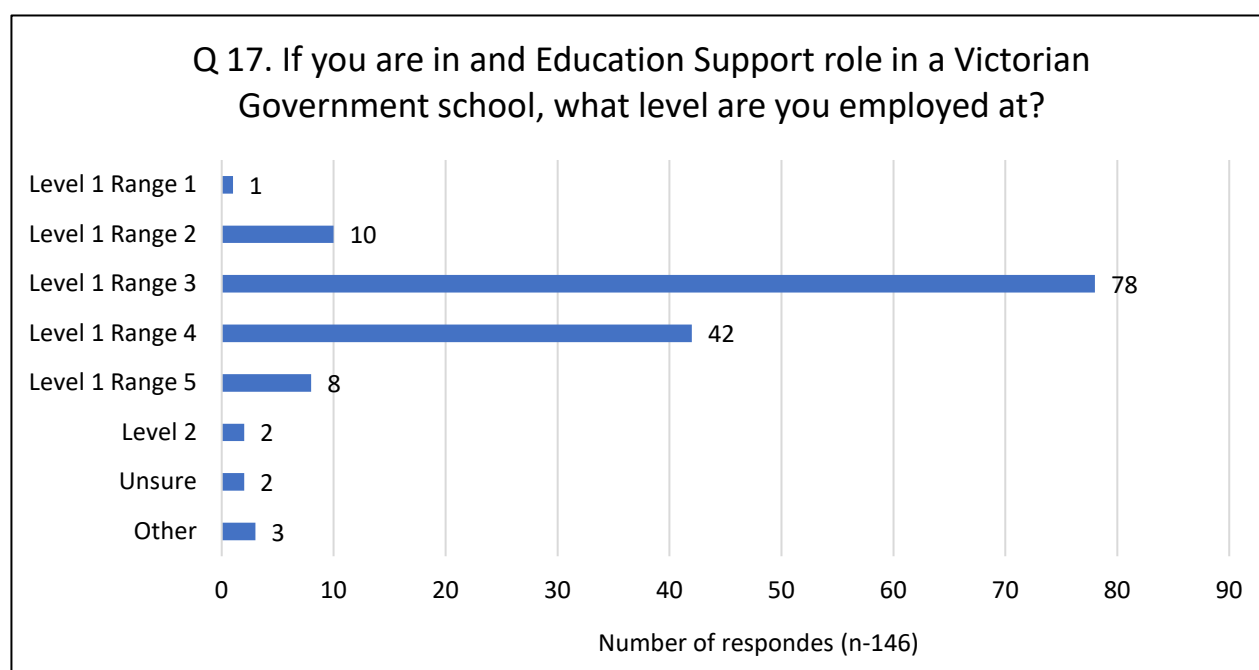
- 71% said no
- 11% responded yes
- 17% were unsure or were not in the role at the time of the 2023 survey.

3.2. Student Supervision

Of those career practitioners employed in a non-teaching role, 40% (n=83) stated that they had been required to supervise students in a teaching capacity. Of these 38 were Education Support staff and 45 were classified as non-teaching Career Practitioners. Respondents who were not employed as teachers may have also had a teaching qualification. This was not ascertained in the 2025 survey. There are also circumstances where education support staff can supervise students set out in the Act: *An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1* of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required individually or in groups up to 4 in controlled circumstances and where the responsibility for students remains clearly with a teacher.* (AEU, 2022). Therefore, if there are instances where staff without teaching qualifications are being asked to supervise full classes of students, this would be contravening the Education and Training Reform Act. ACCE would certainly like to hear from practitioners who feel they may be in this situation.

3.3. Role classification level

Data was collected from those working in Government schools employed in an Education Support role about their classification level. Those identifying themselves as working in a non-teaching classification (n=148) in Victorian Government schools were employed at the following levels:



Graph 9: Pay Levels for Career Practitioners in Educational Support Positions in Government Schools

As is evident, most career practitioners in Government schools in Education Support Positions are at either Level 1 Range 3 or Level 1 Range 4. Overall, there were 11 practitioners who were on levels below this, representing about 8% of respondents. Some respondents provided other information but are not included in the table above due to lack of range information.

None of the 9 education support officers working in Independent Schools were ever required to supervise students and 11 of the 26 non-teaching career practitioners were required to do so. Three of the eight education support officers in Catholic Schools were required to supervise students and 8 of the 16 non-teaching career practitioners were not.

We identified in 2023, that there were a number of career practitioners who reported that recently their position was reclassified from a teaching position to an educational support position. This has again been examined in the current 2025 Survey. In 2023, a total of 12 practitioners reported that their positions had been reclassified to non-teaching roles. In the 2025 Survey, a total of 22 career practitioners reported that their positions had been changed to non-teaching roles. This is summarised in Table 1 below.

Comparing reclassification data from the 2023 and 2025 surveys

2023 survey	2025 survey
12 Education Support staff were reclassified from teaching to education support. - No career practitioners said their role was reclassified.	13 career practitioners were reclassified to non-teaching roles since the 2023 survey. 9 education support officers noted the same.

Table 1: Comparing Reclassification Data from the 2023 and 2025 Surveys

Of the 22 respondents that noted their role was changed to a non-teaching position since the survey in 2023, their classification and earning ranges (FTE full time equivalent) are as follows:

9 non-teaching as Education Support staff

7 in Government schools:

- 2 x Level 1 Range 3 earning \$67501 - \$70000
- 4 x Level 1 Range 4 earning over \$70,000
- 1 x Level 1 Range 5 earning over \$70,000.

2 in Government schools:

- 1 x Level 1 Range 3 earning \$67,501-\$70,000
- 1 x over \$70,000

2 in Catholic school:

- 2 x above \$70,000

13 non-teaching as Career Practitioners

6 at Government schools:

- 2 x Level 1 Range 3 earning above \$70,000
- 1 x Level 1 Range 3 earning \$67501 - \$70000
- 3 x Level 1 Range 4 earning over \$70,000

2 in Independent schools:

- 2 x over \$70,000

1 in a Catholic school:

- 1 x over \$70,000

1 in a non-Victorian Government school:

- 1 x over \$70,00



FTE equivalent pay range of those identifying as non-teaching career practitioners in Education Support positions by their highest qualification (noting some respondents had more than one qualification). Respondents were recorded at their highest-level qualification (including studying for a higher qualification).

Equivalent (FTE) pay bands for highest qualification listed	Graduate Certificate in Career Development Practice +	Graduate Diploma in Career Development	Certificate IV in Career Development	Other qualification	No formal career qualification
\$45000 - \$47500				1	
\$47501 - \$50000					
\$50001 - \$52500					
\$52501 - \$55000					
\$55001 - \$57500	1				
\$57501 - \$60000		1	1	1	
\$60001 - \$62500					
\$62501 - \$65000	1				
\$65001 - \$67500		1			
\$67501 - \$70000	2		1		
Above \$70000	60	13	5	4	
Would rather not say	8	2	1		1
Total	72	17	8	6	1
Total respondents = 104					

Table 2: FTE Pay levels by respondent qualification level for career practitioner ESOs

FTE equivalent pay range of those identifying as Education Support Officers by their highest qualification (noting some respondents had more than one qualification). Respondents were recorded at their highest-level qualification (including studying for a higher qualification).

Equivalent (FTE) pay bands for highest qualification listed	Graduate Certificate in Career Development Practice +	Graduate Diploma in Career Development	Certificate IV in Career Development	Other qualification	No formal career qualification
\$45000 - \$47500					
\$47501 - \$50000			2		
\$50001 - \$52500			1		1
\$52501 - \$55000					
\$55001 - \$57500	1				1
\$57501 - \$60000	1		1		
\$60001 - \$62500	1	1			1
\$62501 - \$65000	4		1		
\$65001 - \$67500	2		1		
\$67501 - \$70000	4	3	1		
Above \$70000	57	4	5	1	2
Would rather not say	4	2	1	1	
Total	74	10	13	2	5
Total respondents = 104					

Table 3: FTE Pay levels by respondent qualification level for ESO

4. Job Titles

The most common title amongst respondents was Career Practitioner at 36%. 11% noted their title was Head of Careers, 5% Leader of Careers, 8% Coordinator of Careers and 2% Careers Teacher. The diversity of titles is highlighted by 37% of respondents who reported a different job title to the list provided and these included:

12 x Careers Counsellor/ Career Guidance Counsellor

11 x Pathways Counsellor
9 x Career Advisor

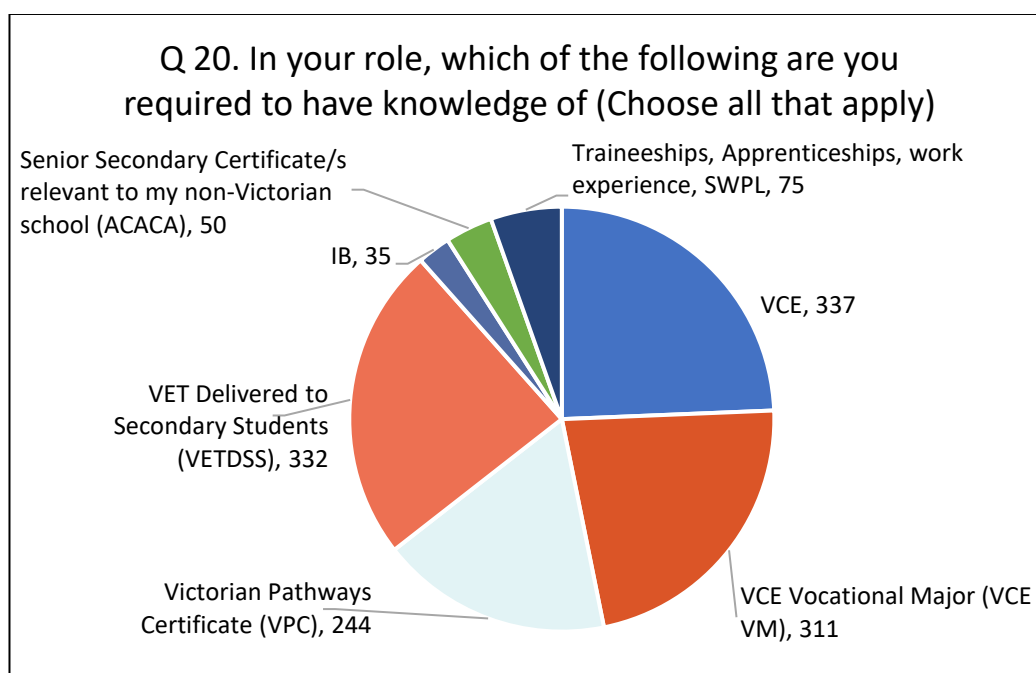
7 x Careers and Pathways Leader
4 x Pathways Leader

3 x Careers Support	Practitioner & Pathways Manager	Vocational Experience
3 x Career and Pathways Coordinator	2 x Careers Education Leader	Coordinator
2 x AST Pathways and Partnerships	2 x Careers Specialist	Student Services Leader (Wellbeing and Pathways)
2 x Career and Pathways Advisor	2 x Student Futures Specialist	Leading Teacher of Pathways and Careers
2 x Careers and Pathways Coordinator	Among the 'other' titles were:	Student Futures and Pathways Coordinator
2 x Careers and Pathways Manager	Assistant Principal	HeadStart coordinator
2 x Careers counsellor and teacher	Careers Development Practitioner and Pathways Leader	VET and SBAT Coordinator
2 x Careers Development	Director of Operations Risk and Compliance	Head of Career Development
	Employment Consultant	
	Director of Student Pathways - Leading Teacher	

Because of the wide diversity of titles that career practitioners can hold, the expectations of the role are not clearly defined. If there was consistency across schools, then what is expected of a person with a particular role title could then be more easily defined.

