

Inclusive career development project 2022

Supporting Schools to implement best practice for students with disability

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Project Background

The Australian Centre for Career Education (ACCE) and Brotherhood of St Laurence had a shared vision of improving career development opportunities for young people with disability.

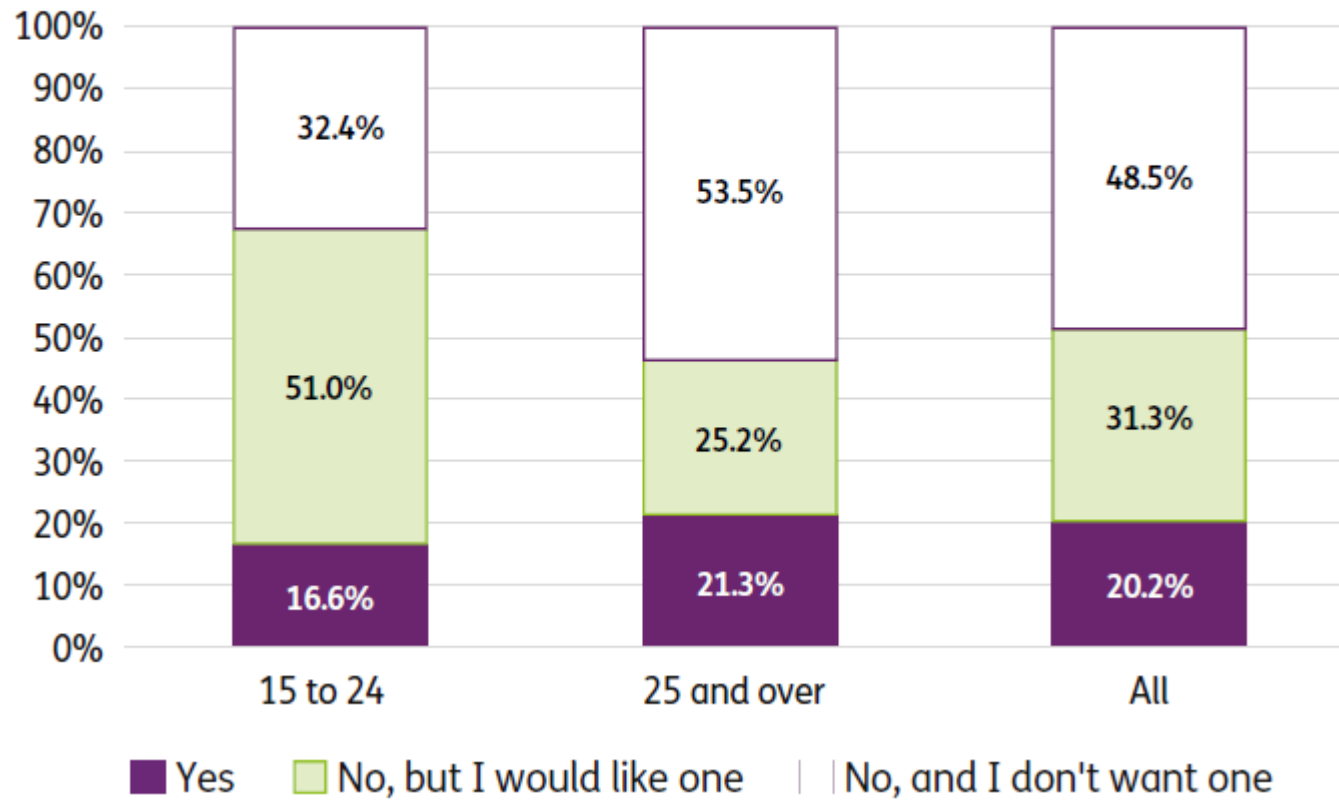
We received support from Gandel Foundation to assist us to explore career development for students with a disability.

We worked with the University of Newcastle to create resources for Career Practitioner in schools to assist in evidence informed Practice.



Job Status NDIS participants 15 to 24

Reported job status, work domain



Brotherhood of St Laurence Ticket to Work approach



Theory of change is ‘connecting a student with disability with the world of work before they leave school through a coordinated approach, greatly improves their chances of securing ongoing employment and creates better economic and social outcomes.’

