

Industry Engagement and Career Education at Nelson Park School

Presented by Amanda Hay
Industry Engagement Coordinator



Department
of Education



Introduction

1. Background
2. Nelson Park School Career Education support structure and how we got there
 - Career Education Group
 - Futures Planning Team
 - Staff Engagement
3. Instructional Model Year 10 -12
4. Work Experience
5. Industry Engagement
6. Parent Engagement
7. Industry Visits and Student Voice
8. NDIS Navigator and Student Wellbeing
9. Career Education Year 7 – 9
10. Work Awareness Year 5|6
11. Student Alumni
12. Conclusions

Background and why the IEC role

Background

- 1991 – Social Educator, devolution of boarding houses and introduction of group homes. People's learning ability increased noticeably. **Belief in everyone's ability to learn**
- Some group homes and advocacy
- Employment with Job Network – applied for and managed Green Corps plus WFD - Mixed Abilities Theatre and Arts programs
- Community Development – LGA large geographical reach, including two large social housing populations experiencing socio-economic disadvantage plus state maximum and local minimal security correctional centres
- DES – Job Coach, delivered Job Skills Cert I to **students in schools**
- Support Worker
- Support Coordinator

Industry Engagement Coordinator

- **Core value** – belief in everyone's ability to learn and the need to be presented with opportunities
- Community Development
 - Stakeholder engagement
 - Assessing and responding to community needs
 - Event management / project management / report writing / budgets
 - Submission writing and acquittals
- Employment/ RTO's
 - DES, SLES, TTW and engagement programs
 - Consultant
 - Job Coach – work place and **schools**
 - Assessment and training
- NDIS
 - Complexities of billing
 - Reviews and supporting assessments
 - Roles/ responsibilities of Support Coordinator, Plan Manager, LAC NDIS Planner and providers
- **Present opportunities to students to facilitate choice**

Career Education Group

Established in response to Careers Audit - which was then used as an Annual Plan

Meeting

- Year one: fortnightly
- Year two: twice a term
- Year three: once a term

Chair

- Year 7 – 9 AP

Minutes and convened by

- Industry Engagement Coordinator

Attendees

- Leadership: AP's 7-9 and 10-12
- Curriculum Development
- Careers Officer
- Industry Engagement Coordinator
- Teachers submit a report on CE

Celebrate Successes

2022

- Career Education Workgroup
- Industry Incursions Yr 7 – 9
- Career Assemblies
- Student Voice – increase of specialist programs to support student engagement
- Evaluate CEW

2023

- Career Education Group forms
- Career Education Yr 7/8 T2 and Yr 9 T4
- Industry Visits, excursions and incursions
- Industry Alumni Presentations (incursions)
- Career Assemblies Year 10 - 12
- Inter campus presentations Yr 12 to Yr 9
- Staff Engagement
 - IEC Presentations to ES staff (whole school)
 - IEC Presentations to PLC Staff Yr 7|8, Yr 9
 - Career Education Annual Schedule (whole school)
- Apply for Mini-Woolies
- Evaluate CEG and define objective for 2024

2024 OBJECTIVE

Review and support further progression of Career Education at NPS

2024

- Career Education Year 7 – 9 from mid Term 1
- Industry Visits/ Alumni/ Peer presentations are requested by teachers Year 7 - 12
- Teachers report to CEG
- Survey of Year 9 students about their understanding of Career Education

***Anchored in Department Policy
Create structure
Generate curiosity
IEC accountability***

Futures Planning Team Year 10 – 12

Meeting

- 2022 informal, some structure
- 2023 – T2 structured
- 2024 – all year, structured

Chair

- Senior Secondary School AP
- Year 7 – 9 AP as required

Minutes and convened by

- Industry Engagement Coordinator

Attendees

- Leadership: AP's 7-9 and 10-12
- Curriculum Developer
- Teacher Higher Duties
- Careers Development Officer,
- NDIS Navigator
- Industry Engagement Coordinator