5. Work Dimensions

Question 20 asked respondents which activities they were required to have knowledge of in their role. 373 respondents were able to select more than one answer. Eight of the respondents worked in interstate schools:



Graph 10: In your role, which of the following are you required to have knowledge of?

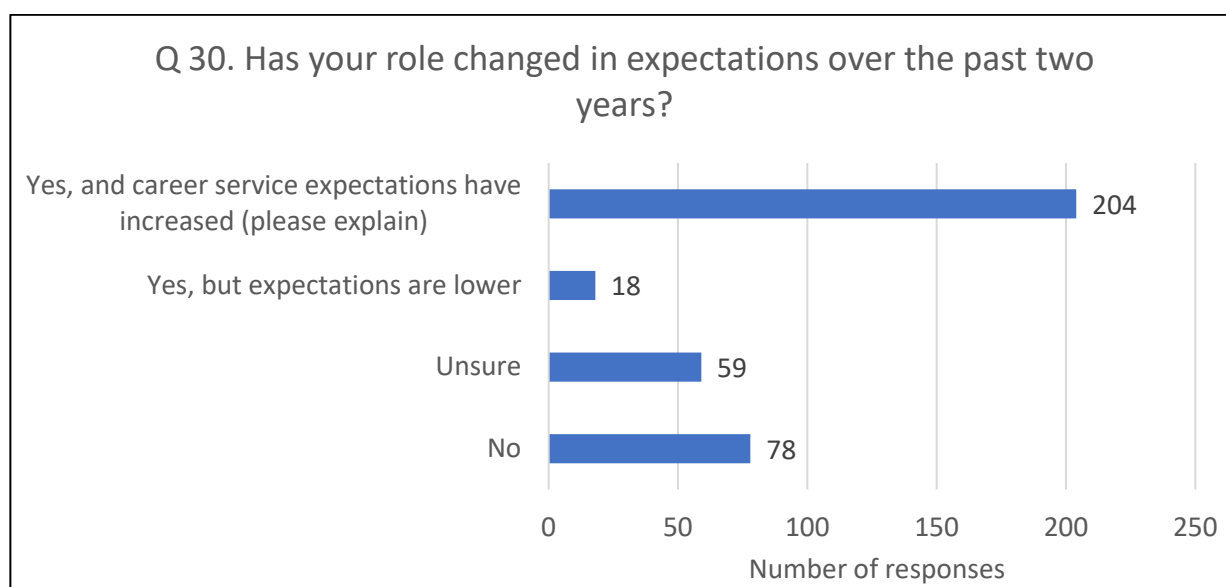
Other areas that some practitioners were required to have knowledge in included:

- Alternative and Non-Traditional Education Pathways (e.g. Big Picture Learning, Victorian Pathways Certificate, non-traditional schooling options, programs for school refusers, Virtual School Victoria)
- Apprenticeships and Traineeships (School Based Apprenticeships and Traineeships, Structured Workplace Learning, Work Based Learning)

- Career Education Programs (curriculum delivery for secondary students)
- Career Action Plans
- Interstate and overseas applications

5.1. Changing Expectations

When asked if the expectations of their role had changed, only 22% said that it had not changed over the past 2 years. A further 16% were unsure if it had changed and 5% said that expectations were lower. However, the vast majority (59%) said that expectations of their role had increased.



Graph 11: Changing Expectations over the past 2 years

If they responded that the expectations of their role had increased, they were asked to explain how they had increased. Respondents then provided a range of other activities that had been added to their work:



'Other' responses are summarised below. The extensive list reflects a significant and widespread trend of role expansion, increased workload, and under-resourcing in the career practitioner space across schools.

1. Increased Student Numbers & Needs

- Growing school populations leading to increased student caseloads.
- More one-on-one counselling required, especially with Years 10–12.
- Higher numbers of disengaged, neurodiverse, and at-risk students requiring intensive support.
- Students requiring individualised and complex support, including alternate pathways and post-school transitions.
- Increased demand for career counselling earlier (Years 7–9).
- More students accessing or needing programs like VET, VM, VPC, SBATs, SWL, and exemptions.

2. Role Expansion & Scope Creep ("Job Creep")

- Significant role expansion beyond original job descriptions.
- Additional duties: VET coordination, VASS administration, event planning, curriculum writing, Morrisby profiling, SWL, SBAT, early leaver support, etc.
- Extra responsibilities like teaching, curriculum development, data reporting, and wellbeing support added.
- Managing multiple roles: Careers, VET, VASS, SWL, events, exemptions, and wellbeing—often by one person.

3. Under-Resourcing & Time Constraints

- Roles not matched with adequate staffing or time allocation.

- Increased workload without corresponding increase in FTE/time fraction.
- Many roles previously shared now handled by one person.
- Growth in school size not reflected in resourcing.
- Extra time spent outside school hours (nights, weekends).
- Lack of admin support for heavy compliance/paperwork load (especially VET/SWL).

4. Curriculum Development & Whole School Integration

- Development and delivery of a sequenced careers curriculum across Years 7–12.
- Embedding careers into classroom/pastoral programs with little collaboration or time.
- Increased expectation to write curriculum and lead school-wide implementation.
- Delivery of structured programs: Morrisby, Career Action Plans, Industry and Enterprise, Futures, etc.

5. Program Expansion & New Initiatives

- Introduction of new programs: Morrisby, work experience, structured transition plans, university partnerships, and career expos.
- Careers weeks, incursions, excursions, and increasing events to manage.
- Expansion to include international and interstate applications, early entry programs, and complex pathways planning.

6. Accountability, Compliance & Admin Burden

- More data reporting and tracking (destination data, exemption paperwork, VASS entries, VET compliance).

- Managing structured workplace learning paperwork and legal documentation.
- Community/employer engagement and liaising with external providers now part of the role.

7. Leadership, Strategic Alignment & Recognition

- Career practitioners often taking on leadership responsibilities without formal recognition or remuneration.
- Increasing input into AIP and strategic school goals.
- Some career programs elevated via school strategic plans, leading to more institutional expectations.

8. Staffing, Burnout & Succession Planning

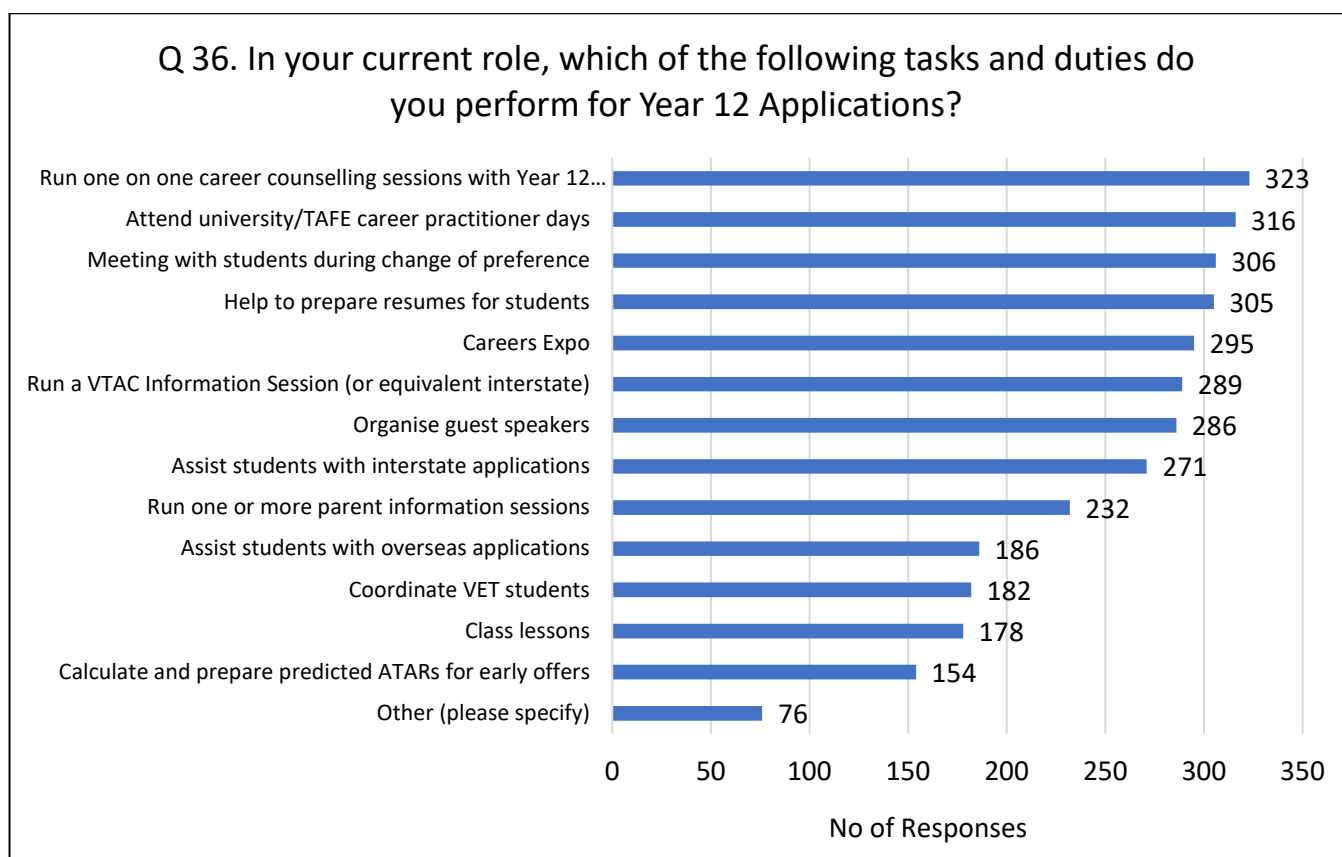
- Widespread burnout, stress, and dissatisfaction.
- Staff taking on full roles previously held by multiple people.
- Retirement looming for some practitioners without succession plans or support.
- Roles becoming less desirable due to intensity and poor resourcing.

9. Positive Developments (Where Noted)

- Some schools investing in careers centres or adding team members.
- Programs becoming more embedded and understood across schools.
- Growing student engagement in careers activities seen as a sign of success and impact.
- New leadership structures offering clarity and direction in some schools.

6. Activities in key areas

Questions 36 – 50 of the 2025 Survey sought to understand the activities that respondents performed under 14 key areas related to Year 12 Applications. Respondents could pick more than one answer.



Graph 12: What tasks and duties do you perform for Year 12 Applications?