Ticket to Work Model/approach:

- Prepares young people with disability for the workplace and gives them an employment pathway that is typical of other young adults
- Brings together (in-place) disability-specific and mainstream representatives from a variety of sectors to work strategically and collaboratively
- Builds expectation and supports young people to gain access to early experiences that positively influence their views of themselves as workers
- Meets the needs of employers, providing enhanced retention and profitability

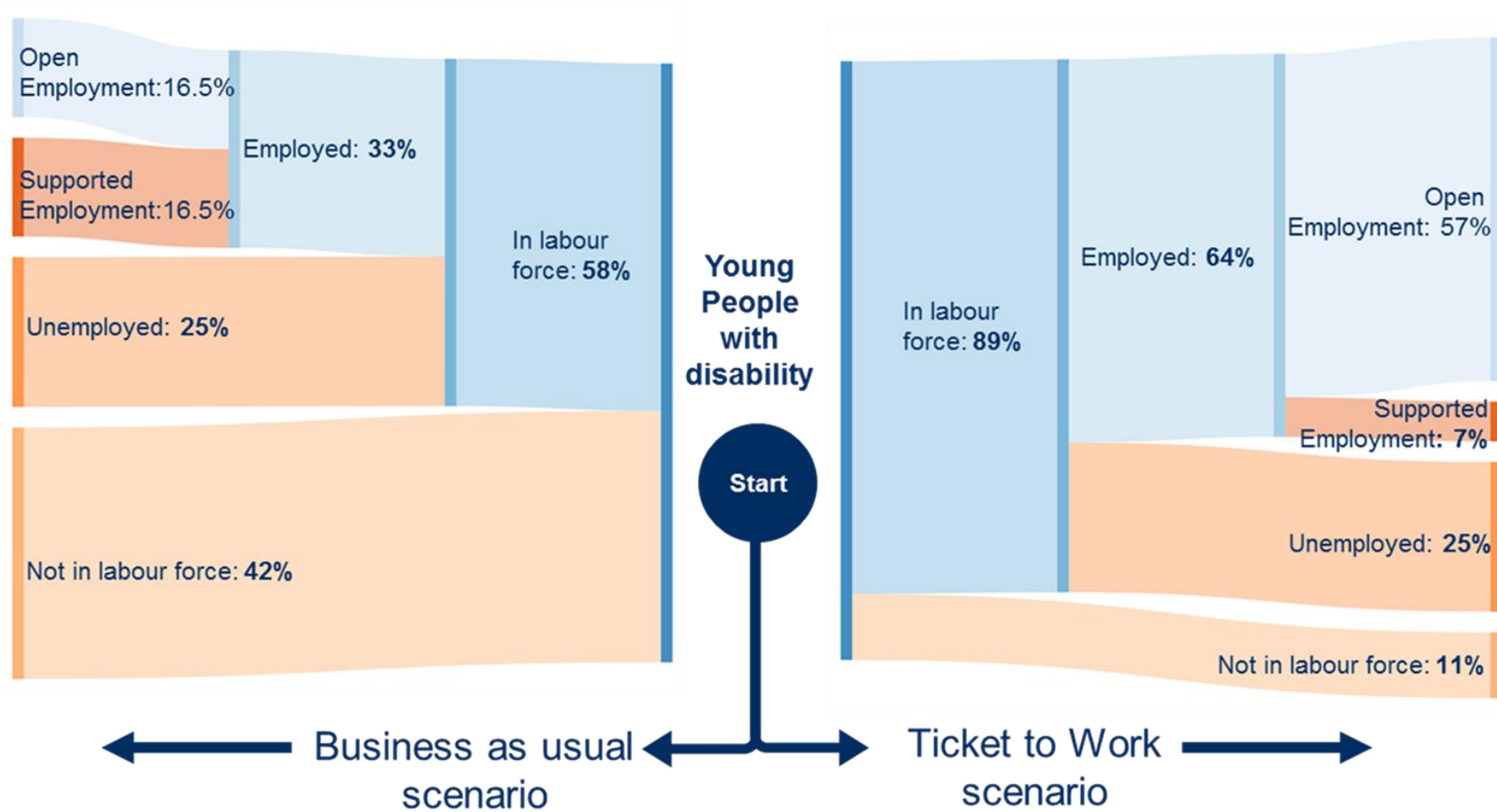
In community, we focus on three areas

- Supported Opportunities for YPWD focused on normative pathways
- Builds capacity of the key actors essentially for improved transition to decent work
- Sector collaboration and taking intersectoral lens

Ticket to Work is an initiative of the Brotherhood of St Laurence.

We take a collaborative approach to improve employment outcomes for young people with disability.

