



• 1975 – 2025 •



ACCE EXECUTIVE 2025

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2025 FEES

Refer to ACCE website for current
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<http://www.acce.org.au>

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ACCE respectfully acknowledges the Traditional Owners of Country throughout Australia and pays respect to Aboriginal and Torres Strait Islander people as custodians who have cared for this land for over 60,000 years.

DISCLAIMER

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President's Report

Trevor Black – *Carey Baptist Grammar School, ACCE President*



In April this year, I attended the Career Industry Council of Australia (CICA) Annual General Meeting where the Annual Report for 2024 was presented. Given the Federal Government's decision to cease funding the National Career Institute earlier this year, I thought it would be timely

to summarise some of the achievements of our national peak industry body throughout 2024. Through the work of CICA and its member associations, we can feel confident that great work in the career sector is still happening across Australia.

In February 2024, CICA held a series of webinars as part of AI and Career Development Month, with over 3,000 attendees participating in these free webinars from 54 countries. Four sessions covered the practical, ethical and innovative applications of AI. CICA's commitment to its professional learning webinar series has been extensive with the program continuing to deliver high quality and relevant offerings.

The Jobs of the Future digital campaign was delivered in partnership with the Department of Employment and Workplace Relations via the Mamamia Platform to connect authentically with parents (especially mothers) and provide relatable content to these early year career influencers. Over 127,000 people were reached and resources promoted. The work was able to amplify how important it is to embed early career conversations at home through parents and carers.

CICA released a new eBook series last year under the Little Ripples brand that was created with input from the Defence Skills Taskforce and Jobs and Skills Councils. The eBooks aimed to spark curiosity in primary-aged children and expand their aspirations while supporting emerging and traditionally underrepresented sectors like advanced manufacturing, naval engineering, and STEM. These complement the Little Ripples card game that was designed to foster meaningful career discussions, particularly for students in regional, rural and remote communities.

The 2024 National Careers Week (NCW) remains one of the highlights of the year and brought together schools, students, communities and individuals across Australia to celebrate and learn about the important role that the career sector plays in our lives. NCW received 126,000 website users (an increase of 63% resource downloads, and a 52% rise in LinkedIn engagement) partly due to support from their premier partner the National Careers Institute and partners (USI, Career Tools, Morrisby and MEGT).

CICA also represented Australia at the IAEVG Conference in Finland in November. The International Association for Educational and Vocational Guidance or IAEVG is one of the oldest and largest associations of career practitioners in the world. At the conference, CICA's work on leading career development program, Little Ripples, was recognised for its accessibility, equity, and innovation in early conversations. This association with IAEVG was further strengthened when members of the CICA's Australian Register of Professional Career Development Practitioners were given automatic membership of IAEVG.

CICA's advocacy was again visible with a keynote speech at the National Association of Graduate Career Advisory Services Conference in Brisbane. The keynote explored how professional career development services are integral to the success of the Australian Universities Accord and to support future-ready graduates.

Each year, CICA members get together for a full day of planning. In June 2024, I was able to join the CICA strategic planning session in Melbourne where the council members from across Australia came together to plan the direction and priorities for CICA going forward. This was also a great opportunity to hear what is occurring in other states and in other associations. Each is very busy developing programs and supporting the work of their members. While this work and that of other CICA member associations may often go unnoticed, there is much to be proud of occurring in our sector across Australia.

As we continue to work in our organisations or as private practitioners, please take the opportunity to recognise a colleague, peer or mentor/leader by nominating someone for an ACCE Career Excellence Award this year. There are new awards available, and I encourage you to share the great work of others so that we can continue to elevate and promote the importance of the career industry. Nominations can be made on the newly updated ACCE website.

I look forward to seeing you at our ACCE Conference in December and the 2025 Awards Lunch as we celebrate together the 50th Anniversary of the CEAV and ACCE.

Trevor Black



The CICA
Annual Report 2024
is available in the
ACCE member lounge

CEO Update

Penne Dawe – CEO, ACCE



I would like to officially welcome the 2025 Board:

President: Trevor Black Carey Baptist Grammar School

Vice President: Mae Batrouney Highvale Secondary College

Secretary: Jacky Burton – The Knox School

Treasurer: Lucinda Huffer – Wellington Secondary College

Directors: Jenny D'Altera – Lauriston Girls' School

Karina Wheeler – Sacred Heart College

You will find our Board featured in this issue. ACCE is indeed fortunate to have so many dedicated career professionals who give so much of their time in a voluntary capacity to support ACCE.

The Annual General Meeting and Board elections were held online, 24 June at 4:30pm to give members time to attend. We recognise how busy everyone is and continue to review the most convenient time to host this important annual event. If you would like to read our 2024 Impact Report, please visit the [About Us](#) page on the ACCE website.



I was also pleased to attend the latest CEAV Institute Graduation on 15 May at the Greensborough Melbourne Polytechnic campus with two of our Board Members, Trevor Black (President and Chair) and Jacky Burton (ACCE Secretary). It is always a pleasure to welcome new graduates to the career industry.

Over 100 people attended with Jo Lampert, Professor of Teacher Education at Monash University, delivering a keynote along with our ACCE President and several students who spoke about their learning journey. You can read more about the graduation in this edition.

It is good to see new people coming into the industry. There are many learners undertaking the Certificate IV to support their work and increase their understanding of the career sector without necessarily becoming career professionals. These include people working in the Headstart program, Headspace, apprenticeship support organisations, and employment services.

The need for people with career understanding and career professionals is only increasing. Adults and students still require support to make more informed choices and navigate an ever more complex and changing working world. Sadly, our career industry is still smaller than required for the complex challenges and changes ahead, especially if we are to help build a workforce to support sustainability and tackle new technological trends.

Supporting Workforce Capacity

At the beginning of the year, ACCE responded to Australia's Productivity Pitch and Australians submitted more than 500 ideas. The ideas contribute to inquiries being undertaken into the Five Pillars of the Australian Government's productivity agenda.

Then in May, as the Productivity Commission sought further feedback on this project, we asked ACCE members and staff to provide feedback to the commission on their approach to Pillar 2: *Building a skilled and adaptable workforce*.

Pillar 2: Building skilled and adaptable workforce – 25% of ideas submitted included:

- Improve the quality of teaching and school education by making evidence-based materials and lesson plans available at a national level and giving senior students more interactions with the labour market to help them be job-ready.
- Reform the university and vocational education and training (VET) sector by improving recognition of prior learning, improving collaboration with industry, improving the access, use and quality of professional development courses, offering financial supports for regional university students and apprentices, and introducing university trimesters.
- Reform skilled migration and skilled shortage lists to make it easier to fill skills gaps in the labour market.
- Create a more accessible, mobile and flexible labour market by supporting people to enter and remain in the labour market, reducing barriers to job mobility, and introducing flexible working conditions, such as a four-day work week and work-from-home support.

Responses show the ongoing need for students to become work ready and understand the labour market. For those of you interested in reading the submissions, including those made in relation to teaching, education and careers, visit: www.engage.pc.gov.au/projects/workforce

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OECD Research

On 20 May, I also attended the OECD Webinar, *Are teenagers prepared for their careers?* Prominent hosts included:

- Andreas Schleicher, Director for Education and Skills at the OECD
- Anthony Mann, Senior Analyst at the OECD's Education and Skills Directorate
- Peter Cheese, Chief Executive of CIPD
- Cath Possamai, Director of Talent Acquisition, Amazon EMEA
- Nick Soar, Executive Principal, Harris Federation of Academics



The world's largest survey of teenage career preparedness has produced dismaying results. The survey was representative of 80 countries and responses from 700,000 15-year-olds.

I am sure many of you will not be surprised by the declining results as this has been ongoing for 20 years. It appears that velocity is faster when heading downhill!

The level of career uncertainty has risen markedly since 2000 and is at an average of 39%. Career certainty does not require young people to have absolute clarity and designation for a specific job, but they should have some idea of the area or direction in which they intend to head.

The range of roles being selected has narrowed further and now sits across 10 jobs. The OECD has identified that these are often dominated by the media as a key source for students receiving their most 'influential' career advice! Another notable factor from the research is that students expect to work as professionals.

Sadly, the research shows a misalignment in job expectation and labour market reality with expectations outstripping the supply of these professional jobs. Given the predictions that some professional roles may be replaced by AI, this is even more concerning.

It is critical to the success of young people that aspirations are achievable and aligned. For many young people in the research, they did not intend to study at post-secondary level yet had aimed for work that required further study. This level of disconnection is likely to lead to despair and disengagement as young people fail to grasp the underlying issues at hand as to why they cannot reach their expectations. Having hope is critical for wellbeing. It is therefore critical that we help young people plot a path

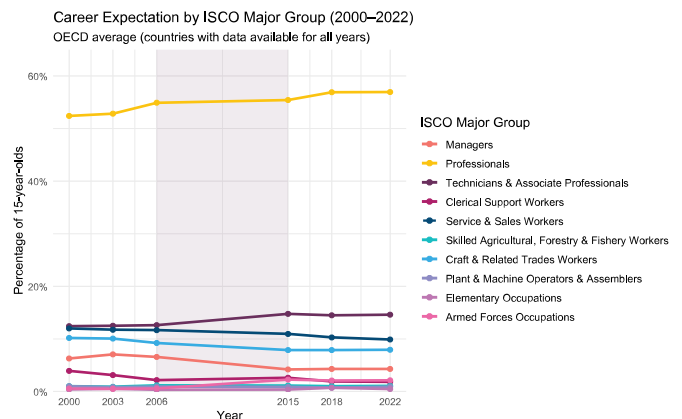


Figure 2.4. Occupational expectations of students by ISCO major group. Average of all OECD countries participating in relevant PISA studies, 2000–2022. (OECD, 2025)

they can reach and feel they can succeed in – which can still be aspirational.

Sadly, postcode continues to be the determining factor for success amongst students from disadvantaged backgrounds and in some countries they are expecting to work in a job that requires a university degree without expecting to complete one. In some countries, this expectation was represented in 50% of disadvantaged student responses.

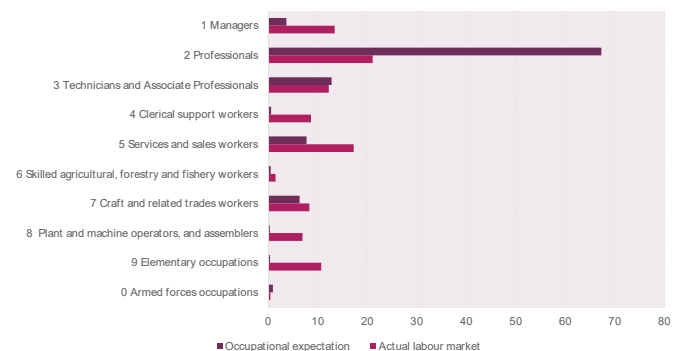


Figure 2.6. Comparison of student occupational expectations in England (PISA 2022) with national labour market distributions. (OECD, 2025)

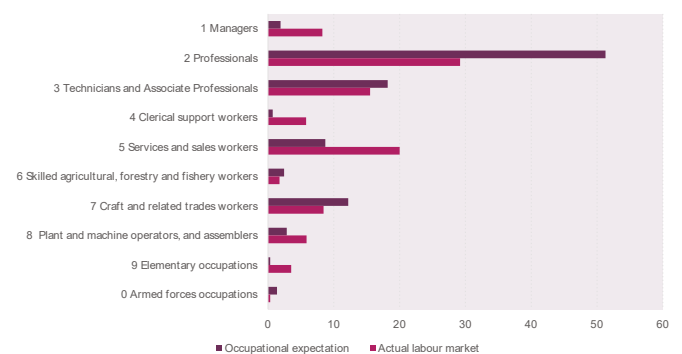


Figure 2.7. Comparison of student occupational expectations in Norway (PISA 2022) with national labour market distributions. (OECD, 2025)

The OECD's longitudinal research highlights that misaligned expectations result in students having worse outcomes in the early labour market, and it is a clear predictor for poor transitioning. However, the results are not the same for advantaged students and indicate there

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must be a focus on disadvantaged students if we are to support equity and reduce poor outcomes for the most vulnerable individuals and the labour market.

PISA high-test result students from advantaged backgrounds are able to see themselves moving forward. Conversely, students with high-test scores who are disadvantaged do not see themselves in tertiary education despite scoring well and/or low career development. This underscores that low outcome expectancy continues to drive disadvantaged students and their choices.

Sadly, high performing students who are disadvantaged are less likely to go on to further studies compared to poor performers who are advantaged.

The data presented in the webinar highlighted that career development activities were occurring at school, but the on-site work and career fairs had a significant impact. Some students were not accessing the career advice they needed, and there was variability between countries.

Expected Tertiary Education: SES Gap Among PISA High Performers

Comparing Disadvantaged High Performers vs Advantaged High Performers

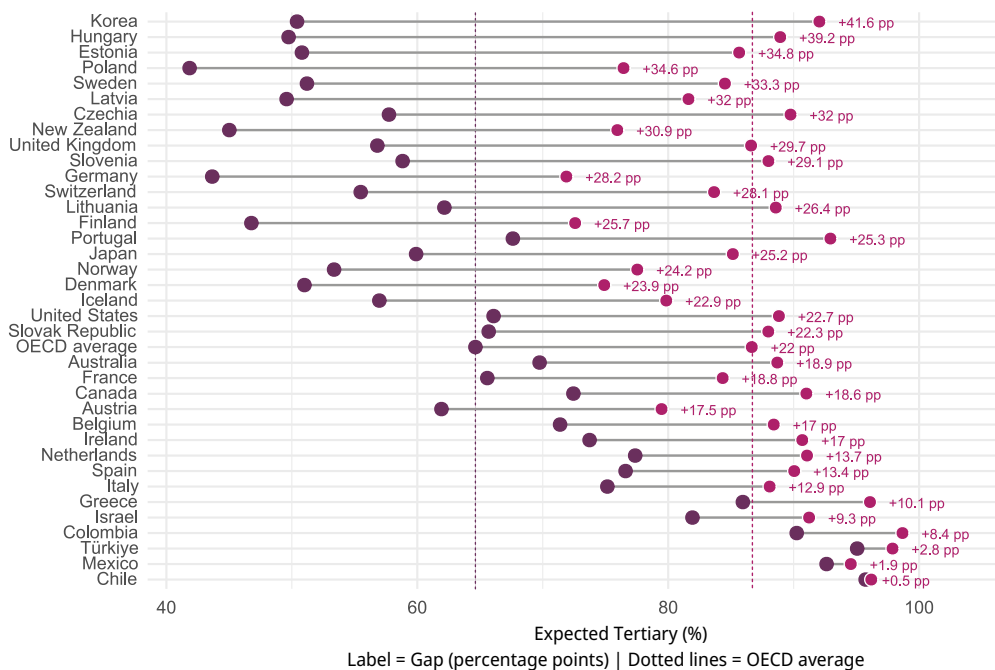


Figure 4.2. Comparison of the education expectations of high performing, low ESCS students and low performing, high ESCS students. OECD countries, PISA 2022. (OECD, 2025).

Expected Tertiary Education

Comparing Disadvantaged High Performers vs Advantaged Low Performers

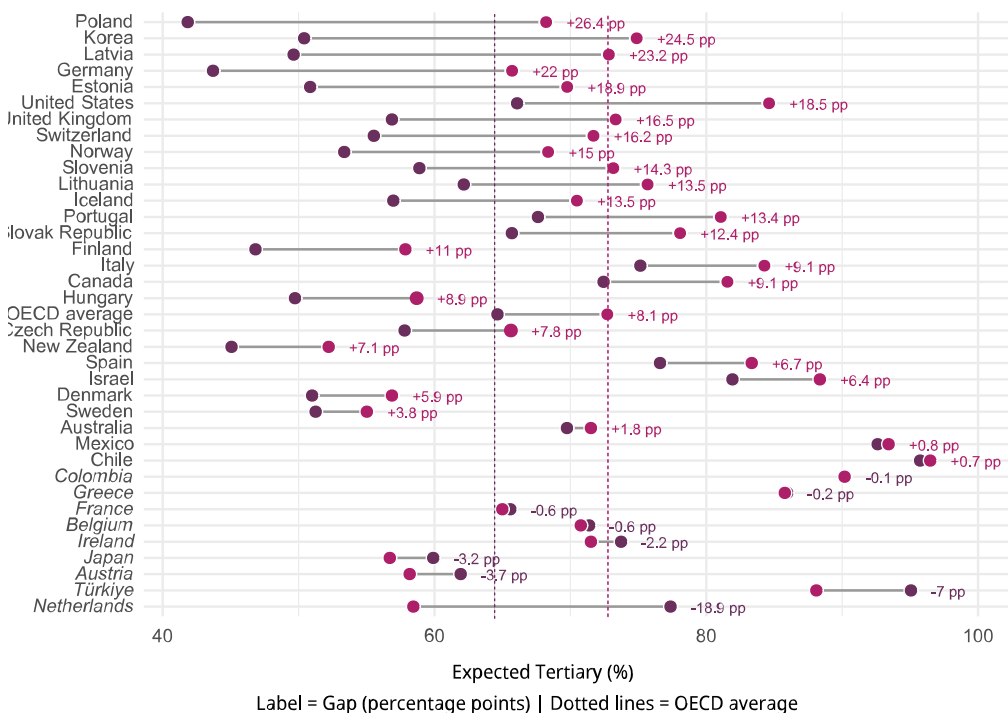
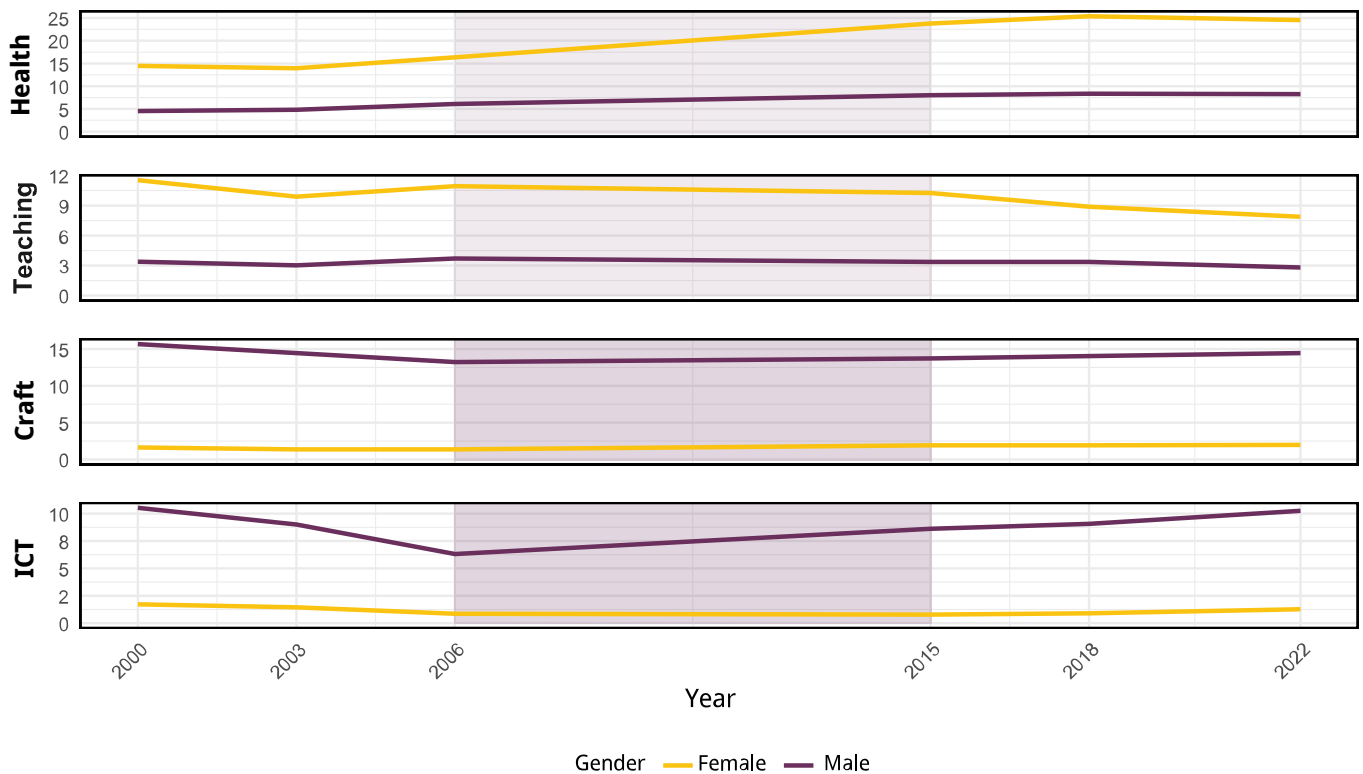


Figure 4.2. The expectation of high performing students in completing some form of tertiary education by economic, social and cultural status, OECD countries, PISA 2022. (OECD, 2025).

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OECD average (countries with available data for all years)



Some of the key findings and recommendations from the international research include:

- Technology can be an amplifier to support career exploration and development.
- There is a critical need to reach those who need career development support the most.
- Career development is happening too late in the school lives of students.
- Social background remains the biggest predictor of success, not ability.
- Children make decisions early.
- There are record numbers of students who are NEET (not in employment, education or training)
- There are record numbers of employers not being able to find people with the skills.
- There is something wrong with the system.
- The more work/word-ready encounters students have, the less likely they will be NEET.
- The OECD can link a person's work success later in life, including their satisfaction, enjoyment and earnings, to their career development at the age of 15.
- We need schools to recognise that some students need additional guidance and to find a way to 'massify' world of work experiences.