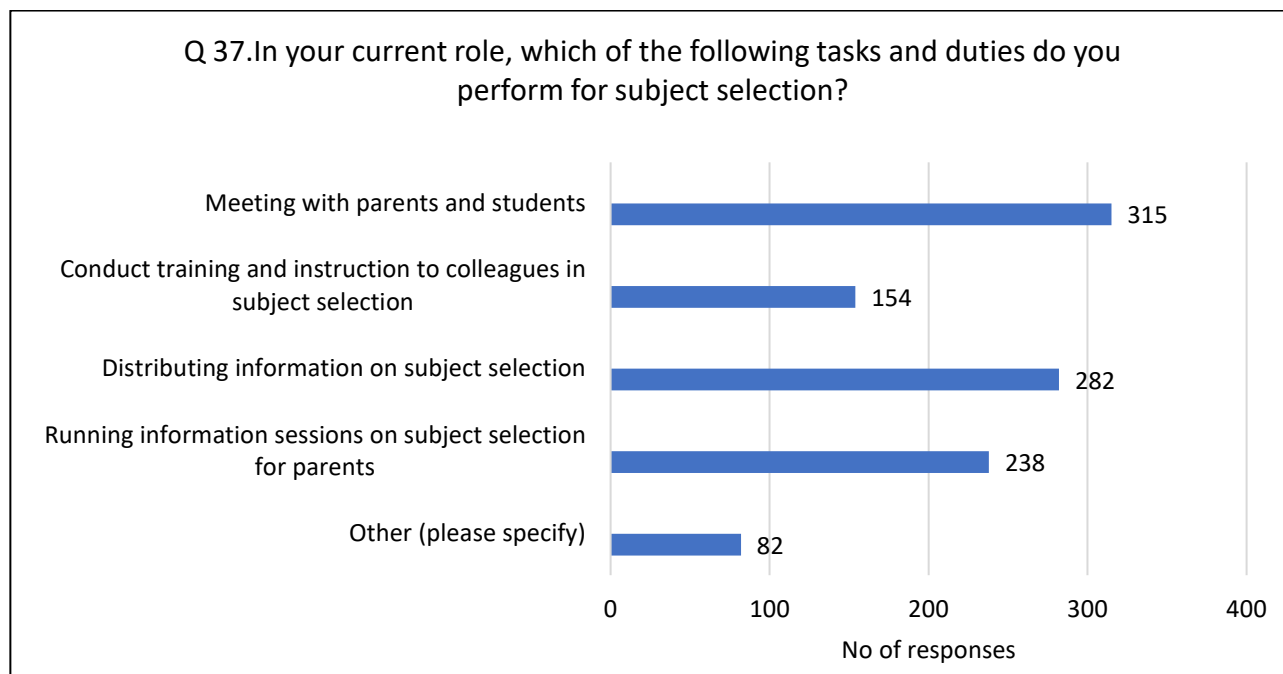
It is clear from the responses that the vast majority of career practitioners offer individual application meetings with Year 12 students. Most also hold meetings with students during the Change of Preference period as well.

Respondents also had the option to add another activity under the heading Other. Overall 76 respondents listed at least one other activity. Those other responses include:

- Completing VTAC applications with students
- Completing SEAS applications
- Helping with direct applications to TAFE
- Apprenticeship and Traineeship applications
- organising Early Entry Applications
- Coordinating SBAT programs and structured workplace learning
- Finding and arranging work experience placements
- Supporting VETiS Coursework completion
- VASS Data Entry
- Running tertiary transition events (such as RSA training)

6.1. Subject Selection

Practitioners were then asked what tasks and duties they performed around subject selection. Again, respondents could pick more than one answer. The results are shown in Graph 13.



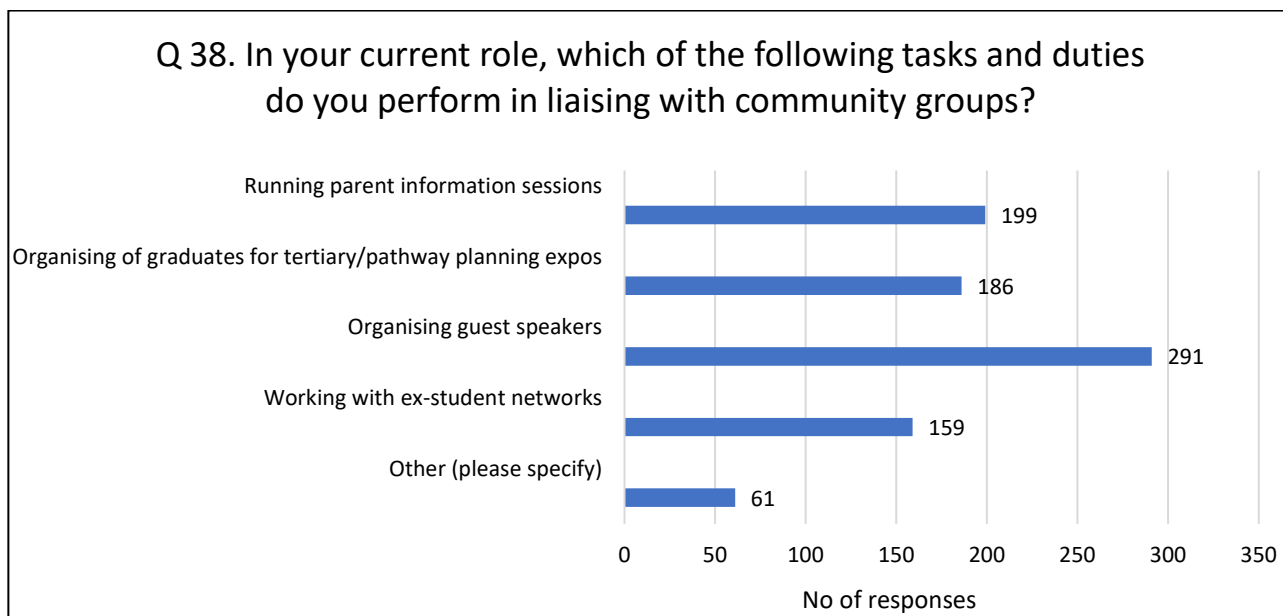
Graph 13: Which of the following tasks and duties do you perform for subject selection?

Again, there was the opportunity to add in other activities not mentioned in the given options. These are summarised below.

- Creating and managing subject selection handbooks and websites
- Proofreading and updating curriculum documents
- Resolving subject conflicts and timetable clashes
- Collecting teacher recommendations
- Supporting school staff with careers-related subject guidance
- VET enrolment counselling
- Administering VET applications
- Working with VET Clusters
- Providing VET information
- Organising and attending subject expos and information evenings

6.2. Liaising with Community Groups

Respondents were asked what duties and tasks they were asked to perform in relation to working with various community groups. Their responses are in Graph 14 below:



Graph 14: Which of the following tasks and duties do you perform in liaising with community groups?

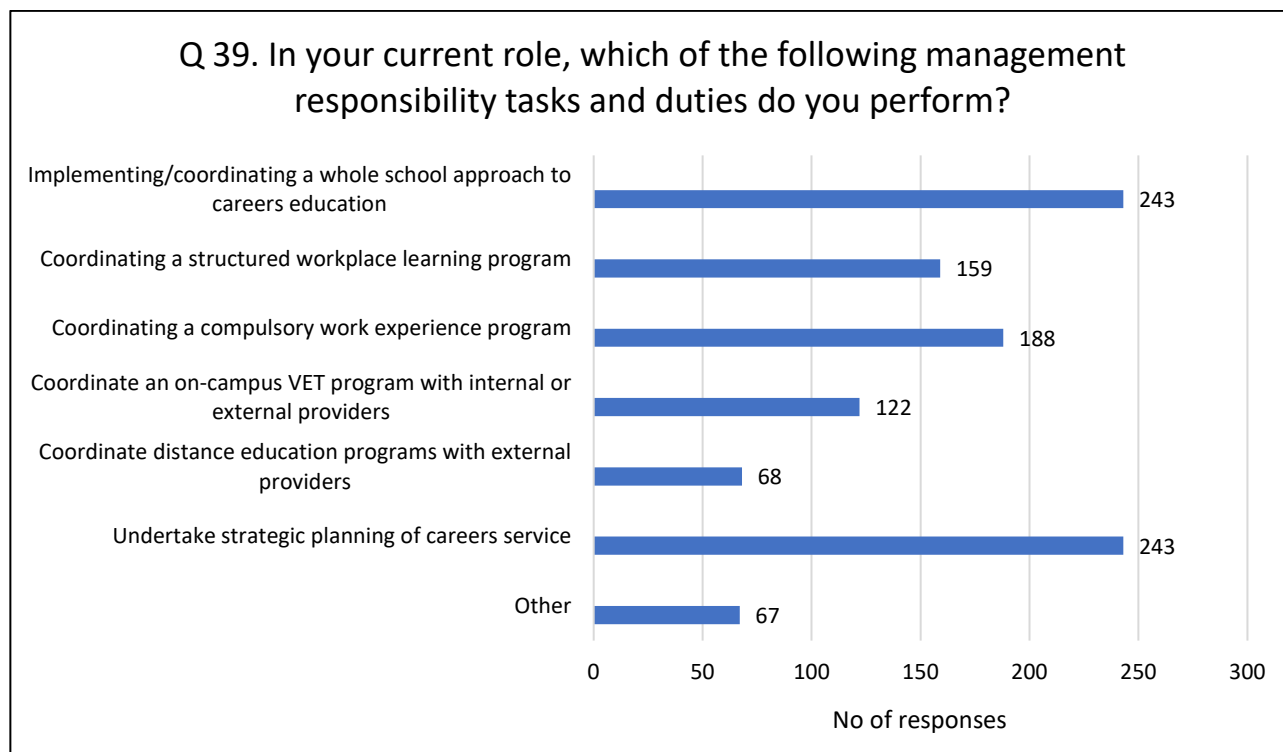
Other activities include:

- Liaising with LLENs
- Running alumni breakfasts
- organising Careers Week events
- Attending Industry tours and taster days
- Building relationships with industry for potential placements
- Holding positions on regional network groups (President, Secretary etc)
- Member of VET Cluster or disability transition networks.