Supports

- **Work Experience Placements**
- **AJWD fast-track**
- **Passion work experience choices**
- **School leavers tracking**
- **Current student futures planning and tracking**
- **Flexible learning options – student engagement**
- **NDIS reviews**
- **Futures Expo**
- **Industry Visits**
- **Industry engagement**

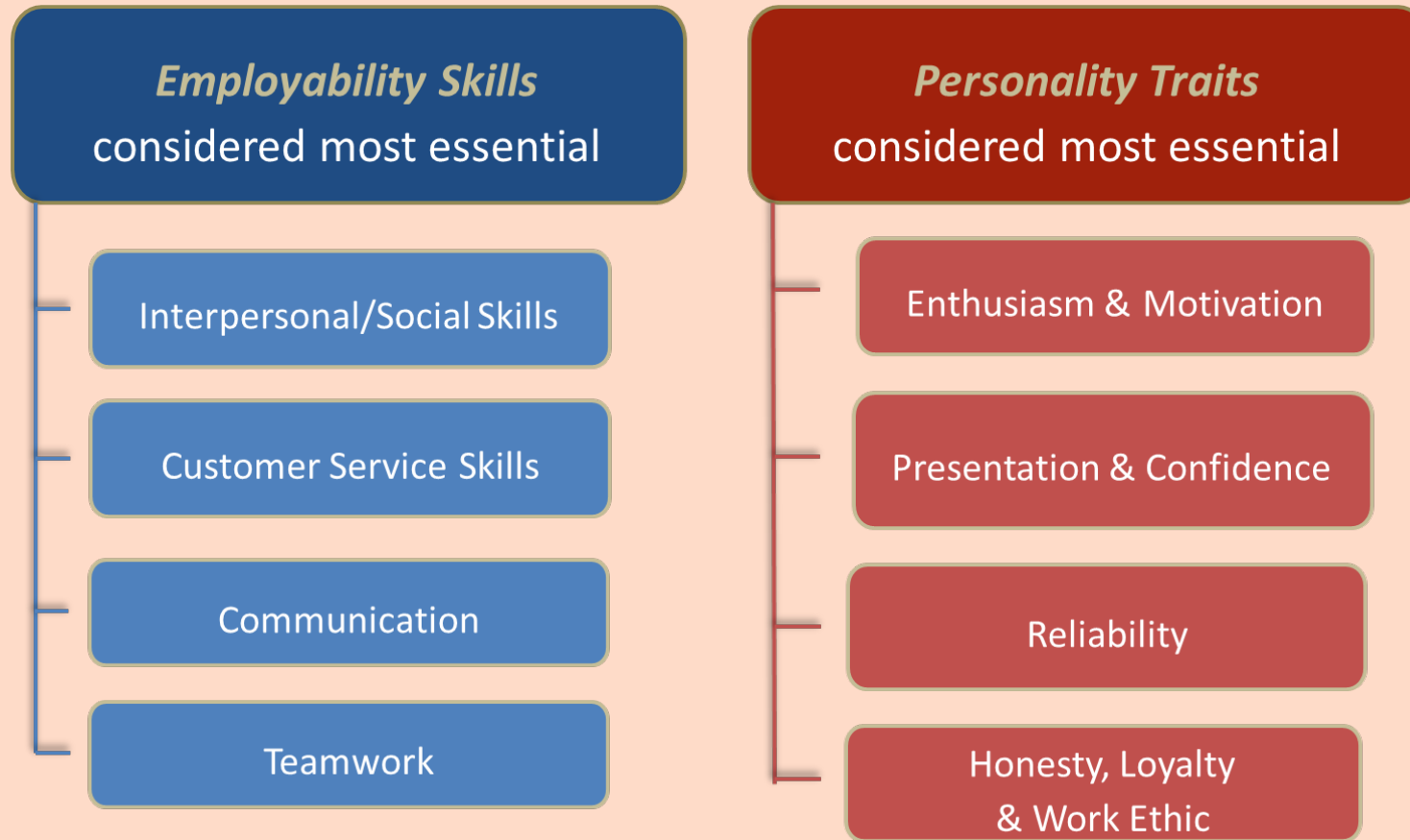
2024 OBJECTIVE

Demonstrate to employers the capacity of our students and actively promote our students to employers seeking staff.