Ticket to Work data post school (SVA 2020)



Positive support in the transition to employment: Ticket to Work participants in employment response

Supportive people journey to work	Percentage
Staff/teacher at my school	37%
My family/carers	80%
Staff at employment service	56%
Staff at NDIS provider	7%
Staff at Group training organisation	7%
My workplace supervisor/manager	11%
My co workers	7%

Secondary Transition Predictors of post school success

Career Awareness: including the WE3 Work exposure, work exploration and work experience	Program of study
Community Experiences	Self-Advocacy/Self determination
High school completion	Self-Care/independent living
Goal setting (acknowledgement of progress)	Social Skills
Inclusion in mainstream education	Students Support
Interagency Collaboration	Transition Program
Occupational courses	Travel Skills
Paid employment/work while in secondary school	Vocation Education
Parent expectation	Work Study
Parental involvement	Youth Autonomy/Decisions

The importance of career development in school for young people with disability



There is a strong relationship between career development, effective transition supports and engaging in work experience during secondary school with post-school employment for young people with disabilities.

Research and practice has identified effective practices that schools can implement, with the goal of improving post-school outcomes and transition for students with disabilities. Found that there are the 5 key practice areas to improve a student's life outcome

Key sources: 'Taxonomy for Transition Programming', Guide for Practice Leaders.pdf (tickettowork.org.au), <https://transitionuniverse.files.wordpress.com/2012/04/taxonomy.pdf>



Inclusive career development launch



The final stages of the benchmarking tool and guide are passing through our BSL research and evaluation team and will be launched for school feedback and ongoing development in May. ACCE will support the launch and use of the tool through a Community of Practice (CoP) (specialist disability). The aim of the CoP is to ensure ongoing development and improvement in the tool and other career development resources of relevance.





Project Partner - CEAV Career Counselling Australia (CCCA)



Ticket to Work partnered with ACCE's consulting division, CEAV Career Counselling Australia (CCCA) to ensure that the interventions were underpinned by best practice career development, effective, and sustainable.

CCCA's role was to support and mentor schools to identify any gaps in the schools' practice and guide best practice through coaching using the project's resources and tools.

Three cross-sectorial schools were recruited to participate in the testing phase: Roxburgh College, Rossbourne School, and Damascus College.



Project phases



1. **Learning and Development Material:** Develop evidenced-based resources and knowledge to support career education, pathways planning, and work readiness for students with disability based on contemporary research and knowledge that include:
 - A mix of e-learning activities
 - Resources and tools be co-designed and tested in schools.
2. **Benchmarking to ensure effective practice:** Develop a tool for school career/transition specialists and leadership teams to assess themselves against international benchmark policy and practice in pathway planning that incorporates the latest literature about predictors of post-school success for students with disability.
3. **Trial, mentor and improve:** Trial the tools in 3 cross-sectorial schools and provide training and mentoring support to improve practice.
4. **Evaluate, inspire and share findings:** Independent evaluation from the University of Newcastle & BSL Policy & Research Centre of the outcomes of the project with a focus on qualitative research on the experience of schools in project. National sharing of findings and resources.

Trial, Mentor and Improve with Schools in the Test Phase



- Offered up to three coaching sessions
- Worked through the draft of the tools and resources
- Ease of use for the tools and resources
- Activities at various stages and year levels
- What was missing
- What already works well
- Where were the gaps or areas for improvement
- What does good practice look like
- Feedback provided and included in updates to the tools and resources

The Tools and Resources Include

1. An **Inclusive Career Development Benchmarking Tool** with 3 Components
 1. Student : Self Determination
 2. School, Family, and Community Engagement
 3. Networks and systems
2. A rating system to self-assess your school
3. Room to record areas for improvement and strategic planning
 - **Inclusion Tips and Conversation Starters**
 - **Resources**
 - **Templates and Appendices:** CAP, Exit folder, Case study samples, NDIS step by step guide and useful disability services and websites

Community of Practice (specialist disability)



- To support schools and career practitioners to adopt best practice career planning for students with disability in all school sectors, ACCE will establish the Community of Practice (CoP specialist disability) to assist schools to use the tools and resources.
- It is anticipated the CoP will meet once per term online to support member schools in all locations.
- The launch will be the 9 May webinar and will provide guidance in the use of the tool so schools can begin to operationalise the tool.
- The next CoP meeting will ask participants what they want from the CoP with a view to support shared learnings, barriers, and changes or additions to the resources to improve them and outcomes for students. CoP members can build on the group's general pool of knowledge, resources, and pathway information about career support for young people with disability.

Questions?

Feedback survey and CoP expression of interest



Contact



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