



NCSEHE

National Centre for Student
Equity in Higher Education



Curtin University

BUILDING LEGACY AND CAPACITY WORKSHOP 1 – CONCEPT AND OUTCOMES

Career development for students in low SES or regional/remote high schools

University of Canberra

Thursday 28 September 2017

Building Legacy and Capacity Workshop Series

Setting the Scene

The logic behind the concept:

- NCSEHE Board: strategic project to build legacy beyond the current funding period and leverage the NCSEHE funded research
- Deepening some of the insights generated during the 10 Conversations at the NCSEHE 2016 National Forum
- Developing a format that enables productive conversations about complex issues

The objectives of the workshops are to:

- Define a collective knowledge base informed by research and practice
- Engage in strategic and action planning to guide institutional practice and future research
- Develop evidence-informed policy advice

Building Legacy and Capacity Workshop Series

Structure of the Workshop

Six high-level questions frames the group discussion:

1. What are we trying to achieve? What does effective career advice to students in low SES or regional/remote high schools look like?
2. What do we know about the nature of the problem? Why is it difficult to deliver effective career advice in these schools?
3. What do we know from current practice and research: What worked? What didn't work? And why?
4. What are the 'must have' elements of successful approaches to career advice in low SES or regional/remote schools? What are the common challenges and potential pitfalls?
5. How could the Australian Government, and State Governments, better support effective career advice in low SES or regional/remote high schools?
6. Is there a gap in knowledge which impacts on the quality of policy and practice? If so, what kind of research is required to fill it?

Building Legacy and Capacity Workshop Series

Approach: Expert Workshops and Multi-Modal Dissemination

Expert Workshops:

- About 10 subject matter experts approaching the topic from difference perspectives: researchers, equity practitioners, policy makers and community partners
- Advance a national conversation at the intersection of equity research, practice and policy for the benefit of the sector

Dissemination of insights generated during the workshop:

- Webinar on 11 October: <https://www.ncsehe.edu.au/event/ncsehe-webinar-career-advice-students-low-ses-regionalremote-high-schools/>
- Publication: extended version of pre-reading document, including Good Practice Guide and recommendations for policy and research
- Professional illustration to complement text

Focus of Workshop 1: Career development for students in low SES or regional/remote high schools

Workshop Participants

Kylie Austin

Kate Duyvestyn

Andrew Harvey

Mary Kelly

Andrea Parks

Laurie Poretti

Donna Shelley

Wojtek Tomaszewski

Nadine Zacharias

University of Wollongong

Monash University

La Trobe University

Queensland University of Technology

University of South Australia

University of Canberra

Bombala High School

University of Queensland

Curtin University

What is the Problem?

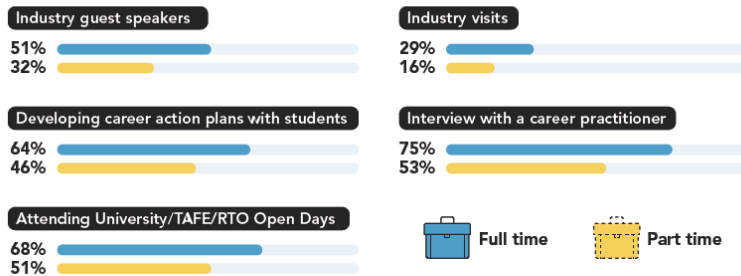
Increasing HE participation: Hurdles and Enablers

- Young people from low SES backgrounds and from regional and remote areas within Australia are less likely to enrol into university: participation rates of 16% and 21% respectively
- Many Year 12 students do not undertake an in-depth exploration of their study choices and are uncertain about their program of study at point of application (Parks et al., 2017):
 - Universities are the exclusive providers of in-depth information about their university's programs/degrees.
 - But: Engagement with Year 12 students in the school environment is highly dependent upon the unique relationship each university develops with individual high schools.
- Admissions system confusing to many senior secondary students, and particularly to those from target groups (Harvey et al., 2016):
 - Schools must deal with the proliferation of early offer schemes across multiple universities, and the navigation process for careers advisers and students is complex.
 - Careers advisers highlight the growing workload involved with advising students on alternative pathways, careers, and tertiary options.
- Enablers: positive attitudes towards school, positive student-teacher relations, and certain forms of career guidance (Tomaszewski et al., 2016).

Resourcing Career Development for the New Work Order

Excerpts from CICA (2017) and FYA (2016)

Career Practitioners in full time roles have a greater ability to fully implement these career development strategies students find to be most helpful...



Career practitioners are 2x more likely to have had their time allowance decreased than increased in the last 3 years...

BUT