Develop, support and maintain NPS students access to diverse and mainstream employment and futures opportunities.

Develop and maintain consistency with agreed objective, agenda, minutes and calendar invites.

EMPLOYABILITY SKILLS – A CAMPUS CULTURE AND INSTRUCTIONAL MODEL

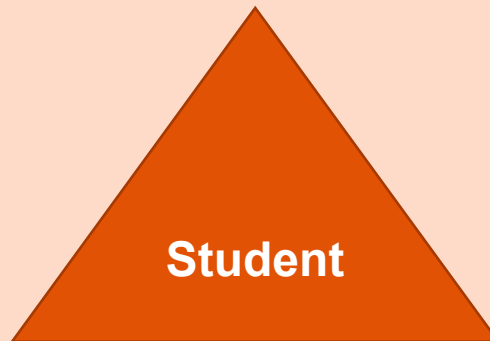


WORK EXPERIENCE RELATIONSHIPS ARE IMPORTANT

- Workplace inclusion is now a community expectation
- There is support available to employers and employees; help with getting the job, training and job coach's to assist with job retention by liaising with the employee, employer and employee supports
- When an employer does hire a person with a disability, the placement frequently goes well and the person stays in their job, productivity often increases and the workplace will be happier
- Even so, Employer Confidence to employ a person with a disability remains low
- Employer Confidence is demonstrated when the employer HIRES, thus creating an inclusive workplace
- **Relationships are important**

**Employer/
supervisor/ work
buddies**

**Career staff/
Job Provider**



**Parent/ Carer
/Careers staff/
AP's Teachers/
ES staff/ student
supports/
mentors etc.**

ENGAGEMENT – EXPECT STUDENTS TO WORK POST SCHOOL

Current community expectations

- Inclusive workplaces
- Inclusive language
- Employers willing to take part in inclusive employment
- Parent/ Carers want their students to work
- NDIS – supports to achieve work outcomes
- Workforce Australia – supports to find and retain work
- Employment Assistance Fund available for changes to the workplace

Changing at a slower rate

- **CONFIDENCE to HIRE**

The opportunity to work can be life changing

- Starting early
 - sets the expectation a student will go on to achieve employment
 - Provides a broad knowledge and experience base for student to make informed choices and decisions about career pathway
 - Contributes to student responsibility and resilience
 - Develops Student Voice
- Starting work
 - Inclusion
 - Multiple benefits

It takes a (school) community to create change

- **Expect** students to get a job post school
- **Expect** families to support student employment pathways post school
- **Expect** students will achieve their career goals, **it's likely they will**
- **Expect** students to find out more about careers of interest
- **Expect** inclusive employment in all places of work
- **Expect** to listen
- **Expect** to encourage all career goals
- **Expect** there to be support for students career aspirations
- **Expect** employers to **HIRE** students

Industry Engagement and Industry Visits Foster Student Voice

Industry Engagement

- Networking: Chambers Membership, formal and Informal Business groups, flexible hours
- **Seek the decision maker**
- Build relationships
- Be curious about employees roles, business needs and employer / decision maker values
- **Trust. Employers will offer what they can**
- **I set a target of number of contacts, document conversations and future actions**
- **I don't ask for a job**
- Reverse market as needed – I talk about the person/ class I have in mind.
- **My objective is to visit their workplace so I can learn more about their business and help our students to learn about what the business does**
- Ask to be introduced to someone else who may be able to help

Industry Visits

- Excursions or Incursions
- **Curriculum focus if possible**
- **Visit the worksite**
- Create a draft Runsheet
- Check in with stakeholders
- **Use school expectations /values for content development and presentation framework when employers are unsure of adjustments or ask about accessibility needs**
- Curate every visit
- Thank employer with article and publicity in Newsletter and a copy for their social pages
- **Add a personal touch to say thank-you**