6.3. Management Tasks and Duties

One question related to the management roles that career practitioners are expected to perform. The results are in Graph 15:



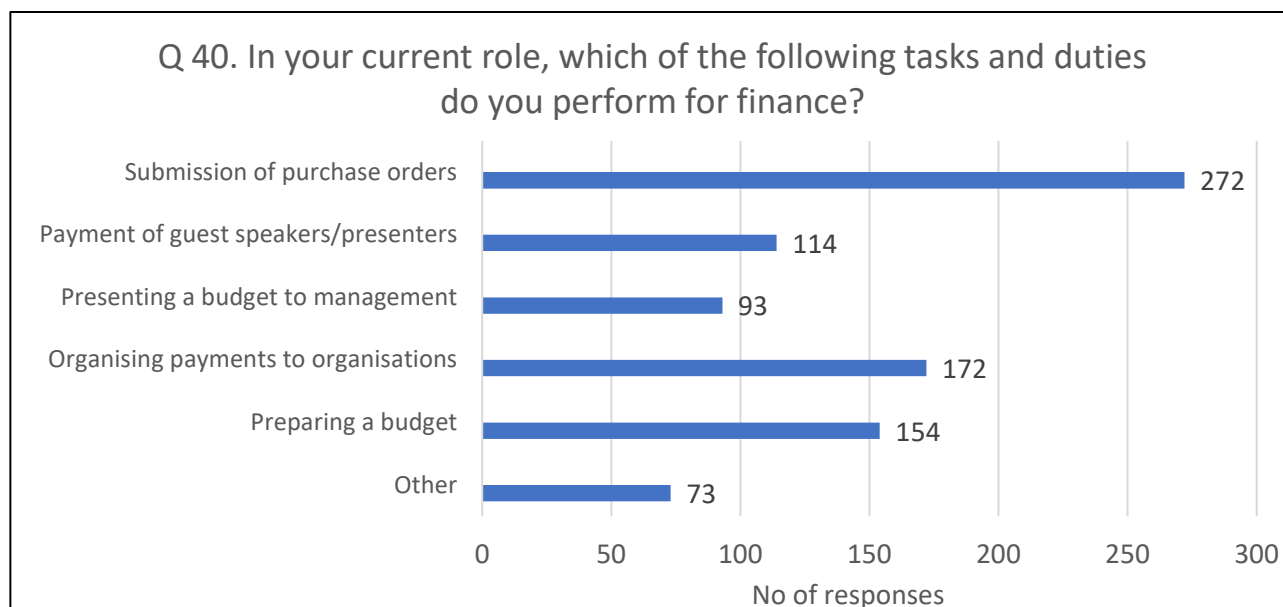
Graph 15: Which of the following management responsibility tasks and duties do you perform?

Other responsibilities that were noted included:

- Careers curriculum delivery, including scope and sequence planning, teaching careers classes, and supporting untrained staff
- Morrisby coordination: including testing, running interviews, scheduling of testing and resolving staffing issues'
- Administration of VET courses including liaising with VET providers, working with memorandums of understanding, invoicing and budget management
- Drafting school policies around VET, VCE-VM and VPC
- Drafting school policies around unscored VCE and acceleration
- Coordinating Headstart and University Enhancement students.

6.4. Financial Responsibilities

Most career practitioners who responded have a range of financial responsibilities which in some cases involve maintaining a separate careers budget.



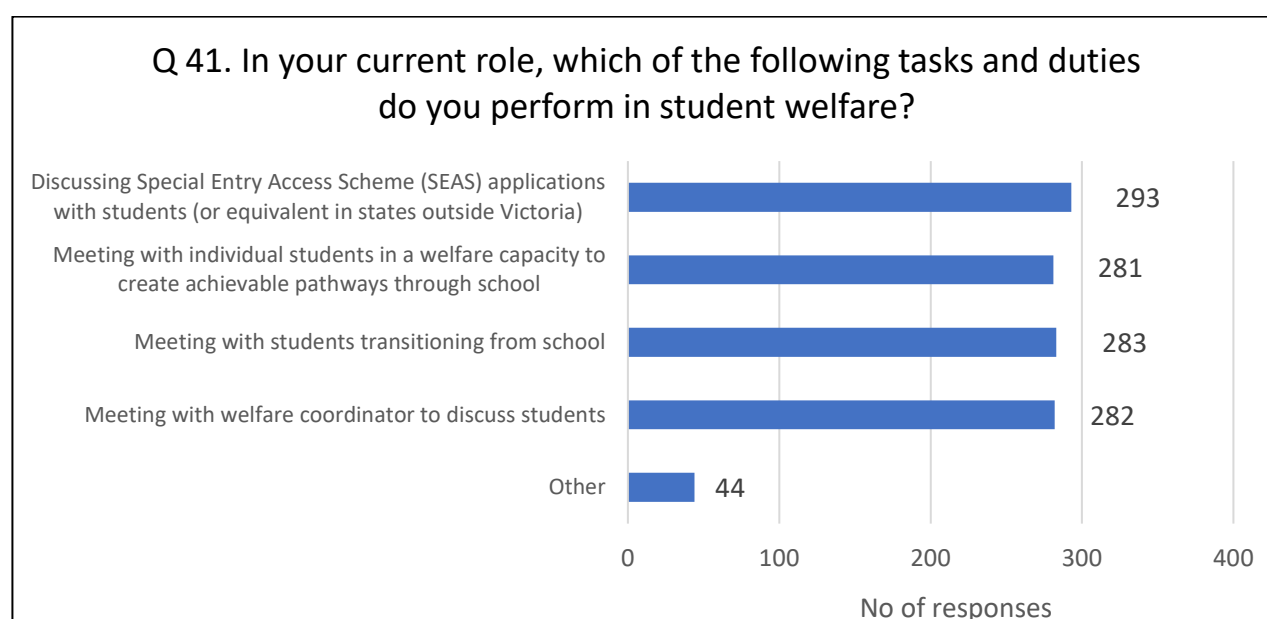
Graph 16: Which of the following financial tasks and duties do you perform?

Some of the other financial responsibilities that were referred to included:

- Budgeting and paying for external VET providers
- Bus payments for excursions and excursion costs
- Payment for UCAT tutors

6.5. Student Welfare Responsibilities

Many respondents were involved in assisting with student welfare issues such as discussing SEAS applications and meeting with individual students experiencing welfare issues to create achievable pathways for them. Most also met with students transitioning from school and with the school's welfare coordinator to discuss the progress of individual students.



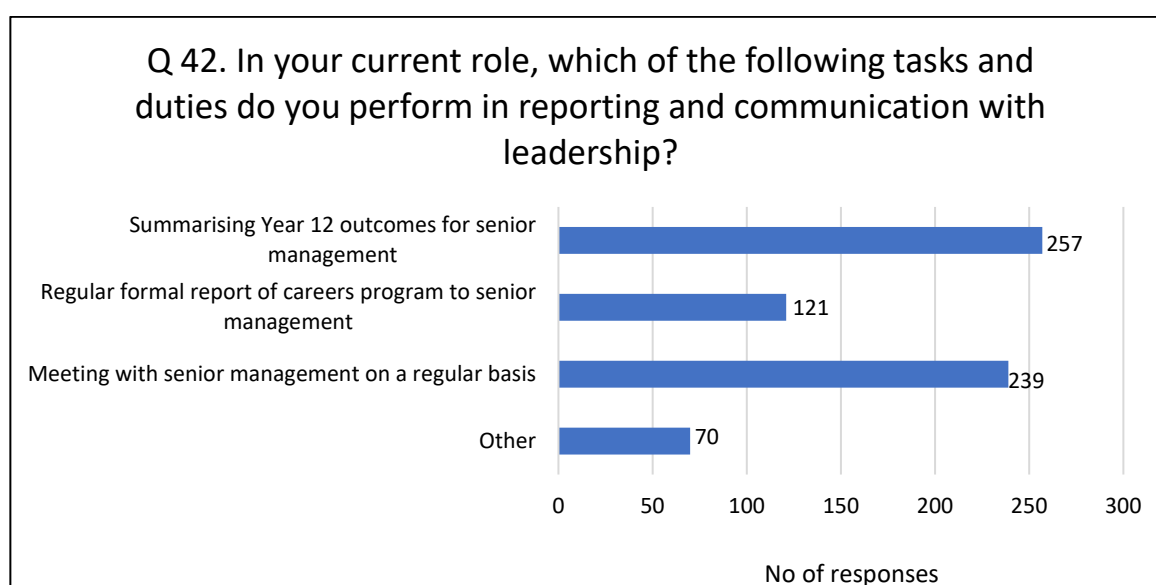
Graph 17: Which of the following student welfare tasks and duties do you perform?

Other tasks and duties related to student welfare include:

- Working as part of the student services or wellbeing teams
- Participating in fortnightly case management meetings
- Providing informal support (e.g. safe spaces)
- Attending NDIS-related meetings
- Working with students with bail conditions or out of home care
- Liaising with case workers, social workers and child protection
- Developing tailored plans for students with disabilities

6.6. Reporting and Communication Responsibilities

The table below outlines the number of respondents who were required to report back to senior management through summarising Year 12 outcomes, providing a formal report of a careers program or regular meetings with senior management staff.



Graph 18: Reporting and Communication with Leadership

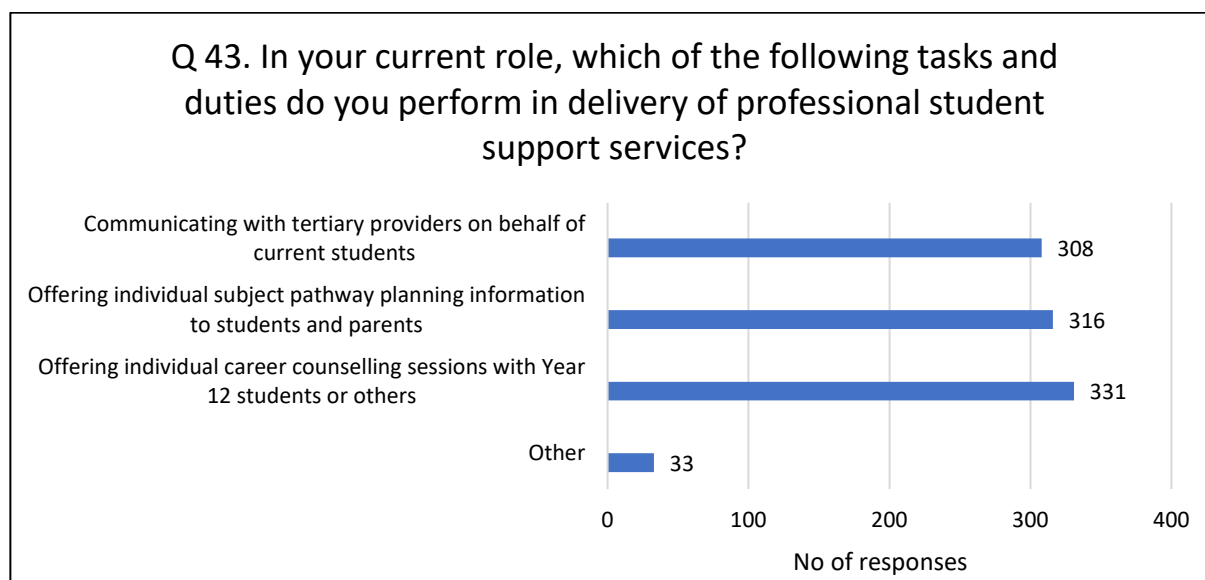
Other responsibilities in this area that were recorded included:

- Respondent is a member of the school leadership team
- Reports made for School Council or School Board.

Many practitioners felt that reports were not taken seriously enough and that their roles as career practitioners were undervalued by senior leadership within the schools.

6.7. Professional Student Support Services

Practitioners were asked what professional services they provided to their students. These could be liaising with tertiary providers on behalf of students, designing individual pathways for students and individual career counselling students with Year 12 students or students at other year levels.



