



Australian Government

**-FUTURE  
READY** CAREER  
EDUCATION

A student focused



# NATIONAL CAREER EDUCATION STRATEGY



**READY FOR  
A WORLD YET  
TO BE IMAGINED**

[schooltowork.education.gov.au](http://schooltowork.education.gov.au)

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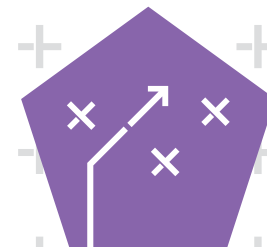
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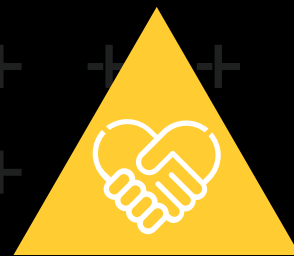
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# READY FOR A



# WORLD YET TO BE IMAGINED

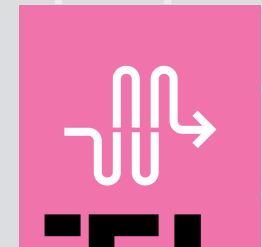


**The National Career Education Strategy has been developed by the Australian Government to increase awareness and improve national consistency of career education.**

The strategy reflects nationally agreed objectives for governments, schools and employers to support provision of high quality career education for all school students.

“Career education is the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings to assist students to make informed decisions about their study and/or work options and enable effective participation in working life.”

# ENSURING STUDENTS ARE READY FOR THE FUTURE



The future workplace will bring new expectations of people. Children starting preschool today will engage with a different world – a world yet to be imagined. They will be asked to do jobs yet to be created, use technologies yet to be invented, and face social, economic and environmental challenges yet to be anticipated.

**“Young people will need different skill sets to thrive in technology-rich, globalised, competitive job markets”**

*(Mitchell Institute, Preparing young people for the future of work, 2017, p 3).*

To be successful in the future world, young people need skills and capabilities such as technical, enterprising, and career management skills to navigate the work of the future.

Young people will need a portfolio of skills and capabilities, including skills to make career decisions throughout life.

**“Strong cognitive skills are not enough on their own to achieve good performance ... in technologically advanced industries ... social and emotional skills as well as cognitive skills [are also required].”**

*(OECD, OECD Skills Outlook 2017, p 28).*

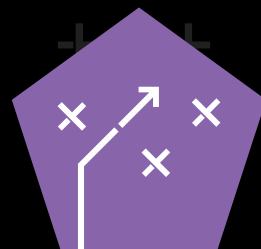
As the expectations of employers evolve, young people will need to know what to study to match their career ambitions to the demand for skills, and be exposed to how recruitment processes and contemporary workplaces operate.

*(Education Endowment Foundation, Employer engagement in education: Insights from international evidence for effective practice and future research, 2018, p 6).*

School students need our help to make informed decisions about their study, training and career options so they can enjoy the benefits that flow from active participation in society and the economy.

**We need to ensure students are ready for the future.**

# THE VISION FOR CAREER EDUCATION



**Every school student will have access to high quality career education.**

High quality career education builds resilient individuals who can adapt to the evolving nature of work and manage multiple careers in their lifetime, according to their circumstances and needs.

This strategy highlights existing good practice by sharing, expanding and encouraging the career education initiatives that are already working. At the same time, there is a need for greater consistency, enhanced awareness and improved engagement.

The strategy complements the Australian Curriculum; the eight learning areas, general capabilities and cross-curriculum priorities.

This strategy builds on previous frameworks and the National Career Development Strategy, which provides a guide for those involved in career development across a broad range of settings and focuses on lifelong career development for all Australians.

A national group, with the voices of education, business and industry, parents and carers, career practitioners and youth, supported the creation of this strategy. The group identified three areas where leadership could support students to make informed study choices and navigate their future careers:

- Building students' skills and capabilities for the future, through a planned program of learning, to prepare them for life beyond school.
- Strengthening collaboration between schools, employers and local communities to improve student engagement with work environments, and support successful transition to further education, training and work.
- Students having the career management and navigation skills needed to make informed career decisions throughout their working lives.