STUDENT VOICE SUPPORTS SCHOOL ENGAGEMENT

NPS Year 9 students – if they were in charge of Career Education in their class:

- *I would explain what types of jobs that people would like to do and let them choose what types of jobs they would like to do and then I would research what the job is about, and they can search what it is about. I would make sure they try their best to get a job.*
- *Switch up the activities and not just doing paper work, maybe exploring some careers with the teachers in this class. Maybe cards where you connect the task to the job.*
- *Make everyone research about Careers, Action Plans, and Careers, and motivation and personality and figure out what themselves are.*
- *To make the class like a workplace. To learn about how to be responsible at work and have resilience. Treat your people nice.*
- *Get a classroom pet, because make the kids happy to do their work.*
- *I would make everybody do every thing to do with jobs and work*
- *I would make them the do the emergency call course*

**AND HELPS STUDENTS FOSTER
HEALTHY RELATIONSHIPS
THROUGHOUT THEIR FUTURES
INCLUDING IN THEIR WORKPLACES**

Year 9 student response to Career Education Survey

**95% of Year 9 students
think it's very important
or important to have
Career Education
at school**

**90% of Year 9 students
think Career Education
helps them understand
why coming to school is
important.**

Parent / Carer and family engagement

Newsletter	Expos	Direct engagement
<p>IIEC Articles (at least fortnightly)</p> <ul style="list-style-type: none"> • Whoa to go of Career Education • Industry Visits • Careers related events • Student interviews the employer • Expo's 	<p>Services Expo/ combined with Family Welcome BBQ – all services and organisations supporting students Prep to 12</p>	<p>Year 10 Work Experience information evening</p>
<p>CDO Articles</p> <ul style="list-style-type: none"> • Work Experience stories • Thanking employers 	<p>Futures Expo – employment, tertiary education, driving, accommodation, changing from pediatric to adult health care, wrap around supports.</p>	<p>Careers Assemblies jobs presented by parents</p>
		<p>1:1 conversations via phone and email</p>
		<p>Career education information evening</p>

Career Support For Students and their Parents / Carers

Year 10 – 12		
Futures Planning Team	NDIS Navigator or link with suitable DES Provider	Student Wellbeing

Year 7 – 9		
Career Education Group / IIEC	Student Wellbeing	NDIS NAVIGATOR

Year 5 6		
Student Wellbeing	NDIS Navigator	Career Education Group

TIP: For a student who would like to work, add an employment goal to their NDIS Plan

Career Education Year 7 – 8: I Discover / I Explore

Career Framework Statements for Years 7 and 8

Year Seven: I discover

Year 7 students use a range of activities to discover their strengths and interests to develop a positive self-image that provides the foundation for optimistic pathway planning. They develop an awareness of the importance of social and interpersonal skills in their future life and work roles. Students investigate the contribution of work to the community and family, recognising the role of paid and unpaid work. They focus on understanding issues relating to stereotyping and discrimination through the study of occupational and labour market information. Students build their career action plan on the self-knowledge they have acquired through the activities they have undertaken.

Year Eight: I explore

Students in year 8 explore the influence that a positive self-image and good learning habits have on occupational choice. They research a wide range of occupational profiles to examine the nature of the work, the personal attributes and skills necessary to perform the tasks, and the required entry-level education and training. Students use their occupational knowledge to investigate a range of occupations that contribute to their community and develop an awareness of the opportunities available in their local area. Students apply their occupational knowledge to explore possible career options that may suit their educational and personal goals. They revisit their annual career action plan and review their career and learning goals in line with their academic achievements. They adjust their plans to be more reflective of their in-school and out of school experiences, activities and interest to learn more about their potential.