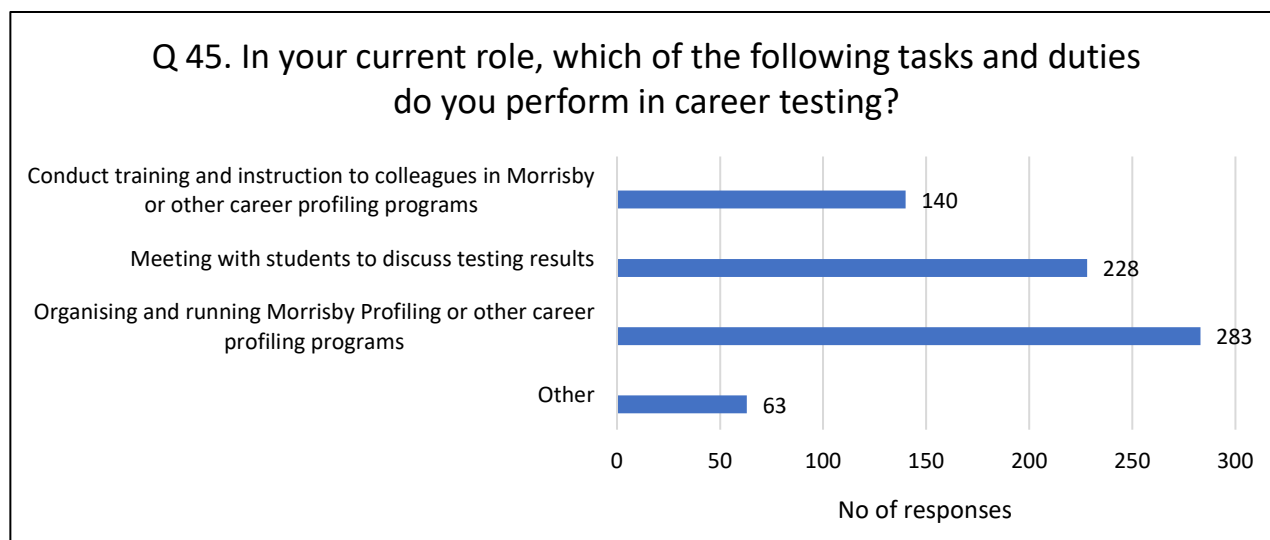
Graph 19: Professional Student Support Services

Most practitioners offered all 3 main examples of professional level services to students. Other services that required specialist professional knowledge included:

- Morrisby Profile interviewing and interpretation
- Exit interviews with school leavers
- Support of non-attending students
- Advocating for students with special needs in external placements
- Training House leaders or pastoral leaders to engage in career discussions

6.8. Career Testing and Assessment

The majority of career practitioners are involved in Conduct training and instruction to colleagues in Morrisby or other career profiling programs, with 283 responding that this is a requirement of their role. Many of these will relate to the My Career Insights program in Victoria for Year 9 students in Government schools.



Graph 20: Career Testing

Some of the other programs that were used included:

- Use of VIA Character Strengths
- Use of RAISEC Tests
- Use of Career Tools tests
- My Future quizzes
- Career Avenues

6.9. Staff Management

When asked about managing staff, around half of all respondents replied that they are not required to manage any staff. Over 100 are in leadership positions in which they manage other staff and also over 100 reported that they managed assistants or support staff. Over 20% were also required to manage internal VET providers at their school.



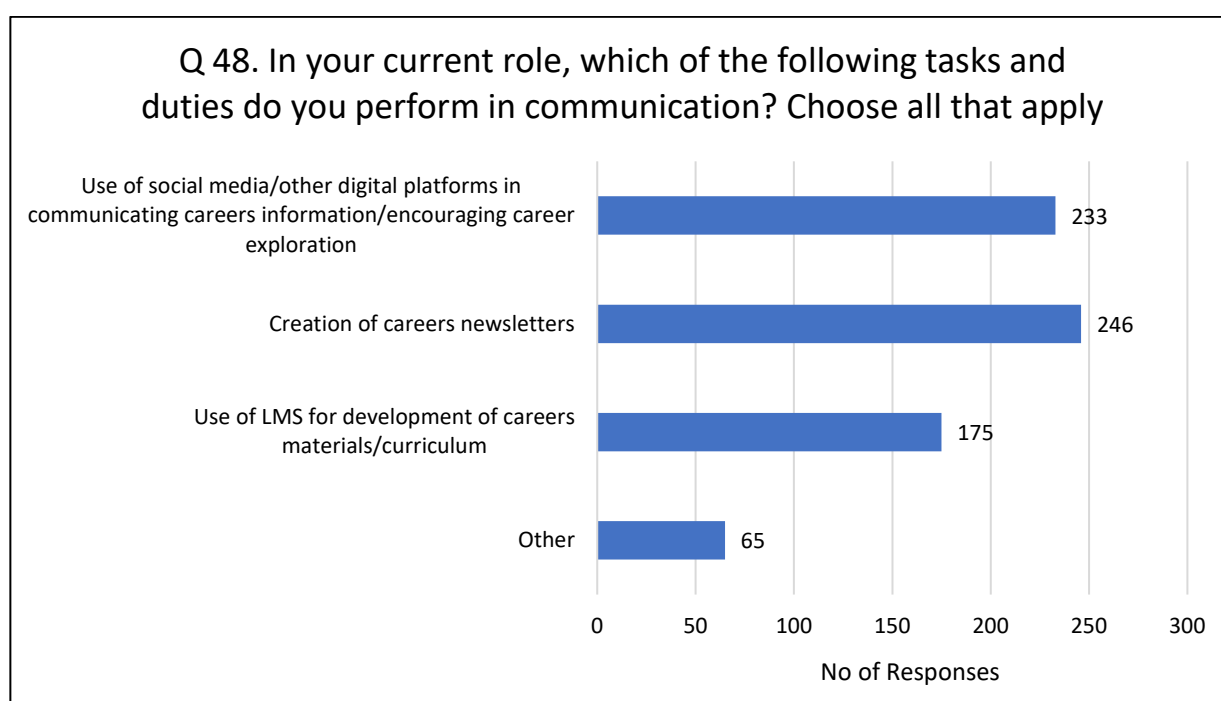
Graph 21: Staff management

Other responses related to managing staff included the following:

- Mentoring ES staff allocated to careers positions
- Coordinating all external VET provisions
- Manage Careers Curriculum and teaching staff for careers subjects
- Mentoring new careers staff

6.10. Communication

Career practitioners are required to communicate with a wide range of stakeholders including students, parents, teachers, school leadership, external providers of VET and with tertiary providers. Communication around careers is mainly carried out through newsletters, emails, and digital platforms with a strong emphasis on parent and student engagement. Resource development and maintaining digital hubs are important. However, workload and system limitations impact the extent and effectiveness of communication. There is also a clear teamwork element with tasks shared among staff members.



Graph 22: Communication

Beyond the use of the school Learning Management System and social media, other methods of communication that are used include:

- Regular contribution to school newsletters
- Email communication with stakeholders
- Distribution of posters, flyers, brochures etc
- Attending Open Mornings
- Maintaining career pages on school websites

6.11. Continuous Improvement of Service

'Other' responses are listed below:

- All of the above I would do if I had the time and support
- CEPI Tool assessment
- Debrief/ survey staff who attend career excursions. Constantly evaluate how things are going in an informal debrief each week. Changes get discussed with our DP.
- Discussion of students' needs with work related skills teachers
- I like to update & review the Careers Program Annually. I like to look at what is contemporary online about careers and I often check old links to places to actually see if they still work and not say file missing 404
- I need to do more of all of above but need buy in from State Government to push more in all schools. We used to have MyEducation. That's now gone. We have an online Careerify webpage and resources but only any good if schools access it and provide time at schools to deliver career education.
- I review the careers service on a continuous basis, but don't do any formal reviews.
- I supply any destination information/data that I gather, and support in the review of the careers program
- informal asking of students
- Morrisby interviewing
- no time for reflection
- Non as my colleague does this.
- 11 x none/nil
- None being used currently as we are just setting up our careers department
- NONE of the above as a solo practitioner with NO leadership support, I don't have the resources to look at continuous improvement and leadership don't seem to think my role or careers is relevant.
- None of the above, I don't have time. I gave them my thoughts on what we should do last year and instead of letting me do it, they gave it to a teacher to do.
- None of the above. I'm only employed for minimal hours and no one else is doing it either
- not my responsibility
- Occasional use of surveys but probably not as often as I should.
- Regular assessment of research methods
- Regular reflection of career events for improvement
- Requesting feedback from external providers involved in our community engagement /student events - mock interviews, breakfasts, work experience employers
- Staff feedback on careers sessions
- Students' subject change management
- team discussion to review processes
- This is all done by my manager
- Would love to increase measurement but there is resistance present; changing the goalpost every year makes consistency of measurement difficult.
- Would really like to do these, however I do not have time to be strategic or reflective.



'Other' responses are summarised below:

Careers practitioners actively engage in networking and professional development through a variety of meetings, memberships, and training opportunities. They face practical challenges such as time constraints and geographic isolation that limit participation. Many balance careers duties with additional leadership roles or administrative responsibilities, and some note that the insights gained through professional development aren't always fully leveraged at their schools. Self-directed learning complements formal PD, highlighting a commitment to staying current despite obstacles.

1. Attendance and Participation in Meetings and Networks

- Local and Regional Career Network Meetings
(e.g., LLEN, LEN, VET cluster, Career Group

- meetings, local careers associations)
Frequent attendance at various cluster and advisory board meetings.
- State and National Associations
Membership and participation in groups

such as CEAV, CDAA, NCDA, DVCEA, and others.

- Executive or Leadership Roles
Serving on boards or committees within local or regional career networks.
- 2. Professional Development and Training**
- Formal Qualifications
Pursuing or completed studies such as Grad Cert Career Development, Cert IV Career Practitioner, Dip in Counselling, Master's in Careers Education.
 - Workshops, Conferences, and Webinars
Attendance at Career Practitioner Days, CEAV webinars, university webinars, online PD sessions, and career expos.
 - Self-directed Learning
Reading professional articles, reports (OECD, PISA), LinkedIn content, and exploring career resources like MyFuture.
- 3. Challenges and Barriers**
- Time Constraints and Scheduling Conflicts
Difficulty attending PD days due to teaching commitments, especially when events are scheduled mid-week.
 - Geographical Barriers

Challenges for rural practitioners to attend events due to travel and accommodation needs.

- Limited Impact on School Practice
Some feel that knowledge gained is not fully utilized or valued by their school leadership.
- 4. Additional Roles and Responsibilities**
- Senior Leadership or Other Duties
Holding roles beyond careers (e.g., VCE Coordinator, leadership responsibilities).
 - Maintaining Teaching Registration
Attending school staff meetings or other obligations to keep teaching credentials current.
 - Organising or Running Regional Meetings
Leading or coordinating regional careers teacher gatherings or professional communities.
- 5. Engagement with External Stakeholders**
- Connecting with Employers and Providers
Meetings with local employers, tertiary institutions, employment agencies, and alternate education providers.



7. Number of Students Supported

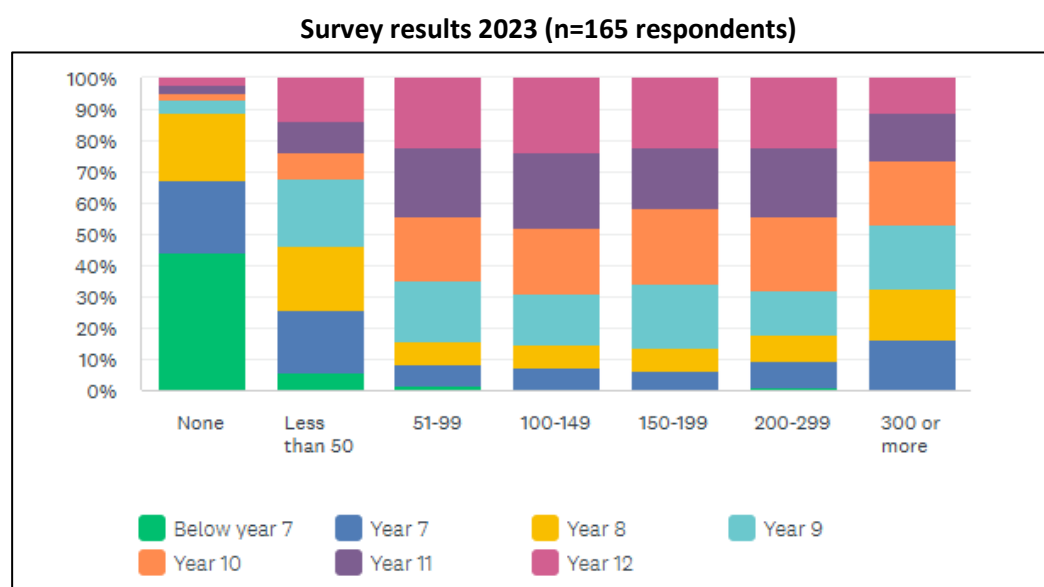
When asked how many students they worked with in each year level, respondents provided the following information (table below). 86% of respondents noted they were not working with students below year 7. However, the survey did not identify if schools were secondary or combined.

Question 21 asked; Approximately how many students do you work with at each level (through designing programs or meeting with students)? Please select one answer for each row.

Total respondents 373	None	Less than 50	50 to 99	100 to 149	150 to 199	200 to 249	250 to 299	300 or more
Below Year 7	86.06% 321	5.36% 20	1.61% 6	0.54% 2	1.34% 5	1.61% 6	0.80% 3	2.95% 11
Year 7	38.87% 145	17.69% 66	9.12% 34	9.12% 34	7.77% 29	5.63% 21	5.09% 19	6.70% 25
Year 8	32.98% 123	21.18% 79	8.58% 32	9.92% 37	9.12% 34	6.97% 26	5.09% 19	6.43% 24
Year 9	9.92% 37	17.69% 66	12.87% 48	19.30% 72	12.87% 48	9.92% 37	7.77% 29	9.65% 36
Year 10	1.88% 7	13.94% 52	14.75% 55	19.57% 73	15.55% 58	15.28% 57	8.85% 33	10.19% 38
Year 11	4.29% 16	13.40% 50	15.28% 57	19.30% 72	17.69% 66	11.80% 44	7.77% 29	10.46% 39
Year 12	5.09% 19	14.21% 53	17.96% 67	17.16% 64	14.48% 54	14.21% 53	8.85% 33	8.85% 33

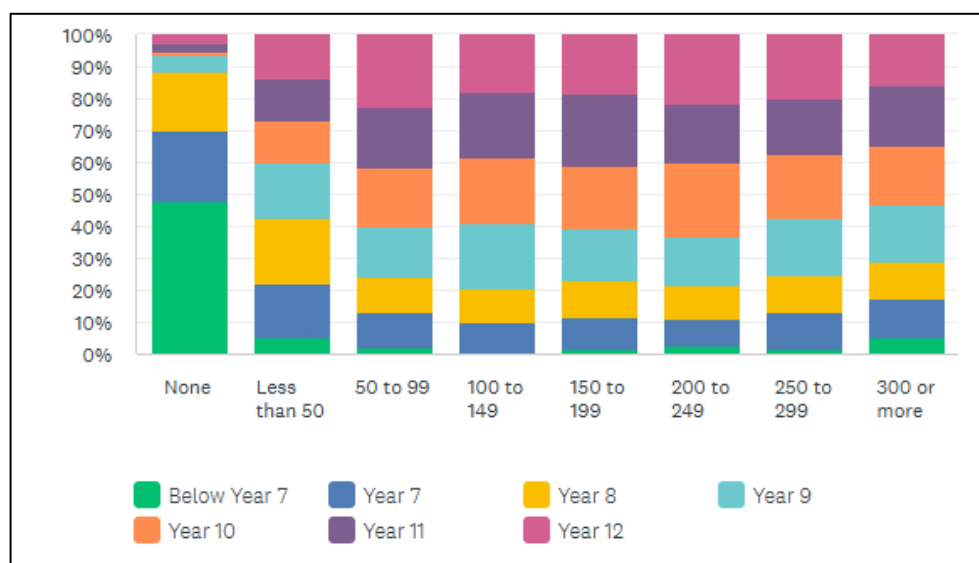
Table 4: Number of students supported by year level

The following charts compare responses to question 21 in chart format from both the 2023 and 2025 surveys. The 2025 survey broke down range 200-299 in the 2023 survey into two ranges (200-249) and (250-299):



Graph 23: No of students per year level 2023

Survey results 2025 (n=373)



Graph 24: No of students per year level 2025

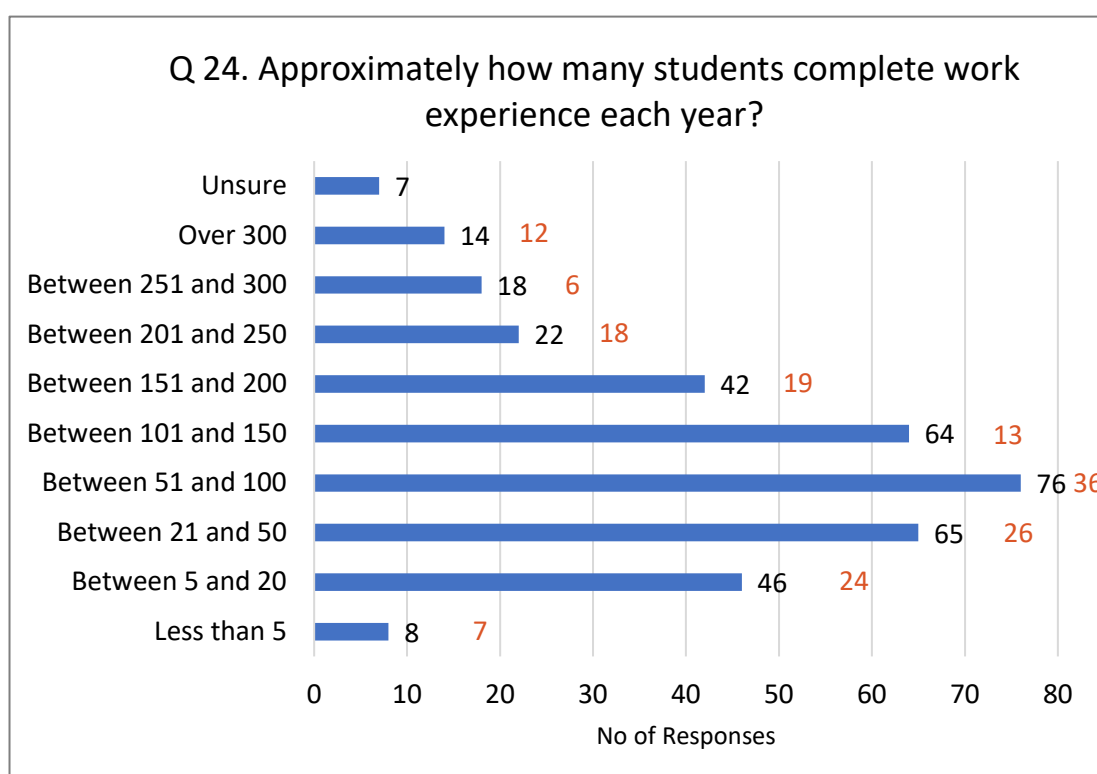
8. Work Experience

37 respondents skipped question 22 which asked if work experience was offered at their school. 3.22% did not offer work experience, 45% offered optional work experience and 52% offered compulsory work experience. Of those whose schools offering work experience, 75% responded that they managed the work experience program.

The responses are not markedly different from the 2023 research where 4% did not offer work experience, 46% offered optional work experience and 50% offered compulsory work experience. 75% managed the work experience program.

The following table highlights how many students completed work experience each year in these schools. Between 21-50, 51-100 and 101-150 students completing work experience each year made up 56% of the responses.





Graph 25: Students completing work experience annually

The comparison results from the 2023 survey are included in orange text noting that 362 people responded to this question in 2025, more than double the 157 who responded in 2023.

We can compare the percentage of schools that had different numbers of students who complete work experience from the 2023 Survey to the 2025 Survey. This is shown below.

Number of Students per year	Percentage of Responses (2023)	Percentage of Responses (2025)
Less than 5	4.4%	2.2%
Between 5 and 20	15.3%	12.7%
Between 21 and 50	16.6%	18.0%
Between 51 and 100	22.9%	20.1%
Between 101 and 150	8.3%	17.7%
Between 151 and 200	12.1%	11.6%
Between 201 and 250	11.5%	6.1%
Between 251 and 300	3.8%	5.0%
Over 300	7.6%	3.9%

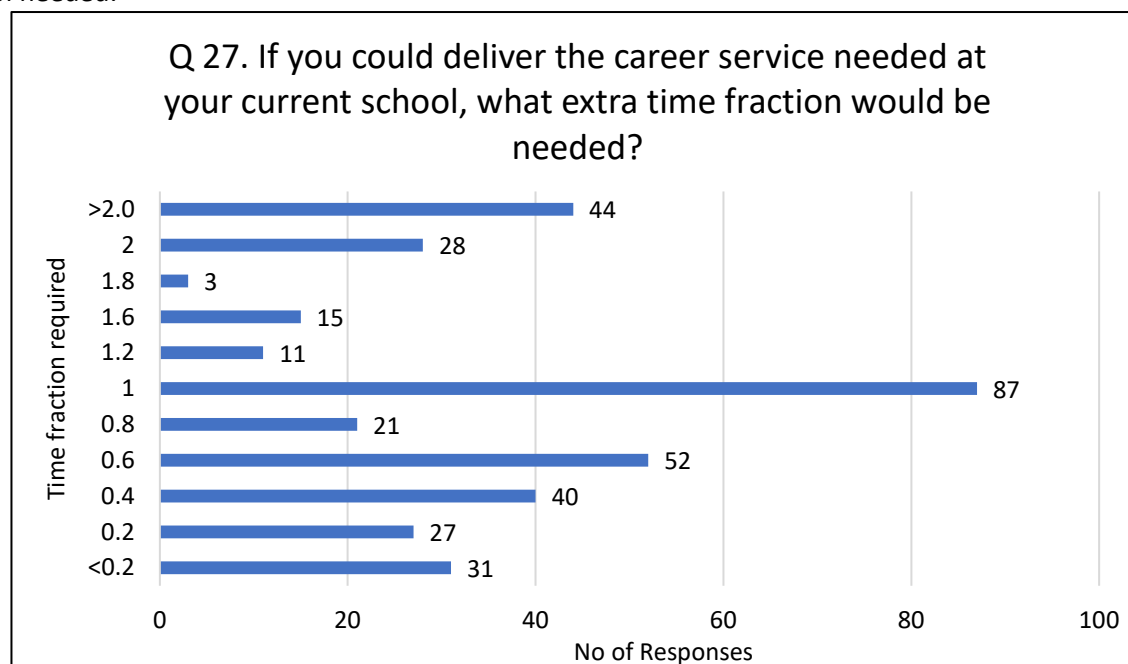
Table 5: Schools with students completing work experience (2023 vs 2025 survey)

There are relatively fewer schools in 2025 that have over 300 students going on work experience to the number that were doing so in 2023. However, there are also fewer schools that are reporting less than 5 students attending work experience. In both surveys, the most common number of students attending work experience was between 51 and 100 students.

When it came to Structure Workplace Learning (SWL) almost 80% of respondents offered SWL (n=157) at their school and of these, 54% (n=131) managed the program.

9. Resourcing

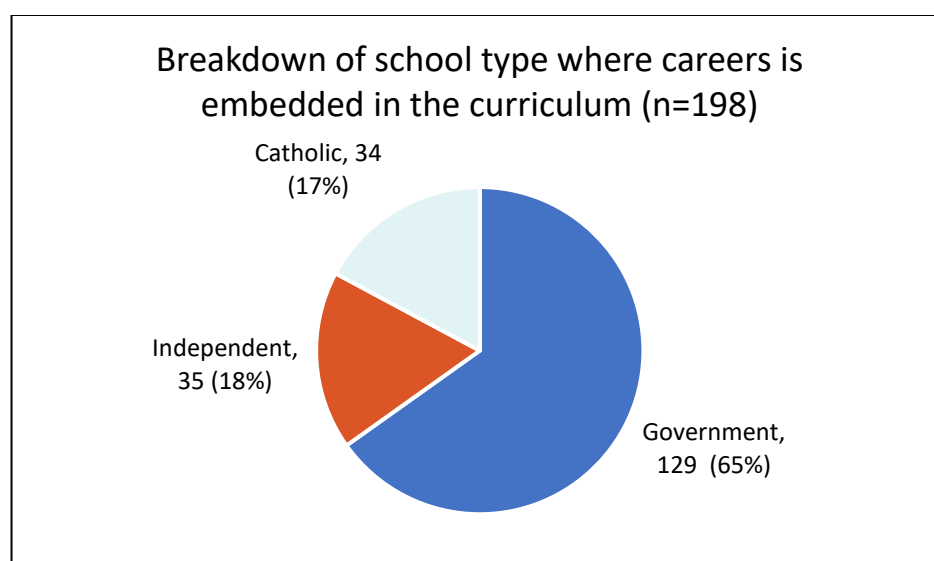
Respondents were asked how much extra time they would need to deliver the career service they felt their school needed:



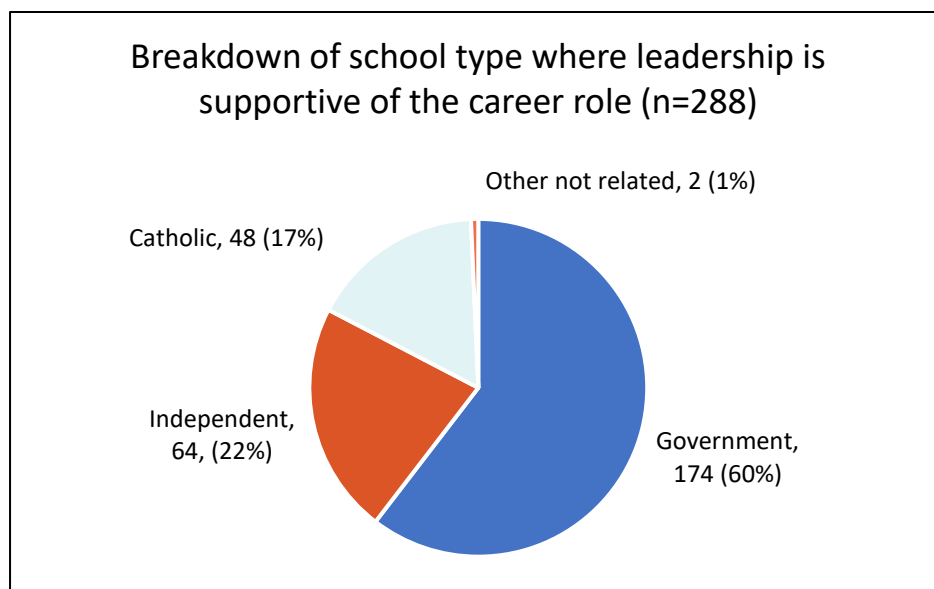
Graph 26: Time required for career service

10. Curriculum & Leadership

55% of respondents (n=359) stated that careers were embedded in the curriculum. 80% stated that their school leadership was supportive of their role. 198 respondents noted that their school had careers embedded in the curriculum and 288 stated that leadership was supportive of their role.



Graph 27: Embedded career curriculum by school type

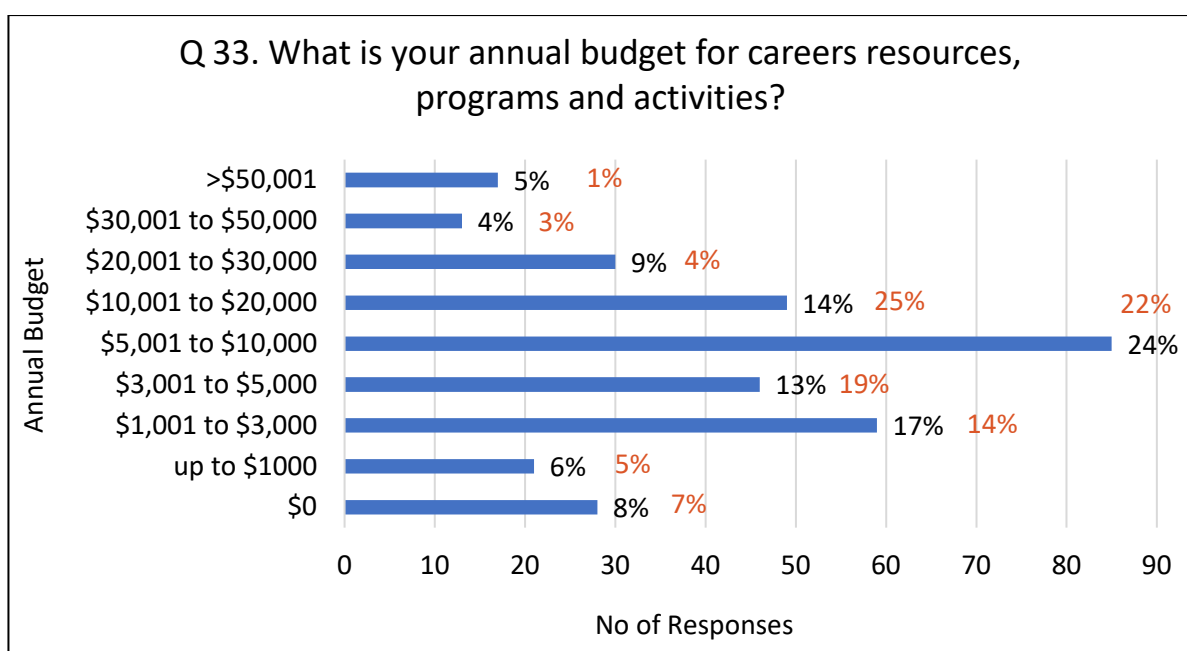


Graph 28: Supportive leadership by school type

- Of the 288 respondents who stated that school leadership is supportive of their role, 59% had school careers embedded in the curriculum and 81% of these schools offered structured workplace learning.
- Of the 71 respondents that did not find school leadership supportive of their role, 38% of the respondents' schools had careers embedded in the curriculum and 80% of these schools offered structured workplace learning

11. Career Budget

348 respondents identified their annual career budget and this is compared in the chart below to the 2023 budget responses in orange. 362 respondents addressed the question in 2025, and 153 people responded in the previous 2023 survey.



Graph 29: Career Budget

11.1. Budget Expenditure



The list below summaries what respondents spent their career budget on.

1. Career Assessments & Tools

- Morrisby testing (very frequently mentioned)
- Other online platforms: Career tools, Ponder, Study Work Grow, The Career Department, Career Avenues, etc.
- Vocational assessment tools

2. Excursions & Transport costs (frequently mentioned)

- University, TAFE, and industry visits
- Careers expos frequently mentioned (e.g., VCE & Careers Expo, Futures Festival)
- Tertiary immersion and open days
- Transport/bus hire (major cost for many)
- Overnight camps or extended excursions

3. Incursions & Guest Speakers (frequently mentioned)

- On-site speakers from universities, industries, alumni, etc.
- Catering/gifts for guest presenters
- Workshops, mock interviews, speed career events

4. Work Experience & Structured Workplace Learning (SWL)

- Coordination, resources, and administration
- Insurance, databases, employer engagement
- Support for students without placements (e.g., barista/white card/first aid training)
- White card

5. Programs & Student Activities

- Career exploration days/weeks/events
- Work readiness or micro-skills programs (e.g.,

RSA, Food Handling)

- Targeted support (e.g., for students with disabilities, low SES)
- Online programs or externally facilitated workshops

6. Resources & Subscriptions

- Careers websites, digital tools, apps, guides
- Printing, stationery, displays, posters
- Newsletters (e.g., Jacky Burton, Study Work Grow)
- Memberships to networks (e.g., ACCE, LLENs)
- Curriculum resources
- Website

7. Professional Development & Staffing

- CPD for career practitioners
- Memberships in professional organizations
- Release time or CRT coverage for events
- Admin or careers staff salaries (in some schools)

8. Funding Models & Challenges

- Some schools have **no dedicated budget**
- Funding often diverted or embedded in general school funds
- Requests must be made ad hoc in many cases
- Heavy reliance on free or low-cost options when budget is limited

9. Equity & Accessibility

- Efforts to make events free for all students
- Support with PPE, training, or transport for disadvantaged students

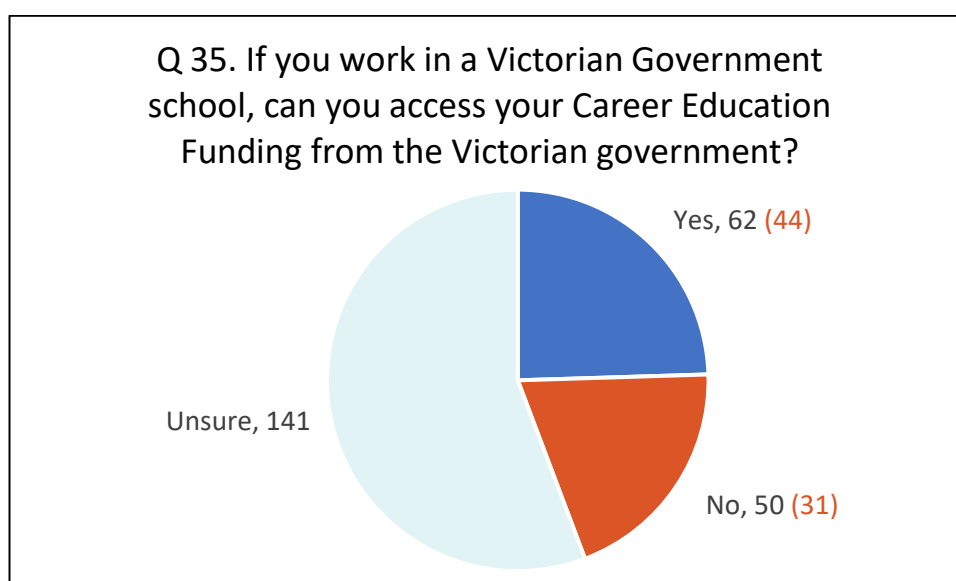
10. Not involved, unsure, no budget

Career Education Funding is provided in Victoria to Department of Education schools to support school career education.

- 18% of respondents could access their career education funding.
- 14% could not access their funding.
- 41% were unsure.
- 27% did not work in a school in Victoria/government school

11.2. Career Education Funding

62 respondents could access their Career Education Funding with 50 stating they could not. A further 141 were unsure. In the 2023 survey, 78 respondent noted that they did not work in a Victorian Government school (the other 2023 responses are identified in the chart below in orange). It is very concerning that so many practitioners either cannot access their funding or are not aware of the funding that they should receive.



Graph 30: Career Funding Victorian Government Schools

12. Sector Professionalism

44% of respondents (n=377) said they were registered on CICA's Australian Register of Professional Career Development Practitioners. 30% (n=13) were not on The Register, and 26% (n=97) were unsure.

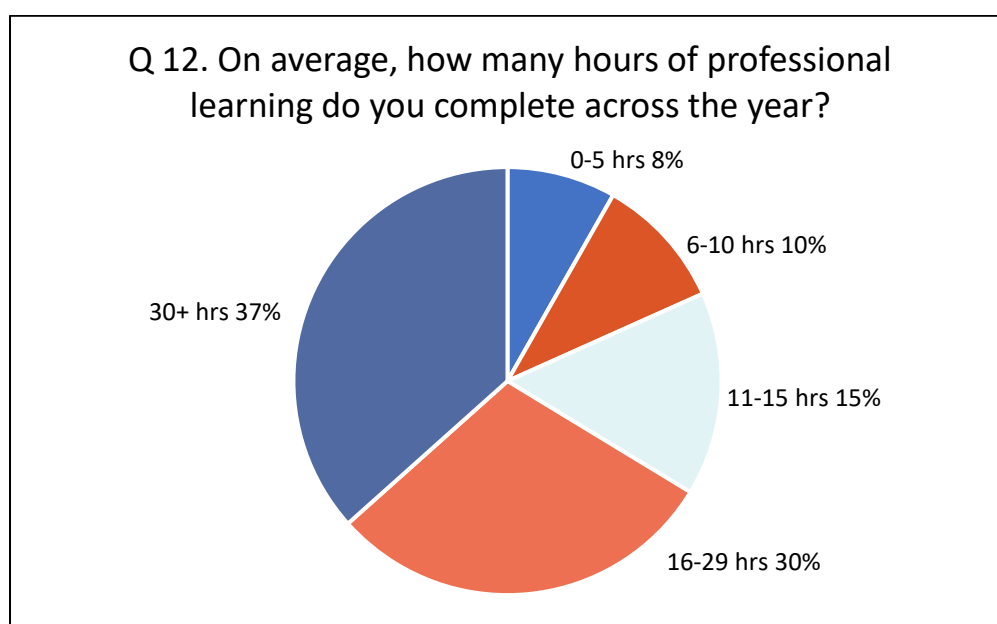
In the 2023 survey, 90 respondents stated they were listed on The Register compared to 167 in the 2025 survey. While the percentage was higher in 2023, there were far more respondents in the 2025 survey. Of the 44% who noted they were listed on The Register, 14 reported that their career qualification was a Certificate IV in Career Development. As this qualification is not accepted for listing on The Register it is likely that some respondents may have confused The Register with something else such as their membership of a career association.

Of the others stating they were listed on The Register:

- 117 held a Graduate Certificate in Career Development Practice.
- Four identified their career qualification was at AQF Level 9 (Masters).
- 30 held a Graduate Diploma in Career Development.
- Some also held more than one higher-level qualification.

12.1. Professional Development

66% of respondents (n=377) were undertaking over the 15 hours per annum of professional development required by ACCE and CICA.



Graph 31: Annual Professional Learning

13. What is working?

Questions 31 and 31 asked respondents for open ended responses about what was working well and where there were barriers for their career service.

Generally, careers across schools is student-focused and highly valued, with standout strengths in individualised counselling, strong teams, and structured programs. However, there is a consistent call for more time, staff, and curriculum integration to enable practitioners to expand and deepen their work.



The list below summaries what respondents reported as working well:

1. Individual Student Support (1:1 Counselling & Meetings)

Most frequently cited strength

- 1:1 counselling for Year 10 and Year 12 students
- Ad hoc and scheduled meetings across all year levels
- Positive relationships with students and parents
- Case management of at-risk or disengaged students
- Individual transition planning and post-school pathway counselling

2. Career Education Programs & Curriculum Integration

- Embedded careers education in Years 9–12
- Programs such as Morrisby profiling, Career

Action Plans (CAPs), and Futures subjects

- Delivery during pastoral care, Life Skills, or dedicated careers classes
- Need for more curriculum time consistently noted

3. Work Experience & Structured Workplace Learning (SWL)

- Year 10 work experience is a key milestone and often well-managed
- SWL for VM/VPC students—growing but admin-heavy
- Industry partnerships, taster programs, and excursions
- Work placements through SBATs and Head Start

4. Teamwork, Leadership & School Support

- Strong collaboration among careers teams

- Support from school leadership and teaching staff noted as essential
 - Team-based models (e.g. multiple career practitioners, VET coordinators, admin support) seen as highly effective
 - Communication and alignment with other staff (e.g. wellbeing, learning support, curriculum)
- 5. Communication & Stakeholder Engagement**
- Parent involvement in subject selection and career discussions
 - Career expos, newsletters, alumni connections, and guest speakers
 - Accessible and open-door approach valued by students
 - Strong community and LLEN partnerships
- 6. Resourcing, Staffing & Time**
- Common challenge: lack of time for delivery and admin
 - Schools with larger teams, admin support, or non-teaching practitioners are more effective
 - Calls for better time fractions, fewer competing responsibilities, and role clarity
 - PD and professional learning opportunities valued
- 7. Student Engagement & Outcomes**
- Students are engaging voluntarily with careers services
 - Increased interest in VET and university pathways
 - Career development seen as contributing to student motivation, goal setting, and retention
 - Measurable outcomes: VTAC success, job

- placements, increased aspiration
- 8. Program Coordination & Planning**
- Structured approach with defined programs per year level
 - Career expos, mock interviews, excursions, and incursions
 - Career calendar planning helps deliver consistent services
 - Collaboration with external providers like TAFEs, universities, and LLENs
- 9. Innovation & School-Wide Initiatives**
- Some schools pioneering:
 - Industry partnerships (especially in STEM)
 - Careers education starting in Year 7 or 8
 - Targeted programs for Deaf/Hard of Hearing students
 - Use of technology (Teams, intranet, newsletters)
 - Use of alumni and external experts for presentations
- 10. Experience & Practitioner Expertise**
- Career practitioners with significant experience add value
 - Many newly appointed practitioners bring fresh perspectives
 - Mentorship from experienced staff and team collaboration seen as critical for new CPs
- 11. Common Barriers**
- Time poverty and workload pressure
 - Understaffing or fractional roles
 - Insufficient admin support
 - Careers not fully embedded in curriculum
 - Lack of wider staff awareness of careers' importance

14. What are the barriers?

Question 32 asked respondents to consider the careers service at their school and identify the barriers to delivering the career services students needed?



The list below summaries what respondents reported as working:

1. Time Constraints

- Lack of time to deliver career education and counselling
- Careers not embedded in the school timetable
- Careers content often "bumped" for other events
- Too many students, not enough time for 1:1s

or meaningful programs

- Excessive time spent on administration tasks (e.g. VET, WEX, Morrisby)
- 2. Staffing Shortages**
- Inadequate number of careers practitioners (e.g., 1-2 staff for thousands of students)
 - Roles often combined with teaching loads, limiting availability

- Heavy reliance on unqualified staff (e.g. ES or teachers without career qualifications)
- Lack of admin support

3. Curriculum & Integration Issues

- Career education not embedded into the curriculum
- No dedicated classes or periods for careers
- Overcrowded curriculum with competing priorities
- Careers often treated as an “add-on” or delivered inconsistently by classroom teachers

4. Leadership & Whole-School Support

- Lack of leadership understanding or prioritization of career education
- Careers not seen as a full-time or high-value role
- No representation in leadership teams or decision-making processes
- Resistance to change or innovation from leadership

5. Teacher Engagement and Understanding

- Some teachers reluctant or unwilling to integrate careers into subjects
- Lack of buy-in from teaching staff for careers activities
- Limited knowledge or misinformation being passed on to students by untrained staff

6. Administrative Overload

- Practitioners bogged down in admin (e.g., tracking attendance, course selections, enrolments)
- Excessive reporting and data collection for compliance (e.g., DET requirements)
- Limited capacity to focus on student

counselling and programming

7. Access to Students & Equity

- Difficulties accessing students during school hours
- Inequitable delivery—some year levels (7–9) underserved
- Inflexible timetabling makes pulling students for sessions challenging
- Students in rural areas or on alternate programs (e.g., outreach) often miss out

8. Contextual & Societal Challenges

- Low student engagement or readiness for career discussions
- Lack of parental engagement/support
- Cultural and socio-economic barriers (e.g., high unemployment in community)
- Distance to opportunities (especially in rural/remote schools)

9. Funding & Resources

- Budget limitations restrict excursions, events, and guest speakers
- Lack of resources (e.g. transport, venues, digital tools)
- Careers often underfunded compared to other departments
- Difficulty sourcing industry placements or work experience

10. Professional Recognition & Role Clarity

- Careers staff feel underpaid, undervalued, and misunderstood
- Lack of clarity about roles among other staff
- Concerns about non-qualified staff delivering poor quality career advice
- Desire for career practitioners to be respected and included as experts

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