# OBJECTIVES

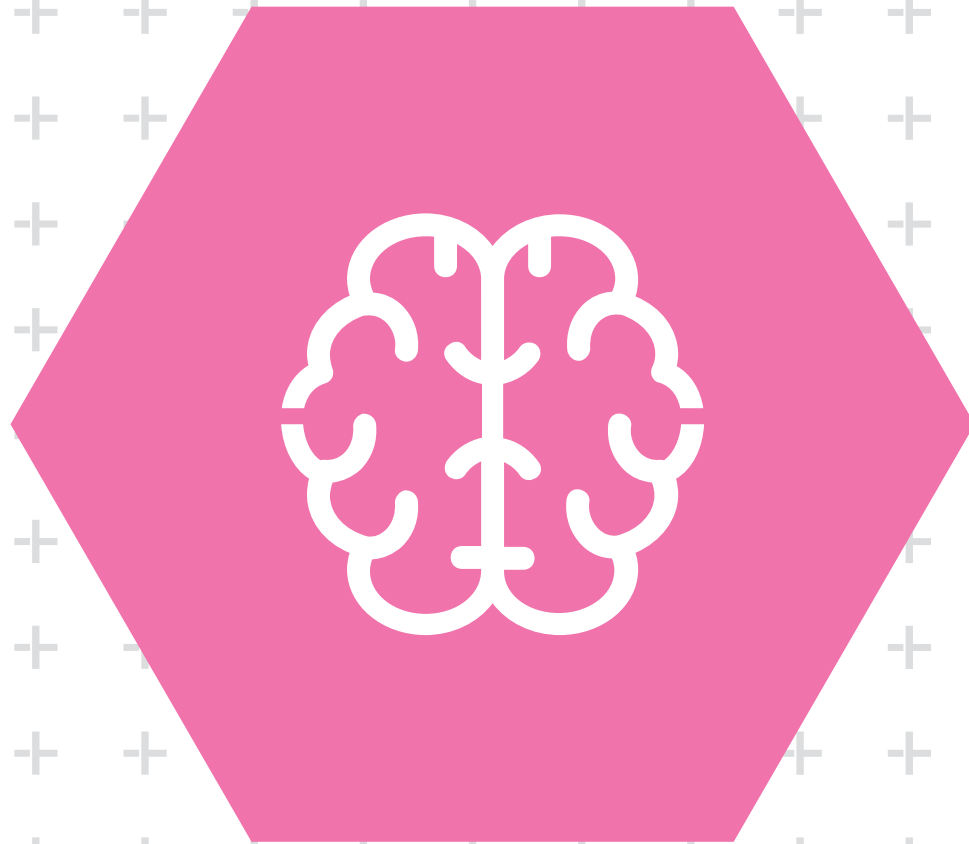
For students to be ready for all possibilities available to them in the future, school communities will build on the good work already happening across Australia.

Elevating and sharing best practice helps ensure high quality career education is available in all schools.

The following objectives align with a developing body of national and international evidence and the recommendations from the national group that provided advice to the Australian Government on the strategy.



# LATERAL THINKING



**Social, economic and technological change is reshaping the work that we do.**

“Our rapidly changing world of work requires young people today to rethink the skills they need to build a successful career and thrive in the future.”

*(FYA, The New Work Smarts, 2017, p 13)*

# TRANSFERABLE SKILLS



**The skills called for by business and industry continue to change.**

“Employers will be looking for a mixture of values such as accountability, honesty and a work ethic, behaviours such as adaptability, collaboration and resilience, and skills such as business literacy, critical analysis and problem-solving.”

*(Business Council of Australia, Future Proof: Protecting Australians through Education and Skills, 2017, p 7).*

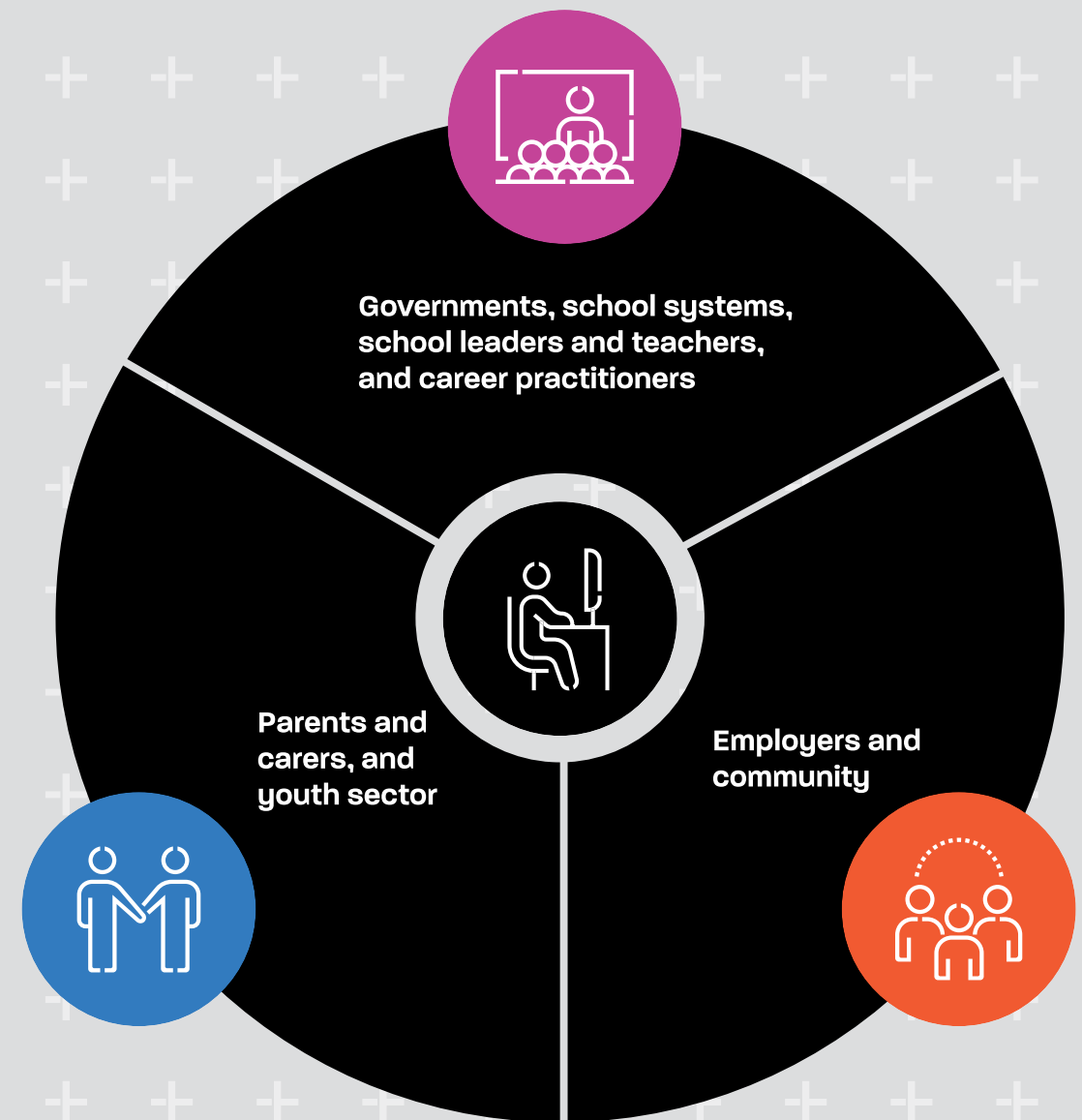
# A SHARED RESPONSIBILITY

Everyone has a role in ensuring students are ready for the future of work. Governments, parents and carers, school leaders and teachers, employers, career practitioners and the youth sector can all contribute to this important task.

Career education is most effective when it is student-centred, and tailored to individual needs, interests and circumstances of school students.

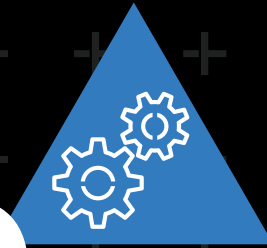
By working together, we can ensure:

- Students have the career management and navigation skills and knowledge they need to negotiate their post-school education and work options.
- School leaders, teachers, career practitioners, parents and carers, and other influencers have support to ensure currency of information about study and work opportunities.
- Schools, students, parents and carers, employers and communities can create local opportunities.
- As the world continues to change, governments adapt their vision and work together to improve career education for school students.

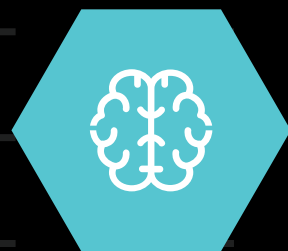




# WORKING TOGETHER TO READY STUDENTS



# FOR A WORLD YET TO BE IMAGINED



The six objectives are further explained so those involved in school career education may reflect on their current activity and plan future activity that responds to local contexts.



**Governments, school systems, school leaders and teachers, and career practitioners**

# EDUCATING STUDENTS FOR A WORLD YET TO BE IMAGINED

Career education is the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings to assist students to make informed decisions about their study and/or work options and enable effective participation in working life. Career education includes work exploration and work-related opportunities, across the curriculum

areas for all students from primary through to secondary school.

Good practice examples, resources and tools for effective career education already exist. Through the strategy, governments, school systems and schools will share, expand and encourage programs and practices that work in a local context.

## Objective: Transferable skills

1

- Through the Australian Curriculum, which includes general capabilities, develop the skills and attitudes that prepare students for life beyond school.
- Support teacher capability to make connections between classroom learning and applications to the world of work.
- Support students to connect workplace applications to classroom learning, including developing career management and navigation skills, through work exploration and work-related learning.
- Provide tools and resources to school leaders and teachers to support evidence-based conversations with students about their post-school options.

## Objective: Meets the needs of all students

2

- Ensure career education meets the individual needs of every student.
- Identify students' individual passions and strengths to support their future pathway choices.
- Recognise student diversity to support the career aspirations of all students.
- Enable possibilities in career education for rural, regional and remote students, Aboriginal and Torres Strait Islander students, students with disability, cultural and linguistically diverse students, and those from priority cohorts.

## Objective: Partnerships

3

- Collaborate with parents and carers, employers and the local community.
- Promote partnerships with employers that build upon good practice models, and celebrate successful sustainable partnerships.
- Ensure partnerships reflect the diversity of employer needs and the many pathways available to school students.
- Work in partnership with higher education and vocational education and training providers to ensure career education places value on all pathways equally.

## Objective: Communities

4

- Career education is flexible in design, content and delivery to ensure it meets the needs of local communities, and exposes students to a variety of employment opportunities and pathways.
- Ensure learning experiences are authentic and applicable to students' post-school life.
- Utilise available local community connections and resources to improve student outcomes and post-school destinations.
- Actively engage to help provide quality, innovative and timely career information, education and training options.

## Objective: Informed and involved

5

- Develop and share understanding of career and education trends.
- Promote practices that maintain high standards of career education in schools.
- Support tailored and high quality career education through engagement with professional career practitioners.
- Improve accessibility to, and promote information about, education pathways and job opportunities.

## Objective: Strong evidence base

6

- Understand student progression and growth to support successful post-school student transition.
- Commit to improving the evidence base through quality longitudinal tracking of student destination outcomes.
- Be responsive to current research and trends to ensure continuous improvement of career education.

# FLEXIBLE PATH- WAYS



**Career pathways are becoming more complex and flexible.**

“It will also be critical that young people not only have the skills to enter work, but also to remain in work, and to adapt to the changing work and workplaces they will encounter across careers subject to multiple disruptions and continuous change.”

*(Australian Chamber of Commerce and Industry Submission to the Senate Select Committee on the Future of Work and Workers, 2018, p 15).*



## Employers and community

# CREATING A WORLD YET TO BE IMAGINED

Employer engagement – small, medium and large business – is integral to the success of career education for students. Employers are well placed to advise on local, national and global skills needs and labour market demand. By engaging with schools to provide authentic work based learning opportunities and career education, employers play their part in developing future workforce capabilities.

School students connect workplace applications to classroom learning by engaging in a range of opportunities, including career education, work exploration and other work-related learning.

### Objective: Transferable skills 1

- Engage with school systems and school leaders to support connections between classroom learning and applications to the world of work.
- Support opportunities to link school with career management and navigation skills.

### Objective: Meets the needs of all students 2

- Create greater possibilities for career education for rural, regional and remote students, Aboriginal and Torres Strait Islander students, students with disability, cultural and linguistically diverse students, and those from priority cohorts.

### Objective: Partnerships 3

- Partnerships between schools and employers build upon good practice models.
- Celebrate successful and sustainable partnerships.
- Partnerships reflect the diversity of needs and the many pathways available to school students.
- Partnerships with schools, training providers and universities; parents and carers; career practitioners; and youth sectors; respond to community needs.

### Objective: Communities 4

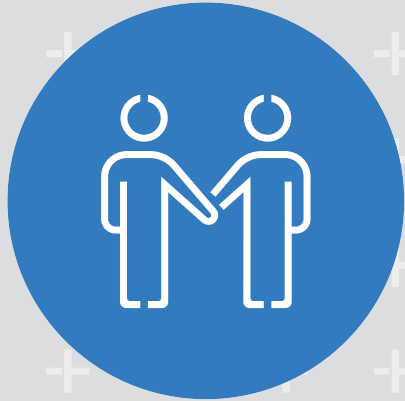
- Engage locally to ensure career education is flexible in design, content and delivery to meet the needs of local communities—exposing students to a variety of education, training and employment opportunities.
- Career education experiences are genuine and applicable to students' post-school life.
- Actively engage to help provide quality, innovative career information, and education and training options.

### Objective: Informed and involved 5

- Support tailored and high quality career education.
- Provide information and advice about labour market data, workforce requirements, trends and support schools to engage better with employers.
- Improve accessibility to, and promote information about, education pathways and job opportunities.

### Objective: Strong evidence base 6

- Support ongoing efforts to expand and improve the evidence base.



## Parents and carers, and youth sector

# PREPARING YOUR CHILD FOR A WORLD YET TO BE IMAGINED

Parents and carers, and families play a significant role in the decisions students make about their career choices beginning with subject choices and educational pathways.

It is important for parents and carers to be aware of the value of career education. When parents and carers work with their child's interests, the school, community and local business network they can help

build essential skills and attitudes to prepare them for the future.

The purpose of career education is to build resilient individuals with the capacity to adapt to the changing nature of work and manage multiple careers in their lifetime, according to circumstances and needs. Early engagement by parents ensures children are better prepared for life beyond school.

### Objective: Transferable skills

1

- Talk to children about how the skills they develop through activities at school and out of school can be used in different ways, including in the workplace.
- Ask your child's school about suitable tools and resources that may assist you in the conversations with your children about their passions, subject choices and potential career paths.
- Access tools and resources to support evidence-based conversations with your child about the skills needed in the range of post-school options and pathways available to them.

### Objective: Meets the needs of all students

2

- Start conversations with your children about careers from a young age.
- Identify a child's individual passions and strengths to assist in supporting their future pathway choices.
- Use opportunities in your local area to explore career possibilities with your child.
- Encourage them to lead the conversations about the things that interest them and how they might follow those interests.

### Objective: Partnerships

3

- Collaborate with your local career education stakeholders (school, universities, and training providers, local government, employers and industry) to support the needs of your local community and ensure they continue to support pathways for school students.

### Objective: Communities

4

- Engage with your local community, school, universities, training providers, government, employers and industry to share information about quality career information, education and training options.

### Objective: Informed and involved

5

- Parents and carers know their child best. Discuss your child's interests with your child's school and explore the possibilities available in your community.
- Understand and value your child's progression and growth to support them to achieve their career goals.

# GLOSSARY

The **Australian Curriculum** sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. It consists of eight learning areas, seven general capabilities, and three cross-curriculum priorities.<sup>1</sup>

**Career education** is the development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life.

**Career development** is the lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future. Career development may be defined as the complex process of managing life, learning, and work over a lifespan.

**Career information** consists of print, electronic, personal contacts and other resources that assist the process of career development. Career information includes occupational and industry information, education and training information and social information related to the world of work.<sup>2</sup>

**Communities** are the local context in which all students live, grow and learn. They provide meaning and opportunity, and a rich repository of resources and experiences that can contribute to their learning. Tailoring career education to local communities ensures that student experiences are authentic and relevant.

The **future of work** describes the complex changes occurring in countries around the world, driven by advances in technology, the economy and social organisation. These changes affect the way that we work, the number and type of jobs available, and the skills and knowledge required by individuals.<sup>3</sup>

The **general capabilities** play a significant role in the Australian Curriculum in equipping young people to live and work successfully in the 21<sup>st</sup> century. The general capabilities include: Literacy, Numeracy, Information and Communication Technology (ICT) Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding. Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within learning area content.<sup>4</sup>

**Parents and carers** nurture and guide student development and are key influencers of student career aspirations and choices. Supporting parents and carers can ensure that students begin the conversation about their future career pathways at the earliest opportunity.

**School leaders** are school principals and leading teachers who plan the direction and drive the culture within schools. Working in conjunction with teachers, parents and carers and the wider community, school leaders promote effective teaching, improved student outcomes, and school performance.<sup>5</sup>

**School to work transitions** describe the different pathways that young people can take to further education (university), training (vocational education and training), employment, or a combination of these. The strategy recognises the need to value all options equally, so that young people find a path that suits their individual needs.<sup>6</sup>

**Student-centred learning** is the practice of teachers and school leaders putting students at the centre of educational decision making, recognising and responding to the individual needs of students.<sup>7</sup>

**Vocational education and training (VET)** enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or an accredited course. A VET qualification is issued by a registered training organisation. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the relevant workplace for which they have studied.<sup>8</sup>

1 The Australian Curriculum, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

2 Career Education Terminology, [pssfw.myskills.gov.au](http://pssfw.myskills.gov.au)

3 FYA, The New Work Order (2015)

4 The Australian Curriculum, [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

5 AITSL, [www.aitsl.edu.au/lead-develop](http://www.aitsl.edu.au/lead-develop)

6 [www.education.gov.au/school-work-transitions](http://www.education.gov.au/school-work-transitions)

7 [www.aitsl.edu.au/tools-resources/resource/insights---literature-review-student-centred-schools-make-the-difference](http://www.aitsl.edu.au/tools-resources/resource/insights---literature-review-student-centred-schools-make-the-difference)

8 Preparing Secondary Students for Work framework, [pssfw.myskills.gov.au](http://pssfw.myskills.gov.au)