T1 Personal and Social Capability – Self Awareness and Management

- We are learning about different careers
- We are learning about positive behaviours
- We are learning about working with others

T2 Personal and Social Capability – Self Awareness and Management

- We are learning about positive workplace behaviours.
- We are learning to use a growth mindset in the workplace
- We are learning to work as a team
- We are learning to identify personal characteristics

T3 Humanities – Economics and Business. Work and Work Futures, Critical and Creative Thinking

We are learning to **understand** how different types of work contribute to society.
 We are learning to **explore** the effect of work on people's lifestyles.
 We are learning to **discover** how different kinds of work require different combinations of skills and knowledge.
 We are learning to **explore** the importance of a variety of skill types in the workplace.
 We are learning to **discover** the learning habits and study skills that help people achieve.
 We are learning to **explore** the different types of work opportunities there are in people's career journey.

T4 Humanities – Economics and Business. Work and Work Futures, Enterprising Behaviours and Capabilities

We are learning to **recognise** the underlying concepts of the career building process by developing a Career Action Plan that includes goal setting
 We are learning to **explore** the education and training requirements of various work roles
 We are learning to **understand** the range of career information resources through networks, the Internet, television and newspapers that provide occupational and industry information
 We are learning to **understand** how choices are made and explore what can be learned from their decision-making experiences
 We are learning to **understand** problem-solving strategies and goal setting in making career and life decisions

Job awareness Year 5|6

Keep careers light and easy

- Use existing avenues
 - Excursions can have a careers lens
 - Specialists can help with a career focus or lens during a lesson
 - Expo's
 - Student Alumni
 - Newsletter – Career conversation starters for younger students
 - Book week
- Aim for an awareness of jobs, **say yes to everything when someone is first learning about jobs.**

Media	Cooking
Interview teachers	Procuring ingredients – job roles in a workplace
<ul style="list-style-type: none">• What was your first job?	<ul style="list-style-type: none">• Creating shopping list
<ul style="list-style-type: none">• What was the ickiest job you ever had to do?	<ul style="list-style-type: none">• Purchase orders
<ul style="list-style-type: none">• What is the best job you have ever done?	<ul style="list-style-type: none">• Checking goods against invoices

Student Alumni

	Key messages from Alumni	Key outcomes / benefits for students
<ul style="list-style-type: none"> • Class room incursions on pathways to employment • Careers Assembly – pathways to employment • Student Alumni table and speech at School Services Expo • Presentation to all staff on First Day Back – inspirational and affirmation of staff work • Presentation to Principals Network meeting 	<p>Don't give up on your dream job, keep telling everyone what it is until you get it</p>	<p>Role model students relate to</p>
	<p>Your dream job may not be what you first thought</p>	<p>Student confidence to try difficult learning tasks (reading out loud)</p>
	<p>Try your best, and keep trying and don't ever give up</p>	<p>Parent/ carer engagement</p>
	<p>You can always learn, keep learning</p>	<p>Student goal setting</p>
	<p>Say yes to every opportunity, you don't know where it might lead</p>	<p>More Year 9 students attend Futures Expo</p>
	<p>Do the 'boring' job well, it is preparing you for your next job</p>	<p>School community engagement</p>
	<p>Seek help with your resume and cover letter, you will need it</p>	<p>Employer engagement</p>
	<p>There are services to help you get a job, find the one right for you</p>	<p>SLES/ DES provider/ services engagement</p>

Conclusion

- Draw on department policy and templates
- Keep it fun
- **Engage all stakeholders**
- **Create an Annual Plan, document your progress** against it, allow for changes and priorities, document these too. **Gather evidence.**
- **Formalise meetings with minutes**
- Follow your professional passion and what's available to your school and students
- **Generate opportunity and believe in student ability to learn**
- Support Student Choice

© State of Victoria (Department of Education) 2023



Industry Engagement and Career Education at Nelson Park School is provided under a Creative Commons Attribution 4.0 International licence. You are free to re-use the work under that licence, on the condition that you credit the State of Victoria (Department of Education), indicate if changes were made and comply with the other licence terms, see: <https://creativecommons.org/licenses/by/4.0/>

The licence does not apply to:

- any images, photographs, trademarks or branding, including the Victorian Government logo and the DE logo; and
- content supplied by third parties.

Copyright queries may be directed to copyright@education.vic.gov.au



Department
of Education