The OECD has developed a Teenage Career Readiness Dashboard and I encourage you to have a look at this highly interactive data using the international PISA information (2022) (www.oecd.org/en/data/dashboards/teenage-career-readiness).

The Dashboard research points relate to predictors of better employment outcomes linked to teenage career development (as identified within OECD analyses of longitudinal data).

Reference: OECD. (2025). The State of Global Teenage Career Preparation. OECD Publishing, Paris. <https://doi.org/10.1787/d5f8e3f2-en>.

You will find the OECD report in the Member Lounge.

Advocacy

With so much at stake for our students, ACCE is continuing its advocacy to support the career sector so that all Australians can access the career support they need. Many of you will remember that ACCE has advocated for a ratio of one career professional to 450 students. In NSW, this number had previously been legislated in NSW government schools as 1:600 students. Sadly, I met with Career Advisors Association of NSW's CEO in May, Alison Muscat, and this has been reduced to 1:1,300 students.

While the teacher shortages are having an impact in NSW as well as Victoria, the shift in ratio of career practitioner to student is not good news as countries like Ireland and Wales have ratios of 1:195 and 1:250.

With the results from our latest research to be released at the ACCE Conference, we will continue to advocate for better conditions and ratios. Pleasingly, over 300 members responded to our survey and our President, Trevor Black, will present the findings in December.

Overview of the dashboard

The **OECD Teenage Career Readiness Dashboard** was launched in May 2025. It draws on extensive data from the PISA 2022 dataset to provide internationally comparable data on the career development of students aged 15-16 from all participating countries and economies.

The Dashboard is structured around six thematic areas. Users can compare the results of different countries and economies and collate all results from a particular jurisdiction. Many data items are broken down by student gender and socio-economic status.

For some jurisdictions, data is not available for student participation in career development activities. In the case of Belgium, data on occupational expectations and related forms of career thinking are only available for the French-speaking community.



Click to start

Occupational expectations

The 10 most popular occupational expectations of students by gender.

Alignment with labour market demand

Student occupational expectations grouped into 10 major fields compared to actual national labour market employment distribution.

Career development activities

Student participation rates in ten activities, including speaking with a career advisor, attending a job fair and making use of the internet.

Career thinking

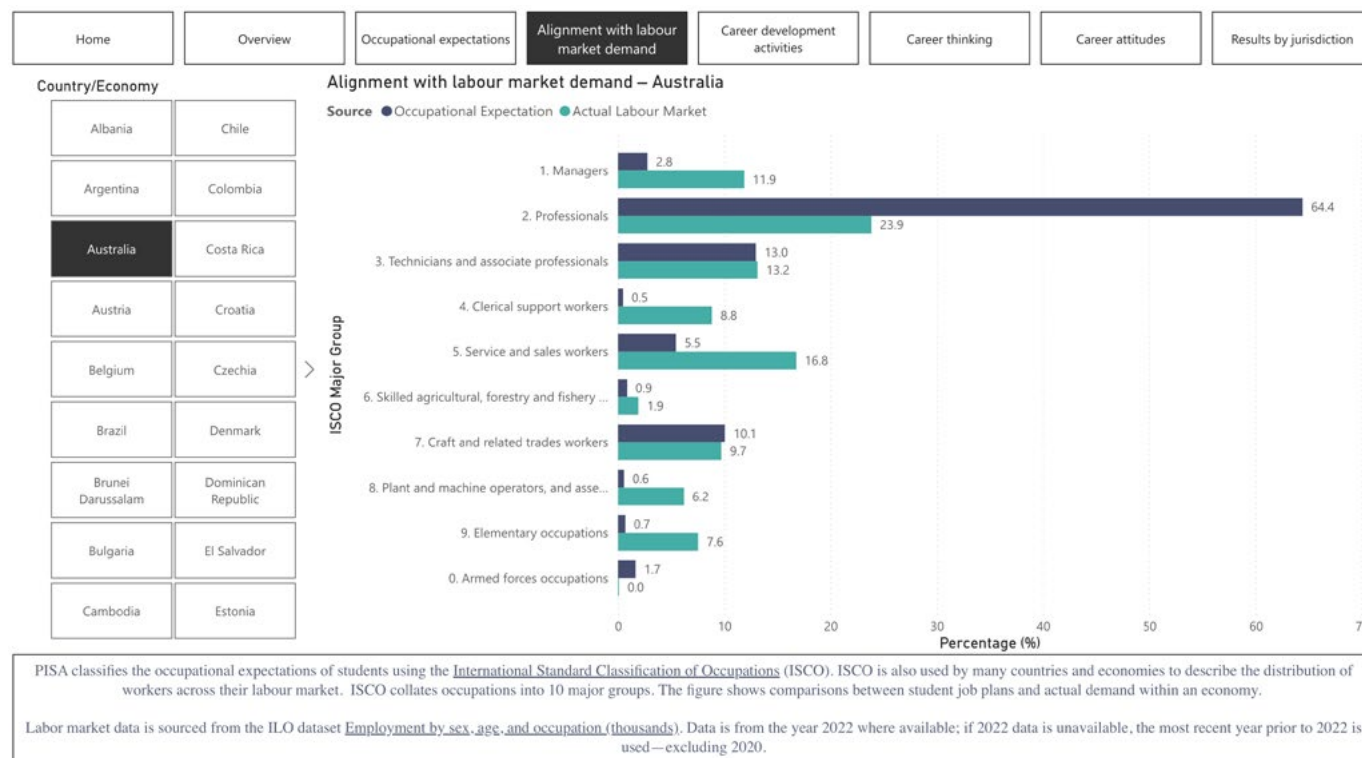
Student perspectives on career certainty, employment and educational plans and their alignment.

Career attitudes

Student attitudes on how confident they feel about their futures and the capacity of their schools to enable successful progression.

Results by jurisdiction

All results for specific a specific country/economy participating in PISA 2022 collated.





Career Excellence Awards

As part of our 2025 career education conference, our ACCE Career Excellence Awards recognise hard working and exceptional career practitioners during the Award Lunch on 2 December. Please take the time to nominate peers, leaders, and mentors for their outstanding work and join us at the national ACCE Career Excellence Awards Lunch – it is an event not to be missed.

This year we have the privilege of launching three new awards, so there are plenty of opportunities for those working hard in the career sector who are often quite achievers.

The new career excellence awards are:

1. Department of Education awards for career practitioners in Victorian government schools.
2. Department of Education school career award.
3. ACCE community career excellence award for career practitioners working in non-school services such as Skills and Jobs Centres, forensic settings, youth programs, community and employment services.

Nominate someone here (www.acce.org.au/acce-awards/acce-awards-categories-nominations)

The Board and I would like to thank the Department of Education for their ongoing support of government schools through funded memberships and of the biennial conference. We also thank Deakin University for providing their wonderful venue for this important career education event.

I look forward to seeing you there.

Penne Dawe

References

EduSkills OECD. (May 20, 2025) Webinar: report launch: *The State of Global Teenage Career Preparation*. OECD. www.youtube.com/watch?v=lz56sR4lwvA

OECD (2025), *The State of Global Teenage Career Preparation*, OECD Publishing, Paris, <https://doi.org/10.1787/d5f8e3f2-en>

AMSI
INDUSTRY DAY
FOR TEACHERS

Linking classroom maths to *future careers*

Free Professional Development Event
 Hear from industry professionals about how
 maths is applied in real-world settings

Deakin University, Warrnambool Campus TUE 12 AUG, 9AM–3PM
La Trobe University, Mildura THU 28 AUG, 9AM–3PM
La Trobe University, Bendigo TUE 9 SEP, 9AM–3PM

Member Services and Project Manager update

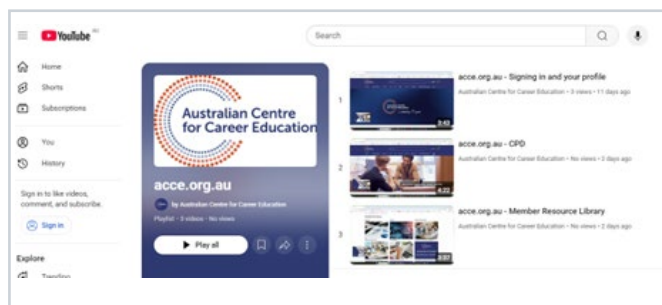
Amelia McCulloch – Member Services and Project Manager, ACCE



It's been a few months since the launch of our new ACCE website, and on behalf of the organisation, we hope you're enjoying the improved features. Members now benefit from easier access to resources, tailored content based on your membership category, and a more intuitive search function. We're excited to continue sharing new resources and updates with you into 2026.

ACCE members can now search and view professional development **webinars on demand** giving you the flexibility to access sessions at your convenience and record the time in your CPD tracker.

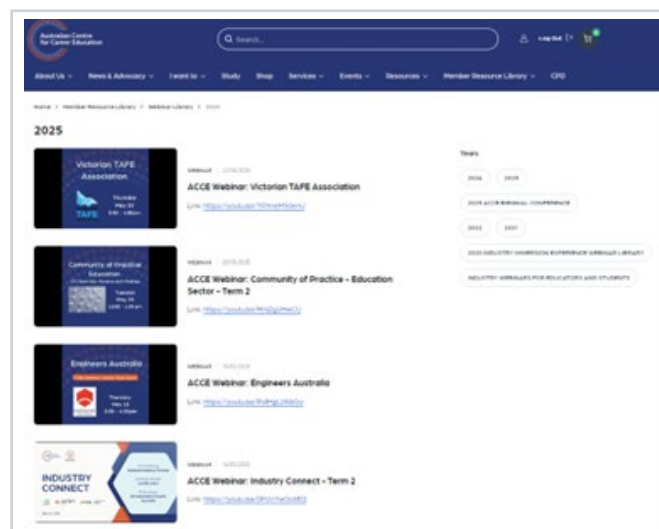
To assist you in exploring more about our website and member features please refer to the information recorded in these short clips.



There are **three ways to record your CPD**:

- **Auto Attendance:** Automatically logged for live participation in ACCE webinars and workshops.
- **Custom Event:** Enter CPD activities you've completed independently by logging the hours (in decimal format) and selecting the relevant CICA or APST standards.
- **Add Past Event:** Browse and add previously hosted ACCE or external events you've completed.

We're pleased to see growing engagement with over 1,092 members registered for live webinars in Term 1 alone! You can also revisit past sessions through the **Webinar Library** using your member login: www.acce.org.au/member-resource-library/webinar-library/2025



What Counts Toward Your CPD?

There are a range of activities you can undertake that contribute to your CPD record. ACCE provides a yearly Professional Development Program including webinars, workshops, and conferences.

As we start to plan our 2026 professional development calendar please reach out to us if you have any suggestions you'd like to see included. Please email us at: membership@acce.org.au

We often hear from members about what they consider important for professional learning. Examples of professional learning that can be mapped to the professional standards for career professionals include:

- **Journal and Professional Reading:** Including the ACCE Journal and other relevant publications.
- **Webinars:** Both ACCE-hosted and external sessions, such as those by CICA.
- **Tertiary Information Sessions (TIS):** Face-to-face or online sessions from tertiary providers.
- **Training Courses / Further Study:** Accredited programs relevant to your field.
- **Regional Career Development Networks:** Attendance or presentations at local group meetings.
- **Developing Career Education Programs:** Creating new programs linked to career development theory.
- **ACCE Workshop or Conference** – when you attend an ACCE event face to face your attendance will automatically be recorded.

Regional career groups can request ACCE's help in mapping events to standards, allowing easier CPD tracking for their members.

We're excited about our biennial conference, *Back to the Future*, to be held at Deakin University, Burwood Campus, in December. Members can now download the conference program and review speaker profiles. A copy of the program is also included in this edition of the journal.

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Stay tuned via the website and ACCE Connect for more information on [how to register](#).

In celebrating our 50th anniversary, ACCE is proud to host the biennial Career Excellence Awards again to recognise commitment, innovation, and leadership in the career field.

This year, we're introducing three new award categories:

1. ACCE Community Career Excellence Award

For non-school professionals in community organisations such as Skills and Job Centres, LLENs, and industry.

2. Career Education School Award (sponsored by the Department of Education – Victoria)

For a standout Victorian Government school.

3. Outstanding Career Practitioner Award (up to two winners)

Also sponsored by the Department of Education – Victoria.

These awards will be presented during the **Career Excellence Awards Lunch on Day 2** of the conference.

We invite you to nominate a colleague, team member, or outstanding professional for their efforts. Employers can also nominate their staff for the Community Career Excellence Award. A friendly reminder that the award nominations close 22 September 2025 – while this may seem far away, don't delay in nominating your peers as time moves on quickly.

Thank you for your continued commitment to professional growth and excellence in career education. We look forward to seeing many of you at the upcoming conference and to celebrating your achievements through our awards program.

I look forward to connecting with you at the conference!



PROFESSIONAL LEARNING

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Current Cohorts and looking towards 2026 in the Institute

Kerry Brookes – Head of Teaching and Learning, CEAV Institute



Currently, our student enrolment numbers for the General Entry Groups are lower compared to last year. This largely be attributed to the withdrawal of Skills First funding for our Victorian students. We were among 19 private Registered Training Organisations (RTOs) that received no allocations for what was expected to be the second year of a two-year contract. This decision was a result of the State Government's strategic pivot toward prioritising Free TAFE initiatives, targeted investment in identified skill shortage areas and pressures on the Victorian budget. Consequently, several RTOs experienced either significantly reduced funding or, as in our case, complete funding cuts.

Despite this setback, we have continued to build and strengthen other partnerships. Recently, we commenced two scholarship cohorts within the education sector. Both the Catholic and Public-school systems have provided opportunities for staff to undertake the Graduate Certificate in Career Development Practice. These initiatives reflect a growing recognition of the importance of formal training in career development, and both partnerships are expected to extend into 2026. We encourage those interested to stay informed for future scholarship application opportunities.

The Graduate Certificate in Career Development Practice is an Australian Qualifications Framework (AQF) Level 8 qualification designed to support students in becoming effective Career Practitioners. Delivered over 12 months, the course structure involves the release of each unit via a dedicated workshop, followed by assessment submissions approximately two months later. Weekly tutorials, either live or recorded, support learning. A key highlight of the program is Module Three, which includes a face-to-face workshop and counselling session assessment held at our Greensborough campus. This session consistently receives positive feedback from participants who value the opportunity to apply their skills in a practical, supportive setting.

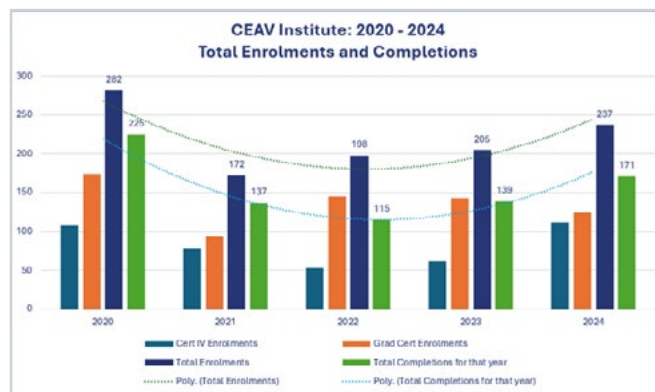
We are also nearing the completion of our first two Certificate IV in Career Development HeadStart cohorts. HeadStart, a Victorian Government initiative, connects students, schools, and employers to support school-based apprenticeships and traineeships. This program provides a practical, real-world context for our Certificate IV students who benefit from a similar delivery model over 12

months as the Graduate Certificate (including face-to-face learning in Module 3).

We are currently looking into a recognition of prior learning (RPL) model with Orygen Youth Services for the Certificate IV course with some of their students in an Individual Placement and Support (IPS) micro credential program. This will see credit given for their participation in the micro credential units. They will be able to go through the course with a minimum of three of the units receiving credit.

We are also working on the delivery of Skill Set programs in Career Development and Employment Services and gaining some momentum towards adding the Certificate IV in Employment Services to our Scope of Registration. This will open another pathway to Credit for units achieved in Career Development for the Employment Services Qualification in 2026.

In Victoria, there is currently no mandated qualification for those providing career development support within or outside the school system. While discussions are ongoing, formal requirements have yet to be introduced. However, it remains strongly recommended that individuals pursuing roles in career counselling or development undertake industry recognised qualifications to ensure professional and ethical practice, understand career development and gain the necessary skills to support individuals.



Education Provides Positive Opportunities for Reconciliation

With thanks to the Narragunnawali program and Reconciliation Australia for this article.



Reconciliation Australia is the lead not-for-profit organisation in Australia that facilitates reconciliation by building relationships, respect and trust between the wider Australian community and Aboriginal and Torres Strait Islander peoples. Reconciliation Australia recognises that education is important in the reconciliation journey, particularly as systems of education and organisation create barriers based on assumptions rather than knowledge.

As educators in the lives of students, there is both an opportunity and a responsibility to make a positive difference to the ongoing development of our society through the education and development of our children. Through our schools and teachers, we can break down barriers so that First Nations peoples feel comfortable in an environment that nurtures individuals and families, so they want to participate in education and organisations.

Reconciliation in Australia commenced with the formation of the Council for Aboriginal Reconciliation in 1991 following the review of First Nations deaths in custody. In 2001, the council transitioned into Reconciliation Australia and through our acknowledgement of history and purposeful support for ongoing reconciliation, we can ensure that reconciliation is as much a part of our future as it is our past.

Reconciliation is critically linked to Aboriginal and Torres Strait Islander students and all students' wellbeing, their sense of identity and belonging. It is something that can be taught in classrooms or equally linked to a whole school or wellbeing program.

We all have a role to play and by talking and consciously reflecting ourselves in what we don't know, we can learn and do things differently for the benefit of all.

Narragunnawali

Narragunnawali: Reconciliation in Education is a program by Reconciliation Australia that supports schools and early learning services across Australia to promote reconciliation. It's designed to create learning environments that foster pride in Aboriginal and Torres Strait Islander histories, cultures, and contributions.

Gifted to the program by the United Ngunnawal Elders Council, Narragunnawali means **alive, wellbeing, coming together and peace**. It reminds us to come together to move ahead and find ways to reconcile together.

Reconciliation is included in Australian Professional Standards for Teachers and curriculum frameworks. The Narragunnawali platform has a range of wonderfully aligned resources to support whole scale commitments to reconciliation through the Narragunnawali RAP framework. The RAP framework comprises 40 Actions and outlines a sustainable, holistic approach to driving reconciliation in education in schools and early

learning services by building relationships, respect and opportunities in the classroom, around the school and with the community. These include RAP aligned curriculum resources such as the National Reconciliation Week resources for early learning, primary or secondary students.

In the early years, a focus on reconciliation is reflected across the national quality teaching standard and is closely linked to quality area 6 which asks for collaborative partnerships to be developed with families and communities.

Reconciliation is called to each of the principles, practices and learning outcomes of the early years learning framework and is captured in the 2.0 update, Respect for Diversity principle and in the new Aboriginal and Torres Strait Islander perspectives principle. It calls for respect for diversity and calls for greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being. This ultimately contributes to the richness of our society.

In primary and secondary years, the Australian curriculum includes Aboriginal and Torres Strait Islander histories and cultures in cross curriculum priority further and points to the importance of respectfully embedding Aboriginal and Torres Strait Islander content and perspectives across all subject areas and year levels. It is vital that Aboriginal and Torres Strait Islander students see themselves included and other student must engage with one of the oldest continuing cultures.

The Australian Professional Standards for Teachers point to the importance of reconciliation within focus area 2.4 that asks teachers to understand and respect Aboriginal and Torres Strait Islander people and to promote reconciliation between Indigenous and non-Indigenous students and people. Creating environments of reconciliation as with focus area 2.4 can also have important flow on benefits for focus area 1.4 which is about *Strategies for teaching Aboriginal and Torres Strait Islander students*.

The history and truth about Australia's colonisation have not always been taught, or has perhaps been taught in ways that marginalise Aboriginal and Torres Strait Islander perspectives. Enriching all our students with the true histories is important for our reconciliation journey into the future.

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Reconciliation Australia also provides guidance to ensure the difference between Aboriginal and Torres Strait Islander education and reconciliation in education is well understood:

- **Aboriginal and Torres Strait Islander education** is focused on supporting education opportunities and outcomes for Aboriginal and Torres Strait Islander learners.
- **Reconciliation in education** is focused on engaging all students, staff, and the education community about the importance of reconciliation. It meaningfully incorporates Aboriginal and Torres Strait Islander content and perspectives into the curriculum and applies to all subject areas.

Reconciliation in education focuses on the importance of student learning and continuous professional development of teaching staff. It draws on a strengths-based approach. By creating a free account on the Narragunnawali platform, educators can access professional learning opportunities, resources and guidance to support embedding reconciliation actions in everyday practice or extra-curricular activities.

Narragunnawali Platform

The platform has a wide range of resources to support ongoing learning and professional development as teachers and education professionals, as well as resources for curriculum enhancement.

On-demand webinars

On-demand webinars are available and regularly updated and include a Reconciliation in Education webinar series:

- NRW 2025: Bridging Now to Next.
- Teaching the Australian Wars: A conversation with Rachel Perkins and Culture is Life.
- Teaching & Learning about the Stolen Generations with the Healing Foundation.
- RAP Action Series.
- Reconciliation and National Teaching Standards and Curriculum Requirements: A Conversation with AITSL, ACECQA and ACARA.
- Reconciliation, Cultural Responsiveness, and the Australian Professional Standards for Teachers and School Leaders.
- Reconciliation, the Australian Curriculum, and the Aboriginal and Torres Strait Islander Histories and Cultures Cross-curriculum Priority.
- Reconciliation, the National Quality Standard, and Approved Learning Frameworks.
- Wellbeing and the Referendum.

The excellent on demand webinars provide an opportunity to engage with the platform and learn more about reconciliation. They provide opportunities to engage with the resources and embed these into teaching practices, curriculum and whole school culture. Starting with the Reconciliation in Education – Part 1 on demand webinar is a great way to begin the journey as an educator.

Facilitated workshops

For schools and teachers seeking more direct engagement, there are live workshops facilitated by representatives from the Narragunnawali team and guest speakers.

School and early learning service leaders, teachers and educators can register for the '**Narragunnawali: Introduction to Reconciliation in Education**' workshop. This facilitated online workshop is a great starting point for learning, teaching about and taking action toward reconciliation in Australia.

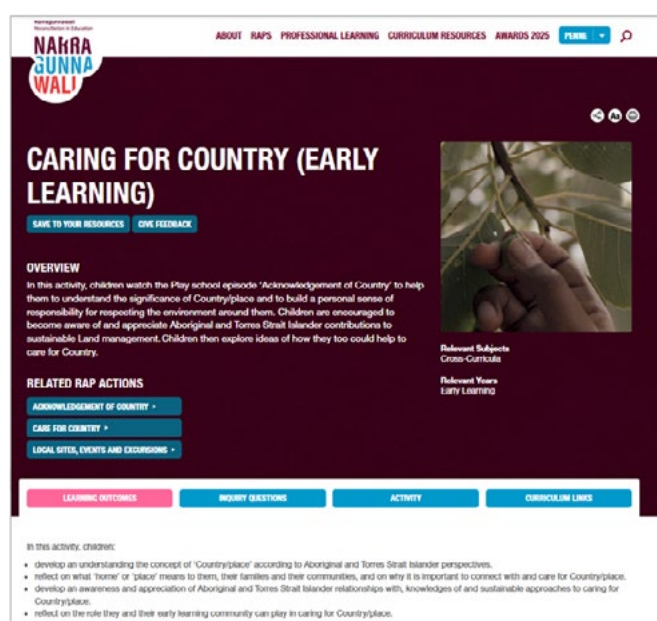
The **Developing a Narragunnawali RAP** online workshop is for schools and early learning services that are developing a Narragunnawali Reconciliation Action Plan (RAP) for the first time. Participants learn how to navigate the Narragunnawali platform and receive a guided walkthrough of the Narragunnawali RAP development process, from drafting through to publication.

The **Refreshing a Narragunnawali RAP** online workshop is for schools and early learning services that are ready to deepen their reconciliation journey with the Narragunnawali Reconciliation Action Plan (RAP) refresh process. Facilitators unpack the annual Narragunnawali RAP refresh process of reflecting on, reviewing, updating, and re-publishing your RAP.

Curriculum Resources

Curriculum Resources cover early learning, primary through to secondary curriculum resources to help educators build activities and lessons. They promote reconciliation and develop students' understanding of Aboriginal and Torres Strait Islander histories, cultures and contributions.

Each resource has elements of the Early Years Learning Framework and the Australian Curriculum and aligns with Reconciliation Action Plan (RAP) Actions.



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Two examples are:



ABC - RIGHT WRONGS (SECONDARY)
Students engage with ABC's Right Wrongs platform as part of their exploration into days of national significance, and the changing rights and freedoms of Aboriginal and Torres Strait Islander people.



ABORIGINAL AND TORRES STRAIT ISLANDER BUSINESSES (PRIMARY)
Students use a Nint One film to compare non-Indigenous and Aboriginal and Torres Strait Islander business attitudes, approaches and aspirations.

Relevant Subjects
Civics and Citizenship | History | Humanities and Social Sciences | [Show more](#)

Relevant Years
Secondary










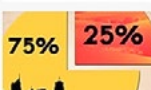






Relevant Subjects
Cross-Curricula | Design and Technologies | Digital Technologies | [Show more](#)

Relevant Years
Primary

Subject Guides

Another important section of the platform for educators is the Subject Guides. A range of subject specific resources are available to support embedding reconciliation and Aboriginal and Torres Strait Islander histories, cultures and contributions in lessons and activities.

ACCESS RESOURCE GUIDES FOR YOUR SUBJECT/LEARNING AREA:

 CIVICS & CITIZENSHIP	 DANCE	 DRAMA	 ECONOMICS & BUSINESS
 ENGLISH	 GEOGRAPHY	 HEALTH & PHYSICAL EDUCATION	 HISTORY
 LANGUAGES	 MATHEMATICS	 MEDIA ARTS	 MUSIC
 SCIENCE	 TECHNOLOGIES	 VISUAL ARTS	 EVALUATING RESOURCES GUIDE

Using the Subject/Learning area: *Humanities and social sciences – Economics and Business as an example, a range of excellent information is available:*

INTRODUCTION TO ABORIGINAL AND TORRES STRAIT ISLANDER ECONOMICS AND BUSINESS

"The start of [the] journey is to allow the knowledge that Aboriginal people did build houses, cultivate and irrigate crops, did sew clothes and were not hapless wanderers across the soil, mere hunter-gatherers. [Aboriginal people] were intervening in the productivity of the country and what they learnt during that process over many thousands of years will be useful to us today. To deny Aboriginal agricultural and spiritual achievement is the single greatest impediment to inter-cultural understanding and, perhaps, Australian moral and economic prosperity"

- Bruce Pascoe, Aboriginal teacher and writer

BACKGROUND TO ABORIGINAL AND TORRES STRAIT ISLANDER ECONOMICS AND BUSINESS EXPAND ALL

- [Background to Aboriginal and Torres Strait Islander economics and business](#)
- [Timeline of key dates in the contemporary history of Aboriginal and Torres Strait Islander economics and business](#)

ABORIGINAL AND TORRES STRAIT ISLANDER BUSINESSES EXPAND ALL

- [Aboriginal and Torres Strait Islander businesses](#)
- [Spotlight on Aboriginal and Torres Strait Islander economists and entrepreneurs](#)
- [Aboriginal and Torres Strait Islander economics and business events/celebrations](#)
- [Other online guides and reference materials](#)

REFLECTIVE QUESTIONS FOR ECONOMICS AND BUSINESS STAFF AND STUDENTS EXPAND ALL

- [Reflective questions for Economics and Business staff and students](#)

When embedding important ideas in business and economics around reconciliation and Aboriginal and Torres Strait Islander histories, cultures and contributions, teachers and educators can use the Australian Curriculum support resource [Economics and Business](#). This resource is designed for use alongside the [Australian Curriculum: Humanities and Social Sciences – Economics and Business](#).

By selecting a link, further information is provided that can be used to support classroom teaching and learning:

Background to Aboriginal and Torres Strait Islander economics and business

Aboriginal and Torres Strait Islander perspectives and approaches to economics and business are distinct from non-Indigenous economic structures and philosophies. For example, Western concepts of 'property' or 'ownership' – particularly of land – do not adequately or accurately describe the intricate relationship between Aboriginal and Torres Strait Islander peoples and Country/Place. First Nations relationship to Land is often described as deeply personal, cultural and spiritual, rather than being an economic or contractual relationship. Similarly, Aboriginal and Torres Strait Islander 'trade' is not limited to the exchange of economically quantifiable goods and services, but also includes the exchange of socially, culturally and spiritually valuable songs, dances, art, stories, rituals and ceremonies. The corresponding trade route is 'mapped out' or guided by sacred pathways or Songlines.¹ The 'extra-economic' nature of Aboriginal and Torres Strait Islander business is also reflected in the fact that even the term 'business' can refer very widely to not just financial or transactional 'business', but also to culturally informed 'Story Business' and 'Men's or Women's Business'.

It is often assumed that traditional Aboriginal and Torres Strait Islander economics and business has exclusively operated as a form of subsistence affluence (being self-sufficient with little cash income) through hunter-gatherer means of production and consumption, and through sharing among kin following gender- and age-based divisions of labour. This assumption in part recognises the significance of cultural and kinship values over monetary value. However, it can problematically underestimate the pre-colonial existence of extensive economies and enumeration/remuneration systems across Australia. The exchange of objects was not motivated by a desire for gathering wealth but instead acted as a social system to build connection between people and groups.

Even before 1788 there were complex relationships for long-distance trade between Aboriginal and Torres Strait Islander communities, especially for coastal shells and stone hatchets. When people from different groups met socially to share resources, for ceremonies, or to settle disputes, they brought items to exchange. Items included stones for axes, kangaroo skins, timber for spears, ochre or clay for paint and marine shells for decoration. Archaeological evidence suggests some items travelled hundreds of kilometres from their source. In Queensland, a major trade item was a narcotic known as pituri, which was a hunger and pain suppressant. Communities in northern parts of Australia even traded with people from Indonesia and Papua New Guinea. For example, Macassans collected beche-de-mer (sea cucumbers) and trochus through trade with mainland Aboriginal people. Torres Strait Islander people had trading relationships with the people of both mainland Australia and Papua New Guinea, the latter being crucial as a source of heavy timber for sailing canoes.

Since colonisation, many unjust policies and practices have either directly or indirectly excluded or marginalised many Aboriginal and Torres Strait Islander peoples from opportunities to fully, equally or equitably participate in the Australian economy. For example, the Aboriginal and Torres Strait Islander labour exploitation and [social wages](#) in the postcolonial period are yet to be adequately addressed, amended and compensated for. It is important to keep this in mind when acknowledging the positive contributions of contemporary Aboriginal and Torres Strait Islander businesses, businesspeople and business events outlined later in this guide.

As career professional and teachers, let's challenge ourselves with the reflective questions from Reconciliation Australia to really test our understanding of reconciliation and affirm our commitment to moving forward together:

- What do you think or already know about reconciliation?
- What would you like to know more about or why?
- Can you identify areas of learning and unlearning in your knowledge and professional development?
- How might that learning be important in your role in reconciliation?
- What do you feel is your role in the reconciliation process?
- How is reconciliation part of your personal story?
- What unique perspective can you bring to the collective efforts of reconciliation?
- How can you take actions to towards reconciliation?
- What is one practical action you can take to ensure that all students are afforded an opportunity to develop their understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages?
- How can we all work together to ensure a future where reconciliation continues to live in our hearts, minds and actions?

For more information, visit:

Narragunnawali: Reconciliation in Education platform

www.narragunnawali.org.au

Reconciliation Australia www.reconciliation.org.au

Career Development Practitioners Would Be Seen as Much More Valuable if They Measured Mental Health Outcomes

Michael W. Huston & Dave E. Redekopp – Life-Role Development Group Ltd.

In 2020, we co-authored *Strengthening Mental Health Through Effective Career Development: A Guide for Career Development Practitioners*. As the title suggests, we focussed on how career development processes and practices support and maintain mental health. Corey Keyes' (2002) dual-continua model of mental health and mental illness" was helpful in its description of the distinctions and relationships between mental health and mental illness; for example, the model accounts for individuals having mental health and mental illness at the same time. Keyes' work allowed us to focus on how career development practitioners support mental health and, at the same time, stay clear of the ethical confusion of saying career development is an intervention for mental illness. Career development practitioners know – through experience, mostly – that career development supports mental health. Funders and policy-makers need awareness and convincing, and convincing requires evidence.

In the last few years, some of the needed evidence is being generated by an increase in research (cf. Milot-Lapointe & Arifoulline, 2025) pointing at the mental health benefits associated with career development intervention. Research is helping us all to make the case. However, there is an even greater untapped resource right under our noses: the daily work and practices of career practitioners themselves. With this resource in mind, we have been working on a tool for effectively – and easily – measuring the mental health outcomes of career development intervention: the MHO-CD. The measure is a six-item questionnaire that asks career service recipients to appraise their before/after experience in 6 areas:

1. Meaning: "I feel my life is meaningful."
2. Contribution: "I feel I can contribute to society."
3. Relationships: "I feel I have supportive relationships."
4. Happiness/satisfaction: "I feel good about my life."
5. Coping: "I feel I can cope with life's problems."
6. Agency: "I feel I can make changes in my life."

The six items were derived from a survey and analysis of the most common definitions of mental health. Oddly, or nicely, each of these markers of mental health is also a known outcome of career development and effective career development intervention. In our piloting of the measure, we have used a Post-Pre Assessment, a form of retrospective assessment (Hiebert & Magnusson, 2014); the measure is provided after the intervention and asks clients to reflect on and decide their standing in each of these areas before and after the intervention. We know a traditional pre-post design (providing separate measures before and after) would provide stronger evidence, but we understand the impracticality of administering two measures to each client. Given the ever-increasing demands faced by career development practitioners, we know any measurements need to be simple and easy to administer.

At this point, we are hoping to collaborate with practitioners interested in using a simple mental health measure in their practice. If you are one of these practitioners, we would be happy to hear from you or your organization to discuss how the measure could be deployed in your context. Working with practitioners will help us further refine the measure and likely provide you with communicable evidence of the mental health outcomes of your work.

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Michael Huston – mwhuston@gmail.com

Michael has been a counsellor, practitioner, trainer, and counsellor educator since the early 1990s. He is a Registered Psychologist, counsellor, and associate professor at Mount Royal University in Calgary, Canada, where he provides counselling addressing personal, educational, and career-related concerns. Michael teaches graduate courses and facilitates practitioner workshops focused on counselling skills and intervention strategies.

Dave Redekopp – liferole@telusplanet.net

Dave, president of the Life-Role Development Group Ltd. in Edmonton, Canada, has championed career development since 1988. He holds a PhD in educational psychology and has received provincial and national career development awards, taught thousands of practitioners, developed dozens of courses, delivered hundreds of talks, conducted research studies, and developed many career resources.

The Role of Theory in Shaping my Practice as a Career Counsellor

Sol Di Maggio – ACCE Member

As I approach retirement after a fulfilling career as a careers counsellor in both the government and Catholic education systems, I reflect on how my practice has been shaped by a range of psychological and sociological theories. Theories such as intersectionality, positioning theory, narrative psychology, and Erikson's identity versus role confusion have provided a foundation for supporting students' development. In this article, I briefly share how these frameworks guided my practice and how I communicated their relevance to students, encouraging them to remain reflexive as they move forward in their career journeys.

Intersectionality: Understanding the complexity of identity

One of the core theories that influenced my practice is intersectionality, introduced by Kimberlé Crenshaw (2019). Intersectionality recognizes that individuals' experiences are shaped by the intersection of multiple identities, such as race, gender diversity, socio-economic status, and ability. This framework helped me understand that students' career paths are influenced not only by individual factors but also by their social and cultural context.

Intersectionality supports understanding of how identity can impact career opportunities and challenges. For example, a student from a disadvantaged socio-economic background may face barriers not only in terms of financial access but also in relation to networks and opportunities. I encouraged students to reflect on how their own intersectional identities might shape their experiences and career choices. Understanding this complexity allows students to navigate their career paths more mindfully and advocate for themselves, empowering them to pursue careers aligned with their values and goals.

Positioning theory: Empowering students to reframe their careers

Another key theory in my practice is positioning theory, which suggests that people define themselves in relation to others. George Herbert Mead (1932) along with Rom Harré (2012) are two prominent figures in social psychology who espouse that our identities are shaped by social interactions and are not fixed. Positioning theory supports students to understand how their career possibilities were often influenced by societal expectations or family pressures. These external positions sometimes limited their potential by shaping their self-concept. An extreme example would include occupations under-represented by gender.

I explain to students that their identity is not static—our stories and sense of self are constantly evolving. By using positioning theory, students can understand that their career paths are fluid and subject to change. I encourage them to ask questions such as, "How do I see myself in relation to the career I'm considering? How does society view my potential in this field?" Questions such

as these encourage self-reflection, supporting students to redefine their aspirations and approach their careers more confidently. Positioning theory was especially useful in helping students challenge limiting beliefs, allowing them to see beyond imposed labels and consider a broader range of opportunities.

Narrative psychology: Rewriting career stories

Narrative psychology, particularly the work of McAdams, D. P. (2001) and M. L. Savickas (2018) also played an important role in my approach. Narrative psychology suggests that individuals interpret their lives through the stories they tell about themselves. I often used this framework to encourage students to reflect on their past experiences and identify key themes and strengths that could guide their future career decisions.

In practice, I invited students to explore their life stories, identifying experiences that had shaped their passions and skills. These reflections helped them connect personal strengths to potential careers, whether a passion for helping others or an interest in problem-solving. I emphasised that the stories they told about themselves were not fixed; they could revise and evolve their career narratives as they gained new experiences and insights. By empowering students to reshape their stories, I helped them see their career paths as dynamic, rather than set in stone. Stories we tell ourselves are forms of life instruction.

Erik Erikson's Identity vs. Role Confusion: A developmental framework

Another key theory that influenced my work was Erikson's theory of psychosocial development, particularly his fifth stage of identity versus role confusion (Erikson, 1968). Erikson's theory suggests that adolescents struggle with developing a stable identity while facing conflicting roles and societal expectations. This stage is crucial for students, particularly those in their late teens and early twenties, who are at a crossroad in defining themselves and their career paths.

I used Erikson's theory to explain to students that uncertainty about their career direction is a normal part of development. It is common for adolescents and young adults to experience role confusion as they explore different career options. Additionally, I reassured students that being "still undecided" is not a flaw, but rather a natural aspect of the developmental process. Career development scholars, such as Santos et. Al. (2014) have emphasised that developmental indecision is an integral part of the journey towards self-discovery. I encouraged students to embrace their uncertainty as an opportunity for growth and exploration, rather than viewing it as a barrier.

By integrating Erikson's theory with positioning theory, I helped students understand that their professional identity is shaped by both internal values and external

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societal expectations. I encouraged them to experiment with different career options, understanding that the journey is not about making a perfect decision, but about navigating the evolving landscape of personal and professional growth.

Reflexivity: The importance of continued self-reflection

Finally, one of the most important lessons I impart to students is the need to be reflexive practitioners particularly important in a rapidly changing world (Archer, 2007). Reflexivity, or ongoing self-awareness and self-examination, is crucial for continued personal and professional development. I emphasised that career development is not a one-time decision but an ongoing process of exploration, adaptation, and growth.

I encouraged students to regularly reflect on their career decisions, considering how their personal stories, social identities, and external expectations shape their choices. Reflexivity allows students to remain open to new opportunities, adapting to the changing demands of the workforce. I hope that just as I have worked to be a reflective practitioner, students will continue to assess and redefine their career paths as they progress in their lives.

Conclusion

As I approach retirement, I reflect on how the theories of intersectionality, positioning, narrative psychology, and Erikson's identity versus role confusion, amongst others, shaped my career counselling practice.

These theories provided me with a framework to empower students, helping them understand themselves and their evolving career paths. Through these frameworks, I guided students through the complexities of identity, career exploration, and decision-making. The most important lesson I hope to leave with my students is the need for reflexivity—remaining open to change and growth as they navigate their career journeys.

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Let's talk careers

Access these three short animations for years 7–8, 9–10 and 11–12. Perfect for breaking up presentations at school career nights, assemblies or as an inclusion in a school newsletter.

Each one explains the career education activities and learnings students experience throughout secondary school.

Support your course selection and parent evening. Sign in to access the free videos from the [Member Resources](#) page.

SCHOOLS AND PARENTS CAN HELP

Schools and parents can help young people understand future opportunities and risks.

Students in years seven and eight have decide.

Navigate and understand what an apprenticeship or traineeship is and what the vocational and higher education.

They need to understand how to journey through school.

Learning transfer from other activities

Exploring careers, different work & industries

Skills and responsibilities linked to jobs

myfuture

Leela Darvall – Life Member, ACCE

The late 19th and early 20th centuries saw the formal integration of career education into schools with apprenticeships and vocational training linked to workforce needs. This led to the development of vocational schools and bifurcation in the educational pathways for young people oriented to workforce needs.

In Victoria, career education started in some schools in the 1970s with the Ministry of Education developing and providing specialised training and resources for careers practitioners in government schools. In the decades following, government initiatives in states and territories and by the Australian government have focussed on a broader and more inclusive approach to career education based on contemporary research.

In 1992, a report by the National Board of Employment, Education and Training (NBEET) noted the need to strengthen career education and supported the development of a national training framework. In 1996, a further NBEET report examined influences on career, education and training choices and in 1999, the (then) Department of Education, Training and Youth Affairs (DETYA) commissioned a feasibility study for a National Career Education System. This study advocated the need for a national career information system and recommended that Australians be provided with access to affordable quality career counselling, supported by research and a national careers curriculum policy.

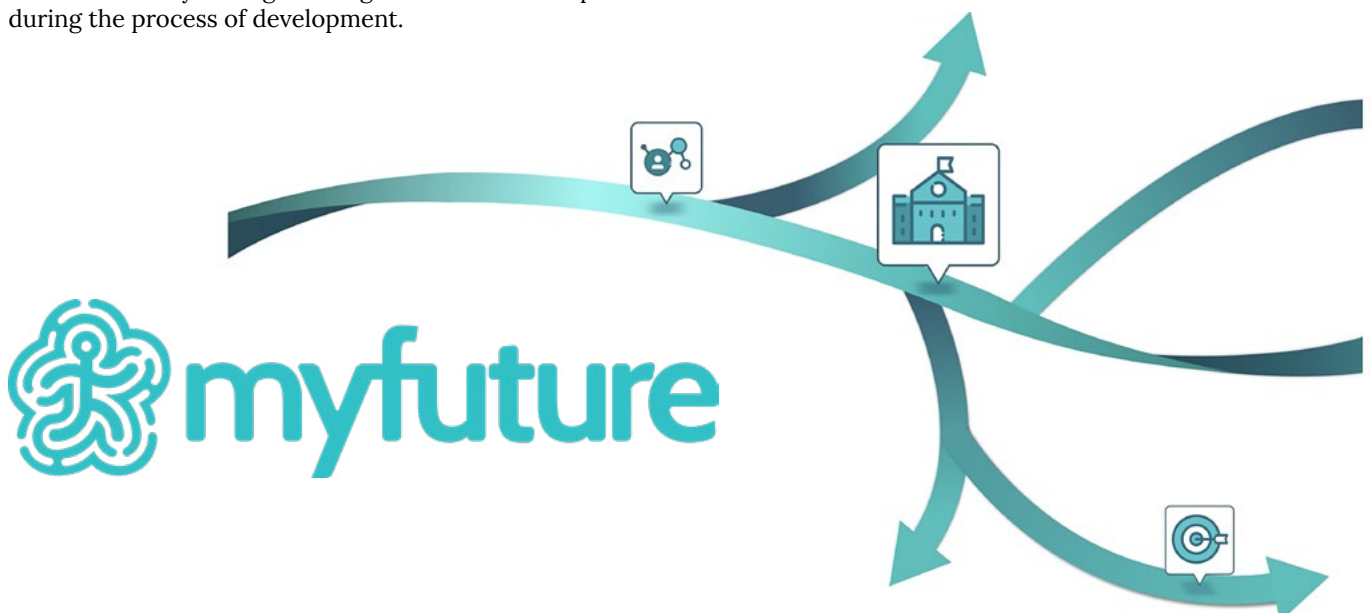
In 2000, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) approved the development and implementation of the national career information system. Education.au limited was commissioned to build this system. Career experts and practitioners were consulted to ensure that myfuture would be the relevant, independent and credible platform it was meant to be. The level of consultancy within the field led to many feeling a strong sense of ownership during the process of development.

myfuture (<https://myfuture.edu.au>), the National Career Information Service of Australia, was launched in 2002 as a comprehensive resource for career, course and employment information for all ages. It was well received by careers practitioners who saw it as a valuable resource that was not only free and readily accessible but also contained information that was accurate and up to date.

In 2013, the site underwent extensive review, redesign and redevelopment, and was re-launched in December 2015 to provide a new, more user-centric framework for a dynamic web service with business and industry profiling and personalised career exploration tools and resources, to recognise the changing digital environment and address the rapidly changing world of work.

While the development of myfuture was based on the career philosophies and theories of the time, it has since evolved, incorporating contemporary career education and career development theories and research to guarantee its relevance and applicability in an ever-changing world of work. myfuture utilises Australian Government data sources from the Australian and New Zealand Standard Classification of Occupations (ANZSCO), the Australian and New Zealand Standard Industrial Classification (ANZSIC), and the Australian Bureau of Statistics (ABS). Engaging stories and videos for students are sourced from a wide range of industry partners, tertiary education providers, and community organisations.

Managed by Education Services Australia (ESA), a national not-for-profit company owned by state, territory and Australian Government education ministers, myfuture assists Australians of all ages with information on career education, career planning, career pathways and work transitions. myfuture is the result of a collaborative project, supported by industry and governments at both federal and state levels.



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myfuture continues to be a valuable, reliable, accurate, up to date and free key resource for career education and career development for many Australians of all age groups and across all education and training sectors.

All aspects of the web-based service are managed by ESA: the core data flows, content and career development tool, professional learning and technical support, user engagement activities and regular updates of existing occupation and emerging occupation profiles, including vocational education profile descriptors and career pathways.

Regular updates continue to be made to the site based on user feedback, gathered through consultation with users in the form of usability testing and surveys, and under the direction of the myfuture national Strategic Reference Group (SRG), which is coordinated by the myfuture team to drive the development and continuous improvement of the service.

The SRG, formed in September 2016 is made up of representatives from each state/territory jurisdiction, including the Catholic and Independent sectors. Regular SRG meetings enable members to share information and ideas to optimise the outcomes of career education programs in jurisdictions and to provide feedback and input to the myfuture product roadmap and to the on-going improvement of the service.

Since its inception, myfuture was funded by the Australian Government and all state and territory Departments of

Education. However, in 2014, the Coalition government withdrew the Australian Government funding for myfuture. State and Territory Departments of Education have continued to fund the service ever since.

The myfuture service has over 1.6 million registered users as of 31 May 2025 and offers professional development to hundreds of careers practitioners, teachers and parents every year. myfuture is widely trusted as a source of high quality, evidence based professional learning and teaching resources.

In an increasingly crowded and competitive landscape of career development websites and products, myfuture serves a crucial role as a free, high quality, government funded resource.

The following feedback by Ms Rowena Archer, Careers and VET Coordinator at Braybrook College, Victoria sums up the value of myfuture.

The great thing about using myfuture is everything you need is in the one place. It's simple and easy to navigate. The posters are great to display and give accurate information. myfuture is a great source for all things Careers!

Note: For a comprehensive account of the history of career education in Australia, see Patton, W., (2019), *Career development as a partner in nation building Australia: Origins, history and foundations for the future*, Brill Publishers.

New research resources available to ACCE Members



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ACCE Career Development Practice Workshops, Adelaide and Perth

Craig Eastwood – Career Project Manager, Morrisby

Kerry Brooks – Head of Teaching and Learning, CEAV Institute

In 2024, ACCE responded to member requests for more outreach and face-to-face engagement by delivering a Career Development workshop in Brisbane. Then in March 2025, the team headed west hosting an event in Adelaide and Perth. We are grateful to Pembroke School, Adelaide and Aquinas College in Perth, for providing their schools as the host locations. Participants representing Government, Catholic, and Independent Secondary schools combined their experience, curiosity, and engagement in the topics, resulting in both events being insightful and enjoyable.

The workshop agenda included:

- Morrisby Australia
- Australian Qualifications Framework, Benchmarking and Courses at CEAV Institute
- Keynote Speaker; Professor Nancy Arthur, UniSA: Practice Principles (Adelaide)
- Blueprint Lesson Plan and Activity

Session Summaries

Morrisby Australia, Craig Eastwood

The content of this session included an overview of the Morrisby Profile and highlighted ACCE's commitment to career practitioners having access to evidence-based vocational tools to support them in their work. Participants received an in-depth overview of the Morrisby Profile assessments and questionnaires, and the features that make it an excellent exploratory tool to support informed career-related decision-making and pathway action planning.

The theory behind the profile was linked to the process of interpreting an individual's report and showcased how to navigate a student's account (About Me, My Choices, and Progress), data reporting (including the platform's activity tracking), and how to support career services to map a path forward in their career service delivery.

CEAV Institute, Kerry Brookes

Participants were informed about career service benchmarking and that the focus is not on assessing the individual value of the Career Practitioner. Benchmarking focuses on evaluating the service as a whole and identifying which areas are functioning effectively and those that may benefit from improvement. A parallel was drawn to a SWOT analysis so participants could see that benchmarking takes in multiple perspectives to provide a comprehensive insight of a career service.

For those interested in undertaking a career development qualification, benchmarking is included in Module 2 of the CEAV Institute's Graduate Certificate course where students conduct a benchmarking exercise on a career

service to build their analytical, reflective and practical hands-on skills so they can better support career service development and improvements.

Attendees of the workshop in West Australia engaged in a reflective practice session (with a version of this workshop now available to members for free in the ACCE webinar library).

Both workshops included a guided activity to develop a lesson plan aligned with one of the Australian Career Development Blueprint Phases. Participants immersed themselves in the Blueprint framework and generated practical creative outputs, with all the group-created resources shared with participants. Both groups were highly engaged and collaborated well and were keen to build on the ideas with their work teams afterwards.

The sessions demonstrated how quickly meaningful content could be developed in under 40-minutes.

Professor Nancy Arthur presentation and Practice Principles Workshop:

The Adelaide event included local academic, Professor Nancy Arthur. Alongside Dr. Mary McMahon and Roberta Borgen (Neault), Professor Nancy Arthur co-edited, [Practice Principles: Career Theories and Models at Work](#), a companion work to Career Theories and Models at Work: Ideas for Practice.

Her application of personal experience along with her PowerPoint presentation and Mentimeter poll questions helped ground the relevance and applicability of these principles. It highlighted the importance of establishing and continually developing informed career development practice focused on client engagement.

By illustrating and exploring several Practice Principles, event participants began making connections to their own work environment and experiences, further contributing to learnings and discussions throughout the day.

The 8 Practice Principles are:

1. Career Development Practice integrates practitioner Reflection
2. Career Development Practice is based on Theory
3. Career Development Practice is built on Relationships
4. Career Development Practice involves Collaboration with clients
5. Career Development Practice requires Customisation
6. Career Development Practice occurs in Cultural Context
7. Career Development Practice incorporate Social Justice
8. Career Development Practice involves Collaboration with other Professionals

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The ACCE South Australia Professional Development event was a beneficial day. Apart from networking, which is always valuable, it was wonderful to have a refresher during our busy lives to re-connect our core values of career development, I particularly enjoyed the expertise of the professional speakers, considering our processes of career development, why and how we practice this and found the whole day refreshing. (Vanessa, Pathways Coordinator, Immanuel College)



SA Professional Development Day



WA Professional Development Day



WA Professional Development Day



WA Professional Development Day

Bridging Justice and Employment

Leah Pappas – Project Officer and Career Practitioner, ACCE

The article is based on Canadian and US forensic information and the use of the Employment Readiness Scale™ (ERS) and examines the suitability of the vocational tool in the context of Australian forensics.

Forensic Practice, Social Support, and the Role of the Employment Readiness Scale™ in Australia

The reintegration of custodial individuals into society presents multifaceted challenges, particularly in securing stable employment. Historically, language and approaches within the justice system have stigmatised these individuals, hindering their rehabilitation and long-term reintegration. These factors remain universal worldwide, yet social and political systems, culture and policies play a large part in the approaches taken to improve reintegration practices.

The emergence of forensic-focused practice represents a shift towards a more holistic, person-centred methodology that focuses on rehabilitation, reintegration, and addressing systemic barriers. In Australia, this evolving approach is mirrored in growing collaborations between correctional services, community organisations, education providers, and employment services — demonstrating that it truly “takes a village” to support successful community re-entry and integration.

Evolving Terminology: From ‘Offender’ to ‘Justice-Involved Individual’

In the US, traditional labels such as “offender” or “ex-convict” are increasingly being replaced with terms like “justice-involved individual” or “person with lived experience of incarceration.” In Victoria, prisoners are referred to as residents.

This shift to person-first language aligns with trauma-informed care principles and acknowledges that many individuals within the justice system have experienced trauma, disadvantage, mental health challenges, and systemic inequities. In addition, those in the prison system suffer from additional, significant mental health issues as a result of incarceration.

There is substantial research about the disproportional psychiatric mental health disorders of residents compared to people living in the community as shown in the Table. (White & Whiteford, 2006)

Using respectful, empowering language reduces stigma, promotes dignity, and supports a strengths-based approach essential for successful rehabilitation and reintegration.

Forensic Practice: An Integrated and Holistic Approach

Forensic practice sits at the intersection of the legal system with health, education, social and employment services. In Australia, it involves professionals from across sectors — social workers, psychologists, case managers, career practitioners, and employment specialists collaborating to:

- **Rehabilitate:** Provide therapeutic and educational interventions to address underlying causes of offending.
- **Reintegrate:** Assist individuals in transitioning back into community life with dignity and hope.
- **Manage Risk:** Implement strategies to reduce recidivism and promote public safety.

Social Support and the Power of Community Partnerships

Research shows that *social support is crucial* in improving outcomes for justice-involved individuals. Support networks influence both well-being and the likelihood of securing employment and avoiding recidivism (Cochran, 2014, p. 229).

Australian examples, inspired by models like Johnson County’s “Better Tomorrow” initiative in the U.S., show the importance of creating a network that surrounds justice-involved individuals with acceptance, opportunity, and hope.

Benefits of Community Partnerships include:

- **Promoting Rehabilitation:** Accessing new resources and services that many individuals have never had.
- **Enhancing Public Safety:** Reducing recidivism through stable employment and social integration.
- **Building Stronger Communities:** Fostering inclusivity, resilience, and social cohesion.

This approach connects closely with Maslow’s Hierarchy of Needs — the foundation for supporting successful re-entry:

Comparative prevalence of psychiatric disorders in prisoners and in people living in the community⁹

Disorder	Prevalence	
	In prisoners	In community
Any psychiatric disorder	80%	31%
Psychosis	7%	0.7%
Affective disorder	23%	9%
Anxiety disorder	38%	11%
Substance abuse disorder	66%	18%
Personality disorder	43%	9%



Maslow's Hierarchy of Needs: Justice-Involved Re-entry Context

Supporting individuals to meet basic needs (safety, security, belonging) sets the foundation for higher-level aspirations, such as employment success and contributing meaningfully to society.

Finding the Right Fit: Building Public Awareness

A critical part of building successful partnerships and improving outcomes is educating the community.

To “find the right fit,” programs must:

- **Increase Public Awareness:** Hold Open Houses, conduct community surveys, distribute resource guides, and engage through initiatives like “10,000 Steps” community walks to create conversations around rehabilitation and employment. The idea behind initiatives like “10,000 Steps” community walks is that they offer an accessible and social way for people to get involved in discussions and raise awareness about relevant issues. In this case, it seems the walk serves as a way to start conversations around rehabilitation and employment, creating opportunities for people to come together and learn about these programs in an informal, community-focused setting.
- **Align Values:** Stick closely to your organisation’s values and seek out agencies and community partners whose missions and visions align with yours. Alignment builds trust and longevity in partnerships.

Raising public awareness is critical to inform the public about the issues and implications of justice and correctional processes too often in the hands of media hype and social media. This helps to educate the public and reduce stigma, promoting community inclusion and creating environments where justice-involved individuals are supported and not isolated.

Employment Readiness: A Pillar of Successful Reintegration

Employment is consistently cited as one of the most significant factors in reducing recidivism. According to the National Institute of Justice, stable employment reduces the likelihood of reoffending by 25–30%. Moreover, individuals who complete job training and placement programs are 37% less likely to be re-arrested.

The Council of State Governments Justice Center also found that finding employment within two months of release significantly increases the likelihood of avoiding re-arrest. However, justice-involved Australians face notable barriers to employment, including:

- **Skill Gaps:** Limited education or outdated skills.
- **Stigma:** Employer hesitance toward hiring individuals with criminal records.
- **Legal Barriers:** Occupational licensing restrictions in some industries.

Stable employment is widely recognised as a significant protective factor against reoffending, with numerous studies highlighting its role in supporting successful reintegration into the community after incarceration.

Gaining employment after release from prison is commonly recognised as a key factor in supporting successful reintegration and reducing the risk of reoffending. Employment during the first year after release is particularly important, as it helps build stability and reduce the likelihood of returning to prison.

Employment programs designed for individuals transitioning from prison to the community play a crucial role in reducing the likelihood of reoffending. Tailored job training and placement initiatives have been shown to significantly increase the chances of successful reintegration, providing participants with valuable skills and stability. These programs are vital in supporting ex-offenders in securing sustainable employment, which is a key factor in reducing recidivism.

Research consistently indicates that access to employment opportunities significantly reduces the likelihood of reoffending. Tailored employment programs that offer job training and placements are particularly effective, with studies showing that individuals who engage in such programs are notably less likely to reoffend.

Measuring Effectiveness: The Employment Readiness Scale (ERS)

The Employment Readiness Model (ERM) was developed through a collaborative project sponsored by the Government of British Columbia and the Canadian Federal Government. This model tracked the employment outcomes of just under 800 individuals on Income Assistance over a three-year period. Initially, hundreds of questions were evaluated and narrowed down to 75 that showed the highest correlation with successfully finding and maintaining employment.

According to Ward and Riddle (2001), the ERS™ tool is divided into three key categories: Employability Factors, Soft Skills, and Challenges. Their research indicates that individuals need to be self-sufficient in all three of these areas, in order to secure long-term employment.

PROFESSIONAL PRACTICE

Four Key Employability Factors

1. Career Decision Making – Knowing what career one wants to pursue and having a clear plan to achieve it.
2. Skills Enhancement – Developing the necessary skills to be successful in the chosen career.
3. Job Search – Understanding how to prepare a resume, write a cover letter, build a professional network, and present oneself in job interviews.
4. Ongoing Career Management – Managing career changes and continuously learning new skills throughout one's career.

Soft Skills: Behavioural Competencies

It is widely observed that many employers believe candidates often lack essential social and emotional skills needed for success in the workplace. These skills play a vital role in ensuring job readiness and long-term career success. Among the key soft skills that contribute to an individual's employability are:

- Self-Efficacy – Confidence in one's ability to perform the work.
- Outcome Expectancy – Belief in taking responsibility for one's own success.
- Social Supports – The availability of a supportive network.
- Work History – The confidence gained from past work experience.
- Job Maintenance – The ability to maintain long-term employment.

Indeed's 2024, *Skillfully Aligned* report, emphasises that soft skills, including communication, teamwork, problem-solving, and adaptability, are ranked higher than technical skills by both Australian employees and employers. However, employers report a noticeable gap in candidates' proficiency in these areas, which presents challenges for organisations seeking qualified employees (The Mandarin, 2024).

Challenges: Identifying Personal and Systemic Barriers

Challenges are categorised into:

- Personal Challenges: These are stressors that clients can manage on their own, such as personal relationships or staying healthy.
- Environmental Challenges: Issues that clients may need help with, like childcare or the loss of a loved one.
- Systemic Challenges: Problems that need community or governmental intervention, such as affordable housing, transportation, or the recognition of foreign credentials.

The ERS™ Assessment Process

The ERS™ is an online, self-administered assessment that takes about 15-20 minutes to complete. It includes 75 questions, with the first 45 assessing employability factors and soft skills on a 5-point scale (from 'Strongly Disagree' to 'Strongly Agree'). The remaining 30 questions are binary (TRUE or FALSE) and are designed to identify the challenges a client may face.

The process is simple yet effective:

- Step 1: Clients take the assessment honestly, which is not a test but a tool to identify strengths and areas for improvement.
- Step 2: A feedback report is generated, highlighting key areas of development. This report forms the basis for creating an action plan managed by the client, encouraging ownership of their career progression.
- Step 3: After completing any interventions, clients retake the ERS to measure their progress. This serves two purposes: tracking improvement and evaluating the effectiveness of interventions.

Measuring Client Progress

One example of client progress is Rick, a male client who completed the ERS twice. Initially, Rick was self-sufficient in only 2 of the 9 factors, but after the intervention, he became self-sufficient in all four employability factors and four of the five soft skills.

Real-Time Roll-up Reports

These reports offer real-time data on clients' skill levels and progress after interventions. For example, NCircle's data, spanning from mid-2020 to April 2024, shows that clients have unique challenges compared to the general population. For instance, while the general population's top challenge was "not having enough education," NCircle clients faced additional barriers, such as having legal problems that made job searching more difficult.

Age and Education Demographics

The data reveals significant demographic differences between NCircle's clients and the general population. NCircle clients are overrepresented in the 30-45 age group, which is when most individuals are at their peak earning potential. Additionally, educational attainment levels for NCircle clients are lower compared to the general population, with only 5% holding a college degree, versus 35% of the general population.

The Impact of the College of Trades Program

The College of Trades Program, a key component of NCircle's efforts, has shown significant positive outcomes. Clients who participated in this program displayed an improvement in all nine key employability factors. For instance, Outcome Expectancy improved from 86% to 90%, signalling a strong belief in their ability to succeed. Post-graduation data also showed that clients felt more confident in their abilities and had higher self-efficacy, social support, and job maintenance skills.

Conclusion: The Power of Collaboration and the ERS™

The ERS™ has played a crucial role in guiding clients and programs towards greater success. The integration of the College of Trades program which focuses on enhancing the employability of individuals who have faced systemic barriers, demonstrates how collaboration can lead to tangible outcomes. With real-time tracking, customised reporting, and consistent measurement of effectiveness, the ERS™ offers a robust tool for both clients and agencies to assess and improve employment readiness.

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For a deeper dive into the success stories and further understanding of how the ERS™ is being used, watch a video testimonial from one of NCircle's clients: [Client Testimonial Video](#).

Learning from Johnson County Community College (JCCC) – “The Missing Piece”

A strong example of an effective model comes from JCCC in partnership with NCircle and their local Detention Center:

- Customised Workforce Training: JCCC worked with NCircle to develop employer-driven programs targeting justice-involved individuals within three months of release.
- Comprehensive Support: CARES Act funding covered not just tuition and certifications, but also essential work gear like steel-toed boots, overalls, and industry-specific tools, removing major barriers to employment.
- Soft Skills and Life Skills: Programs integrated job readiness, professional attire, and housing support to promote stability.
- Impact: Since 2019, over 120 students gained 250+ certifications, including combined programs (e.g. Construction Basics + OSHA 10 Certification).
- Agility and Employer Engagement: JCCC demonstrated the power of a large institution acting ‘small’, working closely with employers to identify workforce gaps and scale up at-risk individuals to meet local needs.

Conclusion

Building a strong, future-ready workforce starts by connecting the right people, resources, and agencies — while ensuring support is both skills-based and holistic. By learning from successful models like Johnson County's partnership with NCircle, we can better serve our communities and create a more resilient, inclusive workforce.

Who is JCCC?

JCCC is a large, innovative community college located in Kansas, US.

- They have 17,000+ credit students and 16,000+ non-credit students annually.
- Their workforce development and continuing education division delivers short-term training across industries like business, IT, healthcare, construction, trades, and logistics.
- They offer custom contract training to companies, as well as public programs like their College of Trades (a 12-week essential skills and trade certifications course).
- JCCC's mission is: Inspire learning to transform lives and strengthen communities.
- Their strategy focuses heavily on community partnerships, diverse access, student success, and employer collaboration.

What makes their model significant for workforce development?

- Focus on short-term, job-ready training.
- Deep partnerships with correctional services (helping

justice-involved individuals transition back to employment).

- Wraparound supports (such as skills, soft skills, work gear and employer connections)
- Alignment with employer needs to create direct workforce pipelines.

Their College of Trades program, partnership with NCircle¹ and Johnson County Department of Corrections and focus on certifications plus life skills create an ecosystem supporting ‘hard-to-place’ individuals into meaningful work.

What is happening in Australia?

In Victoria, efforts have been made to improve prisoner employment and include providing vocational education and training while incarcerated. Corrections Victoria invested in the Correctional Services Employment Pilot Program (SCEPP) in 2024. The final report was delivered in January 2025 with the context for the trial being:

It is clear from a review of international and Australian literature that employment prospects for ex-prisoners and offenders are quite grim, that employment is a key element of successful reintegration, and that unemployment is associated with re-offending. The literature also suggests that ex-prisoners and offenders are among the most disadvantaged job seekers and have comprehensive support needs in relation to gaining employment. Mainstream employment services are not adequately skilled or possibly resourced to do so. The need for such a specialist program is well-supported by the literature. The cost of crime is another factor that makes programs that reduce re-offending extremely valuable.² (Graffam, Shinkfield, Mihailides & Lavelle, 2025)

Australia offers a range of skills training and programs for offenders:

- TAFEs Victoria: Offer short courses, pre-apprenticeships, and skill sets in trades, business, and technology (similar to JCCC's College of Trades).
- TAFE Corrections Programs:
 - TAFEs like Kangan Institute and Box Hill Institute deliver skills training inside Victorian prisons.
 - Programs cover automotive, construction, hospitality, horticulture, and more.
- Skilling Queenslanders for Work (Qld Government):
 - Helps disadvantaged groups (including ex-offenders) access short-term, job-ready training linked with employment support.
- Transition to Work Program (federal):
 - For young people (15–24) facing barriers, including justice involvement — focuses on pre-employment skills and placements.
- Jesuit Social Services:
 - Runs The Men's Project and Justice programs supporting transition from justice system into employment.

It is important to note the structural complexities of some offering:

- Most Australian programs are separated (TAFE here, corrections there, employment services elsewhere).

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- Movement of prisoners to different locations can impact training or continuity of access to prison employment that develops essential skills for some prisons to support employment in the community upon re-entry.
- JCCC's brings education, corrections, employment, and employers into one streamlined model demonstrating how education, corrections, and employers can work together to create pathways for hard-to-place individuals.

Re-entry and Community Support Programs

1. Reconnect Program Victoria

- Administered By: Victorian Government
- Focus: Provides funding to various organisations to support Victorians experiencing disadvantage, aiming to re-engage them in education and employment.

More Info: VicGov ReConnect Program

2. Undercurrent Victoria

- Program: TAFE, Universities & Community Groups Program
- Focus: Delivers workshops and education programs addressing issues like family violence, collaborating with TAFEs, universities, and community groups.

More Info: Undercurrent Victoria Community Group Programs

3. FMP Youth Pathways

- Program: Re-engagement Programs
- Focus: Offers a 10-week program combining resume building, interview training, and youth worker support to help individuals re-engage with education or employment.

More Info: FMP Youth Pathways Re-Engagement Programs

Social Enterprises & Community Organisations

1. Social Enterprise Australia (SEA)

- Role: National peak body supporting social enterprises across Australia, with a significant presence in Victoria.
- Focus: Promotes businesses that trade to tackle social problems, improve communities, provide access to employment and training, or help the environment.

More Info: ABC Social Enterprise boom certification scheme doing good business

Renewing support victorians social enterprise sector

2. Social Enterprise Network Victoria (SENVIC)

- Role: State-wide network connecting social enterprises across Victoria.
- Focus: Provides access to learning and development opportunities and facilitates engagement with government and each other.

More Info: Social Enterprise Network Victoria

DJSIR Social Enterprise Network Victoria

3. Victorian Social Enterprise Strategy 2021-2025

- Administered By: Department of Jobs, Skills, Industry and Regions

- Focus: Supports the growth and sustainability of social enterprises in Victoria, aiming to increase their impact on social issues.

More Info: djpr.vic.gov.au

Additional Resources

Free TAFE Victoria: Provides access to over 80 Free TAFE qualifications and short courses in high-priority areas without the cost of tuition fees.

More Info: Free TAFE

Key Takeaways and Strategic Actions for Career Practitioners Supporting Justice-Involved Clients

1. Adopt Person-First Language

Transition from terms like “offender” to “justice-involved individual” to reduce stigma and promote dignity. This aligns with trauma-informed care principles and supports a strengths-based approach essential for successful rehabilitation and reintegration.

2. Implement the Employment Readiness Scale (ERS)

Utilise the ERS to assess clients' employability factors, soft skills, and challenges. The ERS provides a structured framework to identify strengths and areas for improvement, guiding tailored interventions.

3. Foster Holistic Support Through Community Partnerships

Collaborate with organisations like Community Colleges and Corrections Departments to provide integrated support. These partnerships offer access to education, vocational training, and social services, addressing the multifaceted needs of justice-involved individuals. Such as what Johnson County Community College have done.

4. Focus on Employment as a Pathway to Reintegration

Recognise that stable employment is a significant factor in reducing recidivism. Implement programs that provide job training, apprenticeships, and employment support tailored to the needs of justice-involved individuals.

5. Engage in Public Awareness and Community Education

Conduct initiatives like community walks and information sessions to raise awareness about the challenges faced by justice-involved individuals. Engaging the community helps reduce stigma and fosters an inclusive environment for reintegration. The insights presented in this article are informed by the paper titled “People Transitioning from Incarceration,” presented by NCircle, Johnson County Community College, and the Johnson County Department of Corrections at the 2024 Cannexus and NCDA conferences.

Key contributors to the presentation include:

- **Mukhtar Rahemtulla**, Chief Executive Officer, Johnson County Community College Continuing Education
- **Elisa Waldman**, Vice President, Workforce Development & Continuing Education, Johnson County Department of Corrections

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- **Rodney Weber**, Deputy Director Field Services, NCircle
- **Lee Jost**, Executive Director, NCircle

These professionals have been instrumental in developing and implementing programs that support the successful reintegration of justice-involved individuals into the workforce.

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Endnotes

- 1 NCircle provides services that encircle individuals impacted by the criminal justice system to connect them with resources and opportunities to end the cycle of incarceration. www.ncircle.org
- 2 The CSEPP provides direct employment assistance referring clients into relevant support services through a case management model. Prisoners and offenders register on a voluntary basis and are eligible for support for 12 months. The two primary program objectives for clients are sustained employment and reduced re-offending and operates from 17 Corrections Victoria locations, 7 prisons and 10 community corrections services.



Cannexus25 Canada's Bilingual Career Development Conference

Edge of the AI Ethical Cliff: Implications for Career Development

Liam Duffy – Career Consultant, Enhanced My Career Insights Program, ACCE

In January 2025, the Cannexus25 Conference (Hybrid) was held in Ottawa, Canada and I reviewed webinar, *Edge of the AI Ethical Cliff: Implications for Career Development*.

Kathryn Bere (CIO, Odyssey Indigo Communications & Consulting, Canada) chaired the webinar with panellists, Allison Hope Hudson (Professor, Miami Dade College, USA), Jennifer L Davies (Professor – Career Development, Conestoga College, Canada) and Trevor Lehmann (Career Consultant, University of Manitoba, Canada).

The panellists discussed the emergence of Artificial Intelligence (AI) in study and employment in Canada and America. They critiqued the environmental, ethical and legal issues regarding AI development including whether AI be limited or controlled.

Although the AI discourse mostly centred on Canada and America, its advancement still holds relevance for Australia.

What is AI?

AI or *artificial intelligence* is the development of computer systems that undertake tasks usually requiring human intelligence. There are two types of AI: Predictive and Generative.

Predictive AI relies on historical data and current information to forecast trends, patterns and anticipate behaviours. Examples include preventative maintenance schedules for workplace equipment or detect fraud in the finance industry.

Generative AI is known more but is different. Basically, it creates content. This AI can develop images, produce paragraph/s of information to explain or summarise a topic or even synthesize voices. In the careers space it could assist in formulating a resume for an ideal role. Microsoft's Copilot and OpenAI's ChatGPT are examples of Generative AI. The webinar concentrated on Generative AI.

Advantages of AI

In a nutshell, AI speeds up completion of tasks that take longer by humans. On share screen Copilot was displayed and directed to list five skills needed in the workplace. A split-second later, essential skills appeared: *leadership, communication, delegation, time management, problem solving*. Then Copilot presented jobs requiring these skills: *project manager, team leader, operations manager*.

Disadvantages of AI

AI is indiscriminate when retrieving online data. The GIGO principle applies – *garbage in, garbage out*. AI taps into a large pool of online content, some of it untrustworthy and biased. Potentially AI could produce prejudicial information about women, black people or marginalised people.

There are limitations around differentiating literal from metaphorical language. Comparisons were made between AI and the android, Data from *Star Trek: The Next Generation*. In the TV show, Data misinterpreted messages as literal when humorous in nature.

If wholly dependent on AI's acquisition of data to be accurate and helpful, it could result in disappointment and suboptimal outcomes. Employers are dubious of receiving generic cover letters or resumes since they suspect applicants utilised AI.

Furthermore, AI cannot imitate soft skills very well, including teamwork, empathy and creativity.

Environmental, Ethical and Legal Considerations

AI is not free. Think of AI as if fuelled by a petrol tank. ChatGPT consumes ten times the power of a Google search and in general AI is a strain on the environment. Microsoft, Meta and Google's massive data centres require large quantities of water and minerals. These data centres, once comparable to the size of football fields, now of similar magnitude to university campuses. Two kilograms of computer materials at these centres require 800 kilograms of raw materials, including rare earth minerals mined in an unsustainable way under poor working conditions in developing countries with hazardous byproducts like mercury and lead. In 2022, these organisations' data centres consumed 2.2 billion cubic metres of water equalled 'twice-over' the total water usage of Denmark. By 2027, these same companies are on track to use 'four to six Denmarks' worth of water.

In human resources, AI could have unethical consequences with the hiring and firing of workers by speeding up the negative consequences of discrimination. In the media, the use of *deepfakes* can exacerbate misinformation.

AI laws are minimal or non-existent in Canada and America. Florida banned deepfakes at election time since they can manipulate politicians' identities and policy positions. Canada proposes the AI Data Act while their Human Rights Act mandates no intentional discrimination in recruitment and employment. Guardrails are needed with AI. It must be developed and used responsibly while values of privacy, consent, accountability and transparency are upheld. These values must be embedded into future laws.

AI and its implications for study, employment and career development

As AI becomes ubiquitous, students and workers may sideline skills in problem-solving, learning, summarising and critical thinking. Overreliance on AI in the workplace could amplify ignorance and careless mistakes resulting in underperforming employees.



Automation will replace some work duties and job roles, taking over repetitive and monotonous tasks as seen in accounting. However, AI will not impact health and creative industries.

Surveying Gen Zs found half of them happy to use ChatGPT for career advice rather than see a career practitioner. But career practitioners are still needed. In areas like outplacement, career practitioners can assist retrenched workers to realise their transferrable skills, upskill or reskill, and transition into new occupations. Or advocate for vulnerable workers to ensure equitable access to reskilling opportunities.

The pushback

Some organisations and individuals are pushing back against the excesses of AI. Graphic designers use software, Glaze, to combat against online image theft. Glaze scrambles the image if an outsider attempts to copy or download designer's work. This measure returns a sense of agency and independence for graphic designers.

In 2023, Writers Guild of America went on strike in Hollywood to protest the movie industry's attempts to replace screenwriters with Generative AI. The industry was looking at cutting costs to maximise profits and benefit investors. The screenwriters' prolonged strike proved fruitful in reinstating their independence, rights, royalties and pay.

At Microsoft and Google, tech staff rebelled with hashtag, #techwontbuildit, when directed to create unethical AI programs.

Geoffrey E Hinton, the 'Godfather of AI', once a staunch ally of the technology, now expresses the potential dangers of AI.

Conclusion

It's everybody's responsibility to stay on top of changes in the workplace so not to fall behind. AI is here to stay. Students need to be critical thinkers when learning. Workers need to adapt to AI as the new norm which will influence the future of work. Career practitioners, students and workers need to keep learning, stay current and upskill to stay across things so when AI does enter their workplace, they are ready for it.

Career practitioners need to be familiar with ChatGPT and Copilot and be aware of other emerging technologies. In the long run, these technologies will have an impact on students and workers' lives. With AI's weaknesses in soft skills, workers need to strengthen skills in critical thinking, creativity, teamwork, empathy, etc. Soft skills will still hold relevance into the future.

AI is a burden on the environment requiring enormous amounts of resources and energy that conflicts with our current climate change challenges.

AI development requires human ingenuity. A coalition of citizens, lawmakers and unions need to come together to decide on what guardrails are put in place to manage AI. Decide to what extent we allow AI to tap into the large pool of data while creating a just and sustainable world. Trevor Lehmann argued a '...bottom-up approach as well as the top-down regulatory approach is kind of needed'.

In future, will AI morph into the malevolent *Terminator* or resemble *Data*. At the end of the day, AI is created by computer programmers to allow great pools of data to be made available to people. Humans are still the boss and can decide on how information is used or not used. So hopefully the AI of tomorrow will mirror the benign actions of Data in Star Trek.

Code for Schools & SEEK – Tech Futures Careers Day Professional Development Day, 1 Apr 2025, Seek Office Melbourne

Evolving Career Development in a Tech-Driven World

Leah Pappas – Project Officer and Career Practitioner, ACCE

SEEK held a development day for practitioners in Melbourne to find out more about SEEK and the demand for tech jobs in the future.

SEEK is an online employment marketplace headquartered in Melbourne and has a strong and growing presence across Asia. SEEK's role and motto in career development is, *We help people live more fulfilling and productive working lives and help organisations succeed*. The company aims to help individuals recognise how their transferrable skills can be applied across different roles and traditional job titles. SEEK research shows that if people applying for jobs can't see their skills in a different role, then they will not apply for it and this confirms what career professionals have long known.

As a technology company, SEEK need to recruit into their technology space and wanted career practitioners attending on the day to understand that technology organisations still have very diverse roles on offer. Tech teams are multidisciplinary problem-solvers and need project managers, UX/UI designers, data analysts, cybersecurity specialists, digital marketers, product owners, etc. – coding is just one of many diverse skills.

James Ross, Seek's Chief Technology Officer

James provided a big-picture perspective on the complexity of technology and Australia's position in the global tech landscape. He emphasised the need for talent that is not only digitally literate but curious, collaborative, and able to study human behaviour to reduce friction in the job-seeking process:

Nearly 1 in 16 working Australians now hold tech-related jobs.

The tech industry isn't just programmers in hoodies or IT support fixing computers – it spans creative, analytical, and people-focused roles in almost every kind of business. Tech skills are relevant to every career path in the modern economy.

He reinforced that technology spans all sectors, not just IT companies and that digital literacy is foundational, not optional. Core skills include problem-solving, data analysis, creativity empathy and adaptability. AI tools are making coding more accessible, and users can generate Python scripts from simple prompts.

Notably, many tech jobs offer work-life balance, flexibility and remote work. Tech professionals can reach six-figure salaries within two years. SEEK uses Teams, Zoom, Miro and Trello to collaborate in work teams and is actively looking for creative, collaborative individuals who can study human behaviour and remove barriers in the job-seeking process.

While hiring trends are stabilising, they remain higher than pre-pandemic levels and the demand for tech skills in companies that had not traditionally needed many tech skills has increased dramatically.

In Australia, 62% of tech workers are employed outside the traditional tech sector.

Technology underpins most jobs. From agriculture to art, digital tools and data are part of daily work. An RMIT study found 87% of Australian jobs require digital literacy and we should frame tech as a foundation skill like literacy or numeracy, not a narrow vocational track.

HIRING TRENDS & DIGITAL SKILL DEMAND

DIGITAL SKILLS DEMAND Across all job ads, digital capabilities are increasingly emphasised. Employers in non-tech fields now seek candidates who can comfortably use digital tools. Job postings requiring computer literacy doubled year-on-year for three years in a row up to 2023.

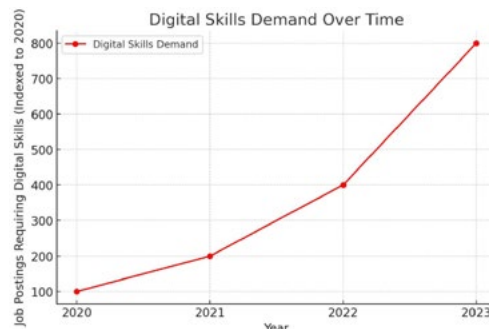
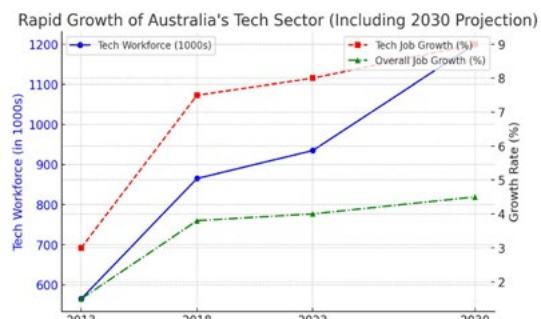


Image Source: SEEK tech job demand to 2023



AUSTRALIAN TECH INDUSTRY



RAPID GROWTH: Australia's tech workforce reached 935,000 in Feb 2023 and is set to exceed the Government's 2030 target of 1.2 million workers ahead of schedule.

GLOBAL CONTEXT: The tech sector continues to thrive globally. For each tech job eliminated, multiple new ones appear across other industries as digital transformation spreads.

If "tech" were considered an industry on its own, it would be Australia's 7th largest employer. Over the past decade, tech jobs grew – 66%, nearly twice the national average.

Image Source: SEEK Trends Noted in the Digital Job Market



PROFESSIONAL PRACTICE

James Wright, Engineering Director

James outlined five major trends reshaping workplaces and included examples that will be of interest to career practitioners and students:

- 1. Remote work and new workplace expectations:** Many jobs can be done from anywhere (enabled by digital tools) with varying support from employers. For example, a student in rural Australia with a passion for sound engineering can now work for companies worldwide.
- 2. The explosion of data and need for trust:** Exploding data volumes and increased regulations are forcing businesses to employ expertise to make better decisions responsibly and securely. Students may be interested to learn that the same algorithms recommending their next TikTok are helping doctors diagnose diseases.
- 3. The rise of AI and automation:** Fast-evolving tools that can mimic human learning and language to do routine tasks and are changing the skills people need to be successful. The AI Apps helping edit student essays are the same ones changing how journalists write compelling articles.
- 4. Cybersecurity threats:** There is a rising need for trust in information online in an increasingly connected, uncertain and AI powered world. The same security concerns that affect a student's social media account also impact billion-dollar businesses such as SEEK.
- 5. A demand for well-being and flexibility in the workplace:** New priorities emerging around flexibility, promotions, mental health and work-life balance are impacting workplaces. Many companies now offer mental health days, sabbaticals for travel, and increasingly flexible hours to retain talent, and these factors are important to younger people.

James also noted a projected shortfall of 30,000 cybersecurity professionals by 2029, reinforcing the urgent need for youth engagement in tech from diverse backgrounds.

AI and the Future of Work

SEEK provided a practical guide to AI's role in shaping work and employability:

- 45% of administrative tasks may be replaced by AI.
- Careers that rely on social intelligence, physical dexterity, or ethical judgment will remain secure.

AI won't replace your students, but students who understand AI may outpace those who don't.

The most future-proof workers will be those who can meet the basic AI Fluency Ladder:

1. Basic AI awareness (how it works, capabilities, limitations).
2. Effective AI interaction (prompt engineering, query refinement).
3. Critical AI evaluation (output assessment, fact-checking).

What is Artificial Intelligence (AI)?

Teaching Old Careers New Tricks: The AI Survival Guide

How does it work

- Models the human brain and is 'trained'
- Adept at language, patterns, some logic, even EQ
- Large corpus of learning and memory

Why now

- Breakthroughs in last 20 years. Incremental.
- First Image Recognition now Language
- Assisted by large data and computer power

What it is and isn't

- General in nature. Some specialisation (medical).
- Not conscious (doesn't dream). AGI long way off.
- Still needs a human operator. Agents starting.

Who

- China (DeepSeek) | US (OpenAI, Anthropic)
- Open | Closed
- Big | Small



4. Creative AI collaboration (human-AI workflows, output enhancement).
5. Ethical AI application (recognizing biases, ensuring fairness).

This aligns well with career practitioners being able to educate not through fear of automation but through strategic skill diversification and knowledge of the market.

The most valuable human skill won't be competing with AI but knowing how to get the best results.

Interestingly AI influences hiring with SEEK's applicant tracking system using keyword matching. Employers value resumes that showcase personality and human potential. However, networking remains key: Connections often lead to job opportunities.



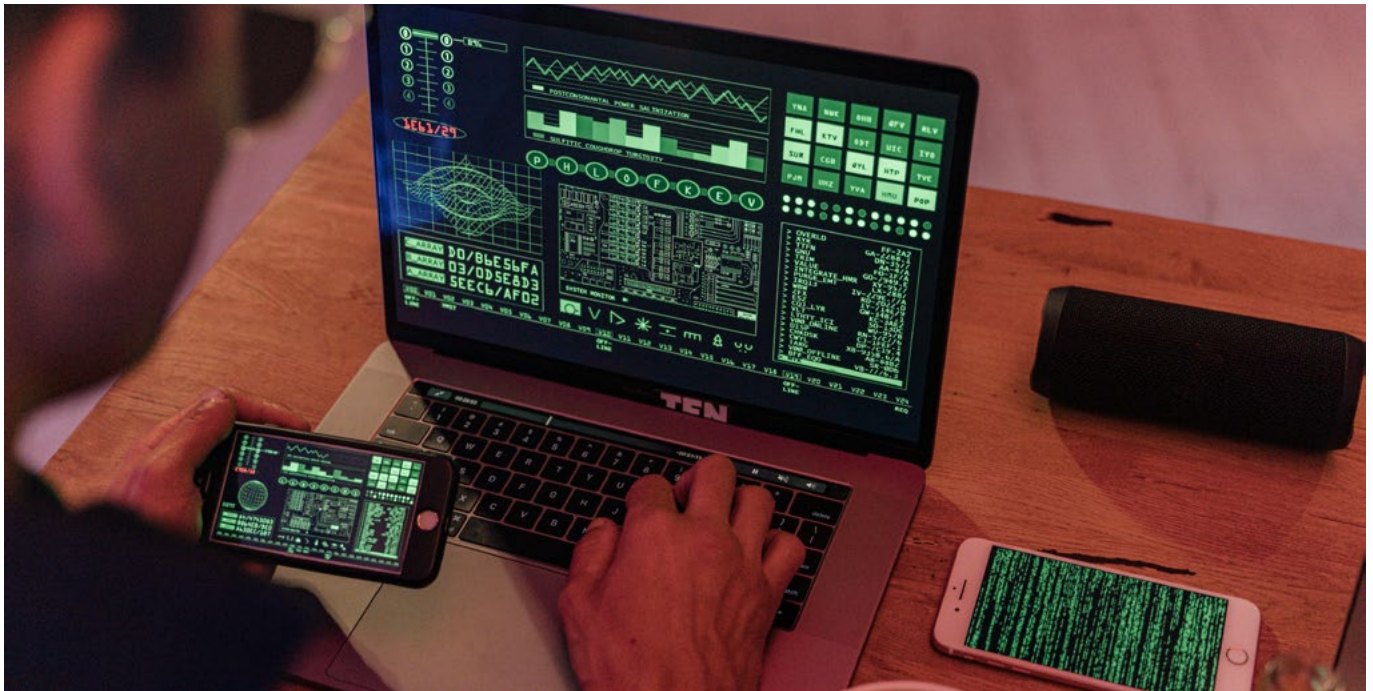
Technology Roles in Demand Today

As technology continues to evolve, the demand for skilled professionals is growing at a rate. Some of the most sort after tech skills in today's market are listed here...



In-demand tech roles:

- Software Engineers
- Data Scientists
- Cybersecurity Specialists
- Cloud Engineers
- AI Machine Learning Engineers
- UX/UI Designers
- Product Managers



Opportunities for Young People

Camp SEEK & Youth Pathways: Camp SEEK is a no-cost, 4-Day immersive experience designed to build real-world tech skills and confidence in Year 9–10 girls and non-binary students. Participants engage in design thinking, product development, coding, and a final pitch to SEEKers.

This initiative directly addresses the gender gap in tech, with only 29% of tech workers in Australia being women. Career practitioners can promote opportunities like Camp SEEK, especially in schools or community programs aiming to uplift underrepresented voices in STEM.

Graduate Programs at SEEK: SEEK offers two structured graduate pathways designed to build deep industry skills and accelerate early-career talent:

1. Strategy and Operations Stream (2 years): Four 6-month rotations across strategy, AI, product development, and internal ventures. Graduates emerge ready for roles such as Strategy Analyst, Product Manager, or Commercial Analyst.
2. Software Engineering Stream (1 year): Two 6-month rotations focused on technologies like AWS, React, GraphQL, and TypeScript. This leads to technical roles including Staff Engineer, Data Scientist, or Security Engineer and is ideal for students seeking dynamic, future-focused careers in tech and innovation.

Hackathons: SEEK also hosts hackathons where students collaborate on real-world challenges using coding and design thinking. These events provide hands-on experience and foster innovation among participants.

Tools for Young People: Young people can thrive in the evolving tech space with low-cost learning tools such as *Replit (supporting app development in 30 minutes) and online AI tutorials. Students should be encouraged to explore tech jobs and there are 6-month short courses and portfolio projects that students can complete to showcase what they have built.

For Career Practitioners

SEEK reinforced that career advisors are irreplaceable in helping students make sense of complex, shifting job landscapes. The practitioner's human-centred guidance remains vital in:

- Navigating algorithmic hiring.
- Building confidence through strength-based counselling.
- Highlighting soft skills that technology cannot replace.

Career Practitioners can familiarise themselves with the salary bands and role descriptions to guide discussions about income expectations and long-term career growth. Inspire curiosity, foster resilience, and help students find their niche in a wide and growing tech landscape as 40% of core skills will need updating in five years and lifelong learning will be key.

Final Thoughts

The SEEK Tech Futures PD Day was an inspiring and practical guide to supporting clients in an AI-powered, digitally connected future. By combining strong human skills with evolving technical literacy, we can help young people and jobseekers of all ages build career portfolios that are adaptable, inclusive, and meaningful. There was much to be positive about when thinking of future roles in tech and certainly worth sharing with students to reinforce their sense of hope about the future.

You can access the Code for Schools presentation here <https://www.youtube.com/watch?v=CN-4YWDCMFI>

Read the SEEK Employment Report – February or visit the SEEK About Page for more information.

* Replit is an online integrated development environment (IDE) that allows users to write, run, and share code in a web browser, offering a simplified and accessible platform for building software, from basic scripts to web applications, with features like AI assistance and deployment tools.

Trends, Transition, and Transformations: Highlights from the 2024 CDAA Conference

Craig Eastwood – Career Project Manager, Morrisby Australia

The theme of the 2024 CDAA Conference in Melbourne was, *Trends, Transition, and Transformations, the evolution of career development*, and offered a range of insights for career advisers, researchers, and practitioners. As a participant and exhibitor, I was fortunate to engage with this dynamic professional community.

Alan Teece, a Director at Morrisby, made the journey from the UK to attend the conference, bringing an international perspective to the discussions. Alan and I showcased Morrisby at our exhibitor stand and connect with attendees to explore diverse career advising environments and delivery methods.

The conversations underscored the evolving landscape of career guidance with topics that included *Transforming Career Development in Schools*, *Rattling the Cage: Really, What Should We Be Doing Differently*, and *Helping People Navigate and Thrive in Chaos*. From in-depth discussions with career advisers to demonstrations of Morrisby's platform, the interactions highlighted a shared commitment to equipping individuals with the tools they need to navigate their career journeys effectively.

What helped me bridge theory and practice around the time of the conference was that I happened to be listening to *The Beginning of Infinity* by David Deutsch. In this thought-provoking audiobook, Deutsch suggests that scientific advancement thrives on a cyclical process: theory informs knowledge, the application of knowledge allows for corrections and improvements, and new insights refine the theory. This idea aligns strongly with career development, where theories are continually tested and adapted to guide practice.

The keynote *Transition and Change: The Career of Career Development* presentation by Dr Paul Hartung really resonated with me, highlighting the evolution of career guidance. His style was engaging and collaborative, and he seamlessly reflected on the role of career theory in fostering purposeful interactions, backing up his premise

with practical examples. He shared a quote he uses often, "Don't push the river, it flows all by itself," as a reminder that those involved in career development have shifted from being advisers to advocates, from administering tests to drawing out any detail personal stories, and from being an expert interpreter to a supportive listener.

In my own practice, I find myself drawn to sayings like, "More time is wasted through indecision than wrong decision," to inspire confidence in decision-making, and "Better a short pencil than long memory," to underscore the importance of action planning. These simple yet profound reminders encourage clients to take ownership of their career paths, aligning decisions with their personal narratives and aspirations.

One of the most intriguing takeaways from the conference was the idea of broadening the scope of career development by integrating career theory and practice with broader societal goals, such as the United Nations Sustainable Development Goals (SDGs). This approach challenges career advisers to think beyond the individual, addressing systemic issues like equity, fairness, and justice in the workplace.

How can career development contribute to sustainable careers, work, and workplaces? This question invites us to envision career guidance as a force for positive societal change. In doing so, we might adapt the ancient Greek proverb, "A society grows great when old men plant trees whose shade they know they shall never sit under," as a call to action for building systems that support future generations.

Looking ahead, as I reflect on the conference and the discussions it sparked, I'm energised by the possibilities for growth and innovation in our field. Whether through benchmarking initiatives, tools like Morrisby, or frameworks that incorporate the SDGs, there are countless opportunities to enhance our practice and broaden its impact.

For those interested in exploring these ideas further, here are some resources:

- **Benchmarking and Career Consulting:** Insights into evaluating and improving career services.
- **Morrisby Website (Australia):** Learn more about innovative career assessment tools and systems.
- **UN Sustainable Development Goals:** Explore the global goals and their relevance to career development.
- The 2024 CDAA Conference reminds us that the future of career development lies in our ability to adapt, innovate, and collaborate. Together, we can empower individuals, support sustainable careers, and contribute to a more equitable and just society.



◀ L-R Karen Pritchard, Craig Eastwood, Alan Teece

MEDIA RELEASE

New National Report Calls for Strategic Investment in Career Development to Deliver Workforce and Education Reform



Melbourne, Australia – A highly experienced and committed career development workforce stands ready to support Australia's workforce and education reform if empowered with the right policy settings. That is the message from the 2024 National Survey of Career Development Practitioners, released today by the Career Industry Council of Australia (CICA).

The report provides a comprehensive overview of a profession at the intersection of education, skills, and employment policy. With responses from 734 practitioners working in schools, TAFEs, universities, employment services, government agencies, community organisations, athlete wellbeing, and private practice, the findings confirm that career development is a vital yet underutilised policy tool.

A skilled workforce with untapped potential

Career development practitioners bring deep expertise and lived experience to their work. Nearly half of all respondents have more than ten years of dedicated practice, and three in four entered the profession mid-career from other sectors, contributing valuable cross-sector insight. Yet, with almost three-quarters of the workforce aged over 45 and fewer than 7% under 35, succession planning is urgent.

"This is a mature, capable workforce that delivers frontline outcomes aligned with national goals," said David Carney, Executive Director of CICA. "But without strategic investment, we risk missing a major opportunity to scale what works and meet rising demand."

Scalable, client-centred career services ready to grow

The report highlights the growing scalability of career development service models. While 40% of practitioners still deliver primarily in-person support, nearly one-third have shifted to virtual or hybrid models. These delivery modes offer flexibility and broader reach, particularly for regional, rural, remote or time-poor individuals.

Blended delivery, now used by 19% of practitioners, combines personalisation with accessibility, making it a highly scalable option for national expansion. However, to fully realise this potential, investment in digital infrastructure, practitioner training and equitable access is essential.

Supporting transitions across the lifespan

The report affirms that professional career practitioners are ready and equipped to support citizens at all stages of their working lives. Whether guiding young people entering the workforce, helping adults re-skill or upskill mid-career, or supporting older Australians planning later-life transitions, career practitioners provide tailored advice and practical support that aligns with individual goals and national workforce needs.

Digital transformation and AI readiness require support

Despite the government's emphasis on digital innovation, career services lag in integrating AI and digital tools. Over 70% of practitioners identified AI training as their most urgent development need, yet more than half have never utilised AI for client support.

Training needs include AI-enabled job search, resume screening, labour market analysis and ethical use.

Workforce ready, but systems must evolve

Practitioners are highly qualified, with 66% holding a Graduate Certificate in Career Development or higher, the recognised professional qualification in career development. More than half express interest in pursuing a Master's qualification. However, one in four have no professional development budget, and 27% report a lack of leadership and mentorship structures.

Performance evaluation remains informal. Around half rely on self-assessment or client feedback, and few institutions systematically use the nationally endorsed Professional Standards to support quality improvement and accountability.

A profession aligned with national goals and prepared for reform

Despite the challenges, practitioners remain optimistic and future focused. Job engagement scored an average of 8.1 out of 10, and 53% of respondents believe the sector will improve in the next five years.

This presents a timely opportunity for policy reform. CICA encourages government decision-makers to:

- Integrate the Professional Standards for Career Development Practitioners into education, training and employment systems
- Expand access to endorsed qualifications and postgraduate study opportunities

PROFESSIONAL PRACTICE

- Invest in digital infrastructure, AI capability and practitioner upskilling for scalable service delivery
- Support structured supervision, performance review and leadership development
- Recognise career development as a core component of National Skills Agreement implementation, employment services reform and women's workforce participation strategies.
- Embed career education into the Australian Curriculum from the early years through to post-school transitions.

"This profession is a force multiplier," Mr Carney said. "With the right system supports, career practitioners can expand access, reduce fragmentation and help more Australians make confident decisions in a rapidly changing world of work."

About the survey

The 2024 National Survey of Career Development Practitioners was conducted between 28 October and 28 November 2024. It provides a robust evidence base to guide workforce planning, service reform and strategic investment across Australia's education and employment systems.

Download the full report at:

<https://cica.org.au/category/news/>

Media Contact:

David Carney

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International Exchange in Career Education – Comparative Study of Australia and Japan

Yuki Oguri – Kyoto University of Education

Makoto Ishikawa – Kyoto University of Education

Shohei Kuroda – Momoyama Junior High School attached to Kyoto University of Education

We conducted research on career education based on research funding from the Japanese Ministry of Education. The objectives of this research were 1) to conduct an international comparative study of career education and to clarify the characteristics of career education in Japan and other countries and 2) to develop lesson plans that encourage career support for junior high school students.

To achieve these research objectives, we visited Melbourne for five days in March 2025. We met with Susan Elmasri of the Australian Centre for Career Education (ACCE) at the Melbourne City Library in Collins Street. Susan readily agreed to our appointment request, and the desired exchange in Japanese–Australian career education was realised.

In this article, we report on what we learned from our exchange with Susan:

1. the characteristics of Australian career education from the Japanese perspective
2. the characteristics of Japanese career education from the Australian perspective.
3. We also introduce a career education lesson plan that emphasises the citizenship perspective that we have been working on in recent years.



Shohei Kuroda, Momoyama Junior High School attached to Kyoto University of Education.

In this paper, we deliberately do not define career education as education for life or civic life, but education as a career.

1. Characteristics of Australian career education from a Japanese perspective

I would like to introduce two characteristics of career education in Australia from a Japanese perspective.

First, Australia endeavours to link students' careers with their regular studies of school subjects. During this visit to Melbourne, I learned from Susan that websites in Australia show how studying each subject is useful for future careers. For example, the website of the History Teachers' Association of Victoria explains that studying humanities subjects leads to employment, in-demand skills, personal growth, and community happiness. By perusing this website, students can study subjects while thinking about their future plans, which is one of the advantages of Australia (Melbourne).

Second, they offer a wide range of work experiences (internships) to 10th graders. In Japan, work experience typically involves short periods at a limited number of jobs. However, I heard that in Australia, students could go to many workplaces if they were interested. Furthermore, in Victoria, applications are made using internship documents prepared by the state Department of Education; so employers, 10th graders, and schools can all be protected during internships. The current situation in Australia suggests that the process of accumulating work experience in Japan needs to be substantially expanded.

2. Characteristics of Japanese career education from a Japanese perspective

Here, I would like to convey the merits of Japanese career education to Australians.

First, the government has introduced the "career passport" to enhance career education. A career passport is a portfolio (from primary school to high school) designed to allow students to self-evaluate their transformation and growth while looking ahead and doing retrospection on their own learning situation and career development. Reading the information in the passport enables teachers to evaluate students' growth and use it in their guidance. For example, in the career passport for fifth graders, students are required to reflect on the previous year from the perspectives of learning, life, home and community; extracurricular activities; and qualifications. In addition, students are required to write about their own growth, what motivated them to grow, and what they want to concentrate on in sixth grade. *While some criticism has been levelled against this career passport, such as not being suited to students who don't like*

PROFESSIONAL PRACTICE

school life or a lack of methodology to support its use, it is expected to play an important role in Japan in connecting learning with the future.

Second, the abilities related to career development are clearly defined. Japan employs a framework that defines career education abilities as 10 abilities in five areas: 1. self-education skills, 2. interpersonal skills, 3. Information, utilisation skills, 4. future planning skills and 5. decision-making skills.

Two specific skills are set out for each of these five areas. In this way, career education clearly indicates which skills should be cultivated and is excellent in that it provides a framework for Japanese teachers. However, these 10 skills in the five areas are not necessarily well known in schools, and understanding these skills and putting them into practice is a challenge.

3. Developing career education lesson plans that emphasize the perspective of citizenship



So far, we have compared career education in Japan and Australia. In addition to these comparative studies, our research focus is on developing career education classes from the perspective of citizenship. This section introduces the relevant class development project.

Simply put, citizenship is the qualities and attitudes that lead to the creation of a better society. The reason we are rethinking career education from the perspective of citizenship is to prevent it from becoming individualistic. In Japan, where neoliberal thinking is strong, career education can be misunderstood as “education about work to make yourself rich” or “education about getting a stable job.” Therefore, we developed a class that provides career education from the perspective of citizenship, which is to jointly create a better society.

To value this perspective of citizenship, we developed the class by introducing the concept of effectuation. Effectuation is said to be “a way of thinking discovered from decision-making experiments on experienced entrepreneurs” (Yoshida et al., 2023, p. 20). This is easy to understand when compared to the traditional way of thinking about work and co-operation. Causation, the traditional way of thinking about work and entrepreneurship, is centred on achieving a predetermined goal. Conversely, effectuation focuses on constantly

developing the means you have while simultaneously creating goals that match them and ultimately achieving those goals. Effectuation involves four principles:

1. make things happen with the means you have
2. determine what is acceptable
3. make good use of fortuitous situations
4. create partnerships.

We considered that by incorporating this way of thinking about work and entrepreneurship-effectuation-we could incorporate the perspective of citizenship. The reason for this is that at the root of effectuation is the idea of collaboration rather than competition. So, we created a four-hour lesson for third-year junior high school students, as detailed below, which Kuroda conducted.

The first hour was dedicated to understanding Principle 1, using the story of Mark and Stacey's pita chips as an example and apply it to their own cases. The junior high school students realised that they had a variety of content with which to start a business.

The second hour involved comprehending Principles 2 and 3, again using Mark and Stacey's pita chips as an example and to apply it to their own cases. The junior high school students realised that risks arise when starting a business, and how they can manage those risks to help society grow.

The third hour focused fully understand Principle 3, using the story of Mark and Stacey's pita chips and apply it to their own cases. The junior high school students realised that better businesses and an improved society can be created by collaborating, not by doing business merely to compete with others.

The fourth hour provided the opportunity to share the business plans they had finally created. By doing so, the students learned that they too could start a business and that they had a strategy for working and starting a business that could benefit society.

In this way, we were able to propose a new way of thinking, called effectuation, to reconstruct career education. This practice has also been published in a Japanese journal.

Yuki Oguri

Reference

Yoshida, M. (2023) Effectuation: The Five Principles of Effective Entrepreneurs, Diamond Inc.

Mari Yoshida is an associate professor at the Graduate School of Business Administration, Kobe University.

Post Script

This international exchange with Susan served to clarify the current situation and problems in Japan. I would like to convey this situation and related issues to teachers in Japan. Finally, I would like to thank Susan for providing me with the opportunity to write this article. I would also like to thank her for proofreading and supporting this article. I would also like to thank Dr. Morozumi Ryohei (Fukuyama University in Japan) for supporting my business trip to Australia.

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DAY 1 • • • •

7:45am - 8:45am	Registration
8:45am- 9:00am	ACCE President's Welcome
9:00am- 9:15am	Deakin University Vice Chancellor, Professor Iain Martin
9:15am- 10:00am	Keynote: Public Skills Australia CEO, Jean Dyzel
10:00am - 10:30am	Morning Tea & Career Expo
10:30am- 10:40am	Keynote: Department of Education Victoria, Assistant Deputy Secretary Senior Secondary Pathway Reforms, Natalie Garcia de Heer
10:40am- 11:25am	Keynote: SEEK, Blair Chapman, Chief Economist
Presentations and Workshops 11:25am- 12:25 pm	
Session 1: Translating career education theory into practical outcomes Angela Pollock, Director Research and Practice Partnerships, Melbourne University	Session 2: Bridging the Gap: What Employers Want Shanan Green, CEO, Australian Association of Graduate Employers and Industry Panelists
Session 3: Counselling micro skills for career guidance Linda Kearley, Senior Workshop Facilitator, Conversant Counselling	Session 4: Ethical Practice for Career Practitioners Kerry Brookes, RTO Manager/Head of Teaching and Learning, ACCE
Lunch & Career Expo 12:25pm - 1:35pm	
Presentations and Workshops 1:35pm - 2:35pm	
Session 5: AI in Careers Guidance: Scaling Human Expertise for an Era of Unprecedented Change Steve Cole, Chief Technology Officer, Morrisby UK	Session 6: Jobs of the Future, Criminology/Psychology Amy Keating, Disability Justice Coordinator, DFFH; Robin Cameron, Program Manager Bachelor of Criminology and Criminal Justice, RMIT University, and Alyssa Sigamoney, Deputy Manager Bachelor of Criminology and Psychology and Associate Professor Dr. Katie Wood, Course Director, Swinburne University
Session 7: GAP Year and Study Abroad Will Pashley, Director, Projects Abroad Director and the Australian Defence Force	Session 8: The Revolution of the Accounting Profession Andrew Albury, Senior Manager Membership Growth, CPA Australia
Afternoon Tea & Career Expo 2:35pm - 3:00pm	
Presentations and Workshops 3:00pm - 4:00pm	
Session 9: CICA and ACCE Career Practitioner Survey Results Trevor Black, ACCE President	Session 10: Entrepreneurial Journeys Davin Karunanayake, Co-founder and CTO, Huddled, Swinburne University; Declan Steel, Graduate, Deakin University, and Sid Verma, Founder and Executive Director, BrainSTEM, RMIT
Session 11: Get the ball rolling Olivia Steedman, Education Partnerships and Marketing Manager, Richmond Institute; Andrew Lawlor, Executive Manager Education, AFL Sportsready, and Michael Beer, MCEA Manager, Cricket Victoria	Session 12: ACCE Member Resources Update Amelia McCulloch, Project Manager, ACCE Member Services and Danielle Flack, Curriculum Writer, ACCE



DAY 2



7:45am - 9:00am	Registration
8:15am - 9:00am	Regional Career Groups Presidents' Breakfast
8:30am - 9:15am	Breakfast refreshments
9:15am - 9:20am	Welcome Day 2
9:20am - 10:20am	Keynote: Spectrum House, Psychologist Director, Emma-Rose Parsons
Presentations and Workshops 10:20am - 11:20am	
Session 1: Careers Presentation in Industry Dr. Rick Ede, Earn-Learn Program, College of Vocational Education, RMIT, and Matthew Baker, Manager Engineering and Madeleine Dutton, Education Manager, Chisholm Institute	Session 2: Rewriting your future: Career Planning for the 21st Century Louisa Rennard, Director of Careers and Pathways and Kate Buchanan, Careers Advisor, Templestowe College
Session 3: Embedding Career Education in the F-10 Curriculum Emily Barter, Jobs, Skills and Pathways Manager and Lauren Milosku, Pathways Officer, Department of Education	Session 4: Healthcare Careers Re-imagined: Guiding Students into a Changing World of Health Dr Roy Boyapati
Session 5: Survival Guide for new Career Practitioners Jacky Burton, Career Development Practitioner and Annette Davie Smythe, Careers Practitioner/Year 11 Wellbeing Leader, Firbank Grammar School	Session 6: Tools of Change, Empowering Women to Succeed in Skilled Trades Abbey Kempe, Major Projects and Partnerships Manager, and National trusted trade apprenticeship support group Peer Mentor, Tradeswomen Australia
Awards Lunch Commencing at 11:20am - 1:20pm	
Afternoon Tours & Presentations Industry tours departing from 1:20 to 1:45pm and returning around 3:45pm Onsite presentation from 1:35pm - 2:35pm	
Industry Tour Synchrotron, Monash University	Industry Tour Victorian Tunnelling Centre
Industry Tour Belgravia Leisure	Presentation Morrisby and MCI

CONFERENCE SPONSORS



With thanks to Life Members of Australian Centre for Career Education 1975- 2025



Strengthening the Individual Placement and Support (IPS) workforce to improve career development for young people with mental ill-health

Gina Chinnery – Director, Employment and Education Partnerships, Orygen

Orygen's work in developing and progressively implementing an Individual Placement and Support (IPS) Workforce Development Framework for headspace (the Framework) is an innovative world-first that is strengthening and sustaining a growing youth-focused IPS workforce across Australia.

IPS at headspace involves co-locating vocational specialists with mental health teams to collaboratively support young people's work and educational goals. Critical to the program's success is ensuring a workforce that has the specific skills needed to effectively deliver the evidence-based IPS model to young people.

The Framework aims to ensure that IPS vocational specialists have the competencies, motivation and opportunity to deliver a high-quality IPS service; in turn, enabling young people with mental ill-health to be active and ongoing participants in education and competitive employment.

The Australian Government, through the Department of Social Services (DSS), engaged Orygen to develop the Framework after a 2019 evaluation of an IPS trial in headspace centres highlighted workforce challenges, including staff retention and variations in recruitment practices across centres.

What became evident was that there was also no single career pathway or minimum qualification to becoming an IPS vocational specialist within this setting, a role requiring a broad range of skills, which include working with young people experiencing mental ill-health, working in a clinical setting, and working with employers and education providers.

To this end, the Framework aims to enhance workforce availability, capacity and capability through training and credentialing, peer-to-peer learning, improved recruitment protocols, and defined career progression pathways. Its 2022 companion document, the IPS Competency Framework, outlines the competencies and values – knowledge, skills, abilities and other personal characteristics – required of effective youth-focused IPS vocational specialists.

Identifying a gap to create a world-first

While the key practices necessary for delivering IPS are outlined in the IPS fidelity scale, these are primarily focused on the presence and quality of the model's structural components rather than on the day-to-day practices or nuances of service delivery. Orygen's IPS Workforce Development Framework for headspace introduced:

- a competency framework specifically tailored to supporting young people with mental ill-health, which incorporated education pathways, early career exploration and the involvement of families; and
- an IPS-specific workforce development framework that extended beyond educational content to encompass training and credentialing, peer-to-peer learning, career pathways, recruitment processes, and other initiatives to support workforce growth and effectiveness.

The Framework is now being implemented in 50 headspace centres across Australia. Early evaluation of the Framework is demonstrating that it is on its way to achieving its goals; for IPS vocational specialists, the IPS field more broadly, and, importantly, for young people in IPS programs.



What is Common Across Career Education, Wellbeing and International-Mindedness?

Julian Jefferys – Partnership and Engagement Lead, Crazy Ideas College

In 20 years at the chalkboard/coal face, I have taught young people History, French, Economics, Philosophy, Theory of Knowledge, English, Year 5 Primary School, Rowing, Debating, Swimming and Soccer. I have been a Boarding Housemaster, Faculty Head, member of the school maintenance team and Assistant Principal. My career started with a strong focus on imbuing a sense of international-mindedness in young people. Since then, it has moved into the area of wellbeing and now into a “futures oriented” organisation.

Recently, I have been wondering if there are certain attributes that we should be encouraging young people to develop. And, even more importantly, which traits tend to be paramount across the different fields of international mindedness, mental health and career readiness.

1. Having a flexible mindset

As we all try to understand our own relationship to the future, it is critical to maintain a degree of mental flexibility. Young people can, at times, feel the future is fixed (or at least certain paths into the future). With age comes a little wisdom and an understanding that it is the “wrong directions” that life takes us on that often have the most interesting and positive outcomes in the long run. As we work with young people at CIC, we try to underpin the activities we provide with experiences that help them understand that the future, and their perception of it, are developed through a constantly changing conversation between competing forces (the pull of the future, the weight of history and the push of the present). If young people can sit in the discomfort of knowing that these factors continually shift, they are more likely to be able to take advantage of the future (and perhaps even shape it!).

The same flexibility of mind helps us to maintain our mental health. In the clinical world, practitioners use terms such as “mindset” and “attributional style”. These refer to how flexible we are and the way we attribute life events to our overall story. Those individuals who are most flexible in the way they see events tend to be better off.

In terms of developing young people’s skills in navigating an increasingly international world, being flexible in outlook is also important. Developing a strong assessment of one’s own cultural values is fantastic and important. However, the trickiest thing to do is to be flexible in the face of something you do not agree with or understand. Having the flexibility of mind to see the values that are important to other cultures has immense benefits and goes a long way to equipping young people to work, live and travel in foreign countries and cultures.

2. Being inquisitive

Bizarrely (and with much qualification), in my experience, young people can be quite conservative by nature. Whether it is in the way they view their learning or how they see their futures, young people can have a narrow lens on key decision points that determine their future. A classic example of this is in how students see their final school exams and post-school options in Australia. Many will say to themselves, “If I don’t do well in the exam, my life will be terrible”. In my work guiding students through curriculum and program choices, I had to encourage a sense of inquisitiveness in students. I worked hard to nudge students to approach new knowledge with an open mindset, as well as being inquisitive in a critical way when looking at broadly accepted norms and ideas.

Being inquisitive also helps from a wellbeing point of view. It can help young people be reflective. Furthermore, inquisitiveness also helps keep people (young and old) “future focused” and this has an immensely protective effect on people’s mental health. Furthermore, having a curious nature can also help in managing anger and other negative emotions. While from a career planning point of view, being inquisitive helps young people navigate the changing employment landscape and keep their minds open to exploring different areas of study as well as different industries.

These two dispositions are critical in the development of young people (well, in all of us). They somehow allow us to flourish in moments in life when things are going well. But they are also protective factors that help mitigate those delicate and difficult life moments that confront all of us from time to time.



RESOURCES AND EVENTS

Connecting with Careers Advisers and Career Leads Morrisby Australia's First Half of 2025

Craig Eastwood – Career Project Manager, Morrisby Australia



Following ACCE's commitment to represent Morrisby Profile in Australia, I am pleased to present an update for the first half of 2025.

After the summer holiday period, Morrisby Australia prioritised reconnecting with Careers Advisers and Careers Leaders to ensure they were well-supported in their vital work guiding students. This period, spanning February to June 2025, involved a combination of online engagement and on-the-road visits to schools, all aimed at maximising the effective utilisation of the Morrisby Profile and associated resources.

An initial step was to email out a school-based Annual Checklist, designed to provide Careers Advisers with a structured approach to review their platform settings, update any required staff and permissions, and assess the level at which Morrisby occupies their strategic career services plan.

The checklist helps schools optimise their use of the platform, from the initial profiling stages to facilitating ongoing career action planning. Complementing this is the Morrisby Dashboard, which empowers schools to analyse usage and engagement trends. By monitoring student interactions, schools can effectively identify strengths and areas requiring further support, ultimately enhancing the impact of career guidance initiatives.

Continuous Professional Development

At two Continuous Professional Development (CPD) events in Adelaide and Perth, I was able to highlight practical strategies for leveraging Morrisby tools. A key objective in the workshops was to align vocational assessment tools with the Australian Blueprint for Career Development, equipping practitioners with a robust framework to deliver effective and relevant career guidance. Further Information regarding professional development opportunities and resources for career practitioners can often be accessed via the Morrisby Australia website (<https://www.morrisby.com.au/>) and the Australian Centre for Career Education's website (<https://acce.org.au/>).



On-site Support and Student Engagement

From February through June, Morrisby Australia representatives actively engaged with schools through both online platforms and on-site visits. This direct support included assisting with the administration of the Morrisby Profile, ensuring a seamless experience for students and school personnel. Presentations at Parent/Guardian information sessions proved invaluable, fostering family engagement in the career development journey and promoting the benefits of the Morrisby Profile.

Additionally, I have the pleasure of interacting directly with students, tapping back into the incredible individual insights and career exploration features of Morrisby. Students were encouraged to revisit and actively utilise their Morrisby Profile as an ongoing resource.

Many students enhanced their self-awareness by completing the Priorities and Study Interests questionnaires. Furthermore, a substantial number of students leveraged the platform's flexibility to refine their focus areas and update their preferred careers and subjects within the 'My Choices' area. The platform also facilitated access to external resources and links, supporting students in their career action planning.

Focus On Series

Another point of emphasis is to provide accessible, quick and relevant information. A new initiative is the 'Focus On' eCommunication series that will also be promoted via social media throughout the year. It offers a variety of resources in formats such as bite-sized videos, downloadable posters, recorded sessions, and webinars that include useful tips about management features in the platform, how to support students, managing career service activities and supporting you in your role. This is designed to help you get the most out of the Morrisby platform.



RESOURCES AND EVENTS



Key Focus On videos include:

- Introduction to Morrisby Manager
- The Overview and Assessment Tabs
- Getting prepared to undertake the Morrisby Profile
- Generate Bulk Reports and Downloads
- Morrisby Profile Interview
- Career Plan and Activities
- Providing Parents with Access

Deepening Connections

Morrisby has continued its collaboration with the Victorian Department of Education's *My Career Insights* (MCI) project, which is now in its seventh year and has been undertaken by 237,000 students since its launch.

The ongoing partnership has included broadening of MCI program to provide enhanced support for priority cohorts, and a trial for Year 8 students. Notably, Year 10 to 12 students who were previously unable to create a candidate account have been given the opportunity to commence a Morrisby Profile as a one-off catch up during 2025.

For more information on My Career Insights visit: acce.org.au/services/my-career-insights

National Careers Week 2025

National Careers Week in May 2025 provided an important opportunity for Morrisby to engage with stakeholders and others. Karen Pritchard, MCI Project Manager, and Emma Goodsir, Morrisby Consultant, participated in discussions on the applicability of Morrisby's evidence-based tools and platform functionality across diverse settings and with diverse student populations.

Looking Ahead to 2026 and beyond

Morrisby is actively pursuing product developments, particularly in the integration of AI and platform enhancements. This includes the development of a course selection interface and the incorporation of Labour Market Information to provide students with comprehensive career planning tools.

The development team is also creating a toggle feature to highlight apprenticeships, traineeships, and skills shortages, addressing critical workforce development needs. For updates visit the Morrisby Australia website: <https://www.morrisby.com.au/>



- Engage students with interactive assessments
- Identify student strengths and potential; explore career options
- Understand where best to offer support
- Manage careers, evidence and reporting with ease

BOOK A DEMO TODAY

morrisby.com.au



We guide students to find their ideal pathways while helping teachers and careers professionals track and evidence delivery and engagement.



RESOURCES AND EVENTS

ACCE Graduation 2025

Our Graduation this year was held during National Careers Week on 15 May at our training and head office location in Greensborough. This time, the event was held as a late afternoon event leading into the evening.

The graduation ceremony was for our students from 2024-2025 and featured a keynote delivered by Professor Jo Lampert, from the School of Education, Culture and Society at Monash University. She holds over 25 years of experience in education and her research focuses on preparing teachers to work in the most challenging educational contexts—metropolitan, regional, rural and remote schools, and serving marginalised and historically disadvantaged communities. Originally from Canada, Jo is internationally recognised for her work in social justice and education, and she collaborates closely with First Nations colleagues, government bodies, schools, and community organisations to improve outcomes for those most in need.

She is Chief Investigator on two current Australian Research Council projects and leads Monash's Transforming Teacher Education for Social Impact group, as well as co-leading the Education for the Future Impact Lab. Jo is also known for founding two nationally acclaimed teacher education programs—National Exceptional Teaching for Disadvantaged Schools and Nexus, which have made a lasting impact on the Australian education landscape. A regular media contributor, keynote speaker, and Editor-in-Chief of the Oxford Encyclopedia of Critical Perspectives in Education, Jo also serves as a member of the Australian Research Council College of Experts.



The ACCE Team



All Graduates & Trainers

In a powerful and reflective keynote, Jo highlighted the transformative role of career educators in shaping young people's futures, particularly in an unpredictable and rapidly evolving world. Drawing on personal anecdotes and academic insights, the address positioned career education not merely as a practical function but as a deeply human and hopeful endeavour. Emphasising Gert Biesta's idea of supporting young people to live 'a good life', she emphasised that the work of career educators is fundamentally about fostering agency, dignity, and belonging, beyond just job security or economic outcomes.



CEAV Institute Team

The keynote underscored how career decisions are emotional and identity-driven, shaped by visibility, access, and encouragement. Through stories of students whose lives changed thanks to a single conversation or act of belief, the speaker illustrates how small moments can have a lasting impact. Career educators are cast as 'futurists' and 'activists', not only guiding students through practical pathways but also asking critical, values-based questions like, "What kind of life do you want?" In a world marked by uncertainty, career education becomes a 'pedagogy of hope', a strategic, ethical, and radical commitment to ensuring all young people, especially those facing disadvantage, feel their futures are worth investing in.

We also had three of our students respond from the student perspective.

Arnel, who had completed the Graduate Certificate in Career Development Practice, spoke about an enjoyable factor of the course being the structure and the wording of how the integrated tasks were set up, which allowed for greater creativity to negate the mundane legal aspects. This allowed him to explore and express his passions and interests and utilise contacts, which made the learning process more fulfilling and legitimate, and less of a chore. His piece of advice for those considering the course in the future is to "put yourself first, unapologetically ask for that study leave and take that extra hour and visit a new place to enhance your practice and experience."

Daniel has completed both the Certificate IV in Career Development and the Graduate Certificate in Career Development Practice. His message was on completing the Cert IV and Grad Certificate, not by choice,

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Certificate IV Graduates

he wanted to make that clear, but rather as a requirement for his roles. Even so, he is so glad for the opportunities, as his experience in the courses has been fantastic.

He felt supported and got to really know his trainers, felt they understood all the other challenges that adult education brings, like family and full-time work. His educators were also fantastic people who wanted to see him succeed rather than create barriers. No question seemed too silly, and no email or call went unanswered. Daniel encouraged future students to set goals, attend sessions, contribute and ask questions so you not only get the qualification but learn along the way because as the Chinese proverb goes, "Learning is the treasure that follows its owner everywhere."



Graduate Certificate Graduates

Janet, who completed her Graduate Certificate in Career Development, shared a post-course experience. Since completing the course, she has been able to apply many of the approaches in her current role. One of her highlights this year has been implementing a 'deep dive' into AI at work, something she may not have tackled without this renewed perspective. The course has also reminded her how vital it is to prioritise ongoing professional development and stay connected with others in our field. To any future CEAV Institute student, her advice is, embrace the overwhelming nature and the challenges — this is how growth happens. Don't hesitate to reach out for support. Learning is lifelong, and in a profession that's constantly evolving, there's always something new to discover.

Kerry Brookes, RTO Manager, highlighted the areas that needed prioritisation by government and organisations if we are to reach the targets that are being set by the



Graduate Certificate_DE

Future of the World of Work. Penne Dawe, CEO of ACCE, highlighted the achievements of ACCE (CEAV) over its 50 years of delivering Career Education and services.

Trevor Black, President of the ACCE Board, highlighted the important role ACCE has provided in the Career Space such as MCI and EMCI, and the important role graduates will have in assisting clients to find and seek out pathways that they will grow into over time, and to assist young minds in navigating the career pathways that they desire in the future.

It was a wonderful afternoon and evening spent celebrating the achievements of 58 Certificate IV in Career Development and 130 Graduate Certificate in Career Development Practice Graduates of the CEAV Institute. We look forward to the celebration happening again next May.



Graduate Certificate_VCEA23



Graduate Certificate_VCEA24

RESOURCES AND EVENTS

Updated career education resources to support the implementation of the Australian Blueprint for Career Development (ABCD) in schools

Danielle Flack – Curriculum Writer, ACCE

A new suite of career education resources is currently being developed to help schools deliver engaging, relevant, and future-focused learning experiences. Based on the principles and framework outlined in the Australian Blueprint for Career Development (ABCD), these resources include student workbooks, and an accompanying teacher resource handbook designed to support schools with the planning, implementation and delivery of high-quality career education programs.

These new workbooks build on the solid foundation laid by earlier CEAV career education resources, reflecting the rapid changes taking place in the world of work and responding to the growing need for more in- depth and expansive career education programs that support young people to develop the skills, knowledge, and mindset needed to navigate an increasingly complex future.

The new resources are designed to save busy teachers and career practitioners time, while helping enhance programs that are practical, engaging, and geared toward building students' critical thinking skills. Each student workbook features content and learning tasks that have been mapped to specific Learning Areas within the ABCD. However, in keeping with the reality of career learning, many activities intentionally span multiple areas, reflecting the connected and ever-changing nature of learning about work and pathways.

Flexibility is an important feature in the way the new resources have been designed and structured. Consequently, the workbooks are not intended to be

followed in a rigid or linear sequence. Teachers and career practitioners are encouraged to adapt the sequencing of delivery and specific content to suit their unique student cohort, using their professional judgement to shape delivery around the needs, interests, and contexts of their students.

As such, the resources can be used in a variety of ways, including:

- as the basis for dedicated career education lessons
- integrated into pastoral care or wellbeing programs
- delivered in workshops or seminar-style sessions
- shared with individual classes or across whole year levels
- used to support learning in other subject areas, such as English or Humanities.

To further support staff confidence and capability, the teacher resource also includes optional professional learning ideas that can boost confidence in delivering career education.

Overall, it is hoped that these resources serve as a starting point to help those working in the career education space to support young people to explore their interests, reflect on what matters to them, and build the skills and confidence they need to manage their learning, work, and transitions now and into the future.



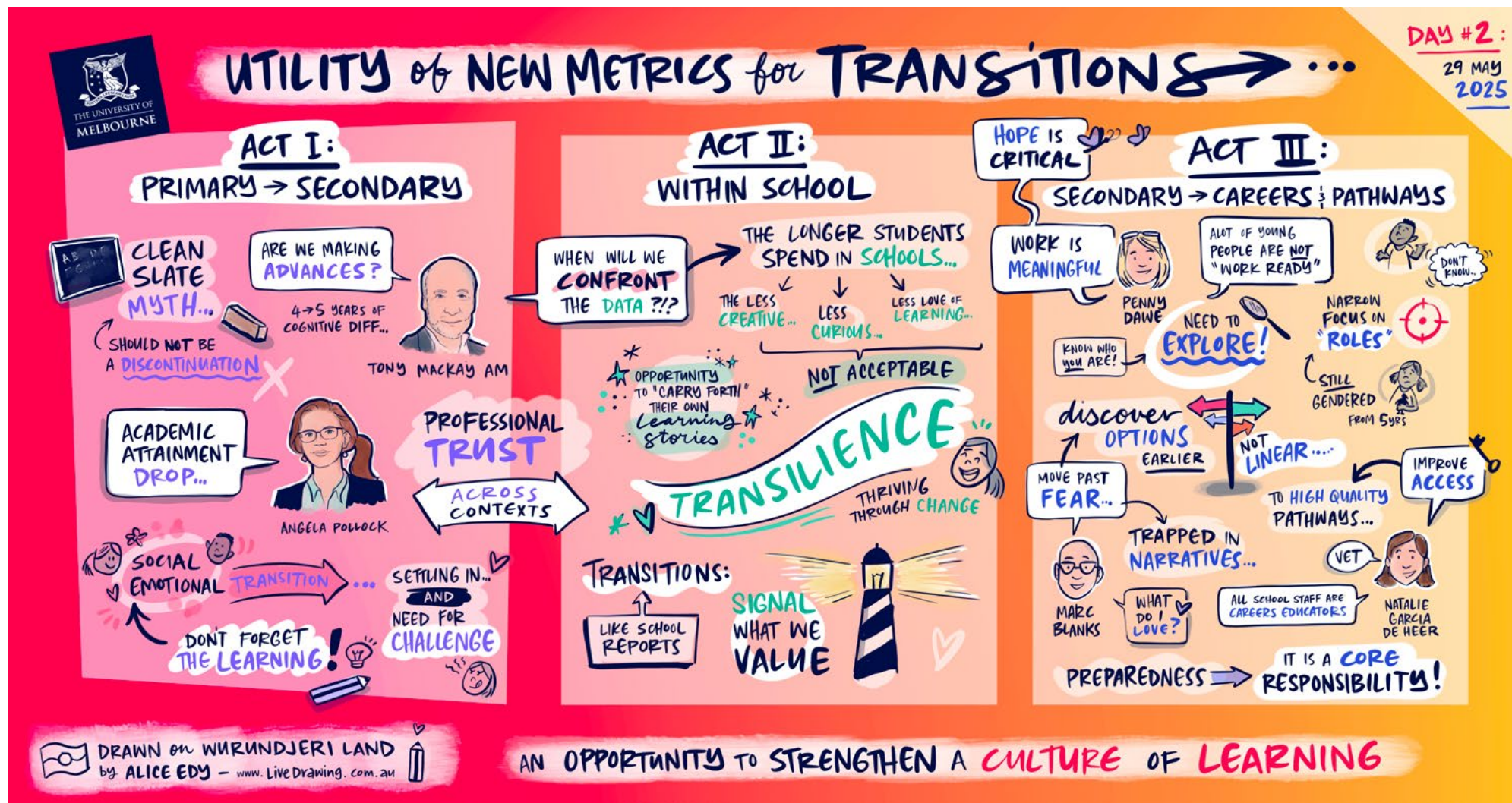
RESOURCES AND EVENTS

On Friday 30 June, a New Metrics event for partner schools was held at Melbourne University. Our CEO joined the 'Transitions: In Three Acts' panel discussion along with:

- Natalie Garcia de Heer, Acting Assistant Deputy Secretary, Senior Secondary Pathway Reform Taskforce, Department of Education Victoria, and
- Marc Blanks, Executive Director, Educational Excellence, Melbourne Polytechnic.

A graphic summary of the important panel discussion is below. The session sparked engagement amongst partner principals about the utility of competency-based learning and assessment, and for earlier and more substantial careers education in schools.

Dr Sandra Milligan is presenting at the ACCE conference. For more information about the work underway watch the video here https://youtu.be/2pcq9xX_-fA or visit: <https://education.unimelb.edu.au/melbourne-metrics/our-research/australian-learner-competency-credential>



RESOURCES AND EVENTS

National Careers Week: A Week of Growth and Opportunity



Held from 12 to 16 May 2025, National Careers Week, an initiative of the Career Industry Council of Australia, offered a range of opportunities for professional development. As part of the program, ACCE hosted five professional development webinars for members, non-members and the wider community.

We were thrilled to see a strong response, with 430 people registering to attend the sessions throughout the week and representing members from across Victoria, New South Wales, South Australia, Queensland and Tasmania.

If you were unable to attend any of the webinars, all sessions are now available to watch on demand. You can find the links to each webinar below.



National Careers Week ACCE Webinars

[Morrisby – Mapping a forward path](#)

[myfuture – Practical strategies for guiding students through career exploration](#)

[WorldSkills Australia](#)

[Industry Connect – Term 2](#)

[Engineers Australia](#)



Morrisby Mapping a forward path

FREE National Careers Week Event



Monday
May 12
3:00 – 4:00 pm



myfuture

Practical strategies for guiding students through career exploration.

FREE National Careers Week Event



Monday
May 12
3:30 – 4:30 pm



WorldSkills Australia

FREE National Careers Week Event



Tuesday
May 13
3:30 – 4:30 pm



Industry Connect

FREE National Careers Week Event

Featuring:
Seafood Industry Victoria
Environmental Health Australia
Lumify Learn



Wednesday
May 14
3:30 – 4:30 pm



Engineers Australia

FREE National Careers Week Event



Thursday
May 15
3:30 – 4:30pm



Click here to view the message from Deputy Premier Prue Car and Minister for Skills, TAFE, and Tertiary Education, Steve Whan in response to the work of careers and transition advisors in NSW Public Schools.



ACCE is thrilled to share a 50th anniversary along with our neighbouring state career association, CAA NSW. A special thanks to their Chief Executive Officer, Alison Muscat, for this great review of the career association's work and history.



The Careers Advisers Association of NSW & ACT Inc – Celebrating 50 years in 2025



2022 Winner of the NSW Minister for Education's Association of the Year Award

Throughout 1974, Commonwealth funding made it possible for short in-service courses to be held for Careers Advisers across NSW. As they met together in groups, Careers Advisers came to realise that most of their interests and concerns were shared, irrespective of whether they were working in government, non-government, city or country schools. What they needed was a mechanism to consolidate their views and enable them to speak with a concerted, strong voice.

So, in December 1974, a State-wide Conference of over 200 Careers Advisers was held in Sydney at which it was resolved that an Association should be formed and a representative committee elected to draw up a draft Constitution.

An intrepid group of Careers Advisers gathered on a Saturday morning in the cold, draughty central lecture block at the University of New South Wales. Their purpose was to consider a draft Constitution for a proposed Careers Advisers Association. They would have been gobsmacked if, with the blessing of foresight, they could have known what would lie ahead for their fledgling professional association.

While there was much grassroots enthusiasm for an Association, some would have wondered whether it would survive in the long term, given the turbulent educational, social and political times ahead.

But survive it did, and 50 years later it has exceeded the wildest expectations of its founding members.

Although membership at the end of that first year was still very small (70), significant steps had been taken to establish a network of regional and district branches. The Executive considered these a priority, as members were aware that the most effective support services for Careers Advisers needed to be provided at the local level. To this end, four city and three country branches had been established and were active in holding regular meetings and organising collaborative events. There are over 30 of these networks operating today.

The Foundation Years

The Association's primary functions in the early years were to:

- Produce a journal, 'Prospects';
- Organise an Annual Conference;
- Represent the interests of Careers Education and Careers Advisers in forums;
- Promote the value of Career Education and Careers Advisers.

Much of the first few years were spent on numerous deputations to Ministers, School P. & C's, media, employer groups, trade unions, and the regional Department of Education to garner support for the position of a high school Careers Adviser.

The Association's first Annual Conference was held in 1975 with a succession of well organised state-wide Annual Conferences held at the University of N.S.W, the Koala Motel in Sydney and Macquarie University.

Between 1976 and 1977, a new emphasis on Career Education emerged, with several BNSW Government High Schools introducing timetabled classroom instruction as part of a pilot program. During this same period, efforts to enhance the role and training of Career Advisers gained momentum. Ten-day in-service training courses were piloted for Career Advisers in the Western Region,

RESOURCES AND EVENTS

and representations were made to Colleges of Advanced Education (C.A.E.s) to introduce dedicated courses to train future Careers Advisers. From 1976 to 1978, the training of Career Advisers focused heavily on preparing them to implement the newly developed “Career Planning Pack.”

In 1977, a significant breakthrough came when Minister Bedford gave formal approval for the introduction of a statewide Work Experience Program. This paved the way for the broader rollout of both Work Experience and Career Education programs across New South Wales in 1977 and 1978. That same year, the Department of Education agreed to establish a school-time training program for Career Advisers and allocated 14 classroom periods specifically for career education delivery.

Meanwhile, the Association supporting Career Advisers was steadily strengthening its infrastructure. By 1978, it had established a strong network of regional branches, each operating under an efficient petty cash system with a balance of \$50. The Association’s journal, *Prospects*, was distributed at a cost of \$0.35 per copy, though production and collating costs were more than double that amount, reflecting the commitment to communication and professional development despite financial constraints.

Progress continued into 1979, with plans for two additional training courses and the option for Career Advisers to be appointed on a full-time basis in Government high schools, supported by an increase in teaching allocation from 14 to 28 periods. In a major development for professional recognition, Milperra C.A.E. launched the first diploma program for Career Advisers in New South Wales.

By 1980, the persistent advocacy and groundwork laid over the previous years culminated in a major policy shift. The promotional structure for full-time Career Advisers was set to change, aligning their career progression and professional standing with those of other teaching areas—a hard-won victory described as the result of “sweat, blood and tears”.

Growth & Cementing Careers in Schools

Gradually, over a number of years, the allocation of time to the Careers Advisers position was increased to 1.0 allocation in NSW Government schools.

Retraining courses were designed. Original retraining courses were 4 weeks. By the time these courses were scrapped in the early 1990s, they were of 7-weeks duration.

In the late 1990s and early 2000s, change came rapidly. The advent of the internet and email allowed the CAA to have direct and immediate communication with members. But this all came with a price, so it became necessary to explore and expand revenue sources. An executive Officer was contracted to work one day per week during school terms for the princely sum of \$1,000 per term to carry out the administrative functions and explore the options with regard to increased service to members.

Once the internet page was established, a dedicated phone line set up, and regular communication to members via a weekly e-news initiated, growth was rapid.

The Volunteers

The CAA Executive Committee is, and has always been, extremely committed to the Association, its members and their own peers. The Executive Committee is, and has always been, comprised of unpaid volunteers who also have their own jobs as teachers and Careers Advisers in High Schools. Many meetings are scheduled for out of school hours due to the working commitments the Executive Committee have within their schools. When this is not possible, the Executive Committee must take leave from school, sometimes even their own Annual Leave, to be able to undertake their responsibilities with CAA. The Association is fortunate to be served, in its entire existence, by extremely enthusiastic and dedicated volunteers who advocate for their peers often on matters that do not affect them personally.

The Current Status

CAA continues to grow with over 900 members in 2025 and 3 full-time staff, and a huge celebration is planned to celebrate CAA’s 50th year in 2025! As the Association celebrates its 50th anniversary, its journey from a modest initiative to a state-wide cornerstone in school-based Career Development Education is nothing short of inspiring. Over the decades, it has empowered countless educators, creating pathways to opportunity and shaping futures with purpose and vision. From pioneering training programs to forging influential partnerships across Government, the tertiary sector and industries, the Association has been instrumental in shaping Career Development Education in NSW schools.

Looking ahead, CAA remains steadfast in its commitment to evolving with the times while staying rooted in its mission: to support and elevate those who guide the next generation. With a legacy of impact behind it and a future of possibilities ahead, CAA is not just marking a milestone—it’s building momentum for the next 50 years of transformation and excellence in Career Development Education.



CAA is a founding member of the Career Industry Council of Australia (CICA) and a member of the NSW Professional Teachers Council.

www.caa.edu.au

RESOURCES AND EVENTS

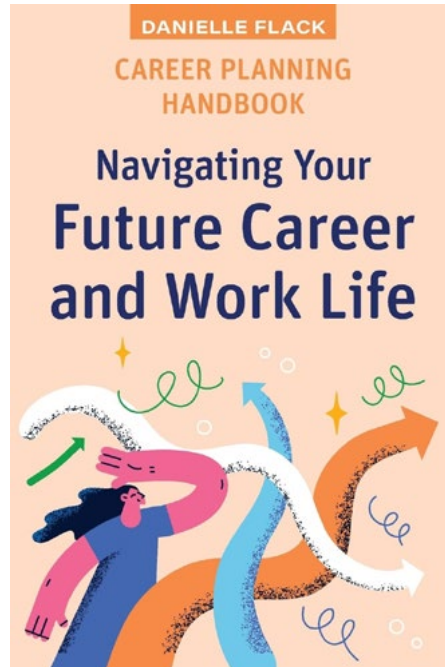
Book Review

Lynn Davis – ACCE Career Consultant, Enhanced MCI Program

Danielle Flack's *Career Planning Handbook: Navigating Your Future Career and Work Life* is a practical guide aimed at high school students considering their own career journeys. Published in May 2024 by Amba Press, this small but comprehensive handbook is pitched at navigating the adaptable world of work, "offering tools for self-discovery, goal setting, and proactive career planning." (Amba Press, 2024).

Flack, an experienced career development practitioner, secondary school teacher, and curriculum creator, brings a wealth of practical insights to her role as an author in empowering her readership on their journey to success (Flack, 2024). The handbook is designed to guide students through the complexities of change, from self-exploration to setting ambitious goals and taking actionable steps toward their desired careers.

Each chapter is designed to be a roadmap to self-discovery and professional growth, assisting students to rethink traditional approaches, embrace innovation, and cultivate flexibility to realise their full potential. The book encourages readers to reflect on their strengths, values, and interests, fostering a deeper understanding of themselves as they navigate the intricacies of career planning.



The students should enjoy the handbook's emphasis on practical exercises and expert advice. Students are guided to seize opportunities, visualise aspirations, and take proactive steps toward their ideal careers. Whether considering study options or preparing to enter the workforce, the handbook equips students with the tools to reflect, evaluate, and readjust as they forge a growth mindset.

The handbook also shares the central facets of career planning, such as self-assessment, career exploration, setting goals, and how to achieve the set goals in a very realistic way. It provides insights and effective strategies to advance in a career and offers practical advice when considering study options. Additionally, it emphasises the importance of starting to

build skills and experience early on, providing a comprehensive approach to career development

In conclusion, Danielle Flack's *Career Planning Handbook* is an invaluable resource for high school students seeking guidance in navigating their future careers and work life. Its practical exercises, expert advice, and structured approach make it an essential tool for students preparing to meet new challenges with confidence. The handbook empowers students to reflect, evaluate, and adapt as they embark on their career journeys, providing them with the tools to succeed in an ever-evolving landscape of work.



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RESOURCES AND EVENTS

Walk for Truth – Yoorrook Justice Commission

Kelsey Bourke – Careers Consultant, ACCE



On Thursday, 12 June 2025, I attended the Djilang (Geelong) leg of the Walk for Truth run by the Yoorrook Justice Commission. The Yoorrook Justice Commission is the first formal truth-telling process into historical and ongoing injustices experienced by First Peoples in Victoria.

Yoorrook Deputy Chair Commissioner Travis Lovett, Kerrupmara Gunditjmarra, is walking from Portland, where colonisation began, to Parliament in Narm (Melbourne). This powerful journey aims to bring everyone together to walk toward truth, celebrate the strength and resistance of Aboriginal people, and be proud to have the oldest living culture in the world.

As Victoria's first formal truth-telling process, over the past four years, Yoorrook has heard powerful truths from people right across the state, giving evidence on the impacts of colonisation, including systemic injustice, as well as the strength, resistance and achievements of First Peoples.

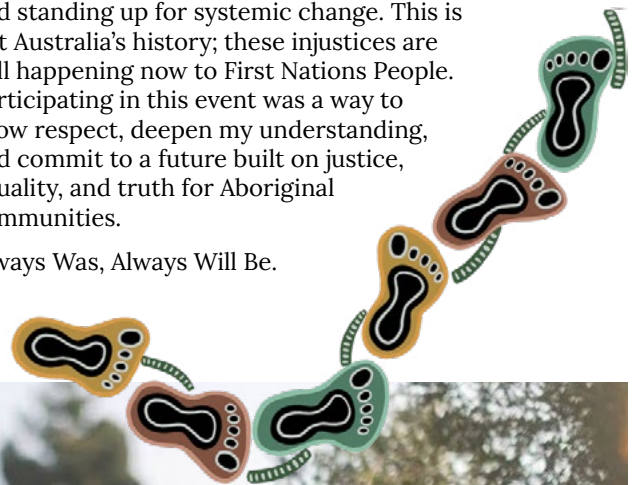
These truths form the basis of Yoorrook's final reports, documenting the past and providing a roadmap to transform the future. Yoorrook delivered an interim report in June 2022, a critical issues report in August 2023, and will deliver a final report in after June 2025.

The above information came from the Yoorrook Justice Commission website Home – Yoorrook Justice Commission.



Attending the Walk for Truth was an important act of solidarity and reflection. As a non-Indigenous person, it is my responsibility to listen, learn, and walk alongside First Peoples in acknowledging the truth of our shared history. Being an ally means actively supporting truth-telling, recognising the deep injustices of colonisation, and standing up for systemic change. This is not Australia's history; these injustices are still happening now to First Nations People. Participating in this event was a way to show respect, deepen my understanding, and commit to a future built on justice, equality, and truth for Aboriginal communities.

Always Was, Always Will Be.



ACCE Staff Introduction



Name: Nes Gelvezon

Position/Job Title: Events and Administration
Coordinator

ACCE Work Division: Operations

In February this year, I started as an Events and Administration Coordinator at Australian Centre for Career Education (ACCE), where I will be assisting the Operations Team with internal and external events while also supporting day-to-day administrative functions.

My journey has taken me from the fast-paced world of pharmaceutical sales in the Philippines to the dynamic corporate landscape of Australia. With a Bachelor's Degree in Social Sciences, majoring in Psychology and Sociology, I've always had a strong interest in understanding people and systems—an interest that has guided me through a diverse and fulfilling career. Along the way, I've worn many hats, administrator, bookkeeper, events coordinator, and HR support—each one adding to my toolkit of skills and experiences. I take pride in bringing structure to complex processes, whether that's streamlining financial systems or managing end-to-end events. I've always believed in the value of continuous learning and adaptability, and it's this mindset that has helped me thrive in every role. At my core, I love helping teams work more efficiently and creating smooth experiences for both clients and colleagues.



Name: Kelsey Bourke

Position/Job Title: Careers Consultant

ACCE Work Division: EMCI

After I graduated from high school, I knew that if I didn't continue my education, I might never go back! So, I enrolled in a Bachelor of Business specialising in Entrepreneurship at RMIT in Melbourne as I wanted to experience city life, whilst working and staying at my coastal home on the Bellarine Peninsula. When I graduated from RMIT at the end of 2019, I had no further inkling of what it was I wanted to do! Then 2020 started, and obviously we all know what happened there, so I remained in my sales job at Baker's Delight as that was an 'essential service' which meant guaranteed work. I was actually at Baker's Delight for over seven years and received a LONG SERVICE LEAVE payout at 22 years of age!

In 2021, I took up a Sales and Logistics role in a small family-owned manufacturing business in Ocean Grove that specialised in muesli, granola, gluten-free brownies and rocky road. I did enjoy this role, but felt that I couldn't showcase my skills and abilities, and there were no further opportunities for growth. At the start of 2023, I enrolled in the Graduate Certificate for Career Development Practice through CEAV, mainly because I enjoyed chatting to my friends about our pathways and quarter-life crises, where none of us know what we are doing or where we are heading! In 2023, I also started working at The Orange Door (centre for family violence and child and family wellbeing) where I held 3 roles over 2 years with Family Safety Victoria and Meli.

I completed my work placement for the graduate certificate at my old high school, Bellarine Secondary College, and it was there I found my passion for helping teenagers! Subject selection, Morrisby, VTAC applications, I loved it all! I continued working at The Orange Door after I completed my graduate certificate at the start of 2024, and thought my pathway into careers might just be a dream for a while. At the start of 2025, I found out my contract in the current role I had was not going to be renewed, so I started job hunting, which is when I saw the EMCI Careers Consultant role at ACCE. I thought my qualification, coupled with my experience working at The Orange Door, would be a perfect fit. I have only been at ACCE for about 3 months, but I am thoroughly enjoying being a part of the team.



Celebrating career industry excellence across Australia

2 December 11:20am - 1:20 pm

Deakin University Burwood Campus

Nominations now open

The ACCE Awards acknowledge the contribution of outstanding members who have provided support and expertise to the ACCE community over the past 12 months.

There are eight awards for excellence in the career development field:

- The Ruth Chapman Trophy
- The Christine Jolly Scholarship
- The Maryanne Mooney Perpetual Trophy
- David Osborne Regional Excellence Award
- ACCE Fellowship Award
- ACCE Community Career Excellence Award



Department
of Education

ACCE would like to thank the Victorian Department of Education for sponsoring two awards in 2025

- **Outstanding Career Practitioner Award (Individual Award)**
- **Outstanding Provision of Career Education Award (School Award)**

acce.org.au/acce-awards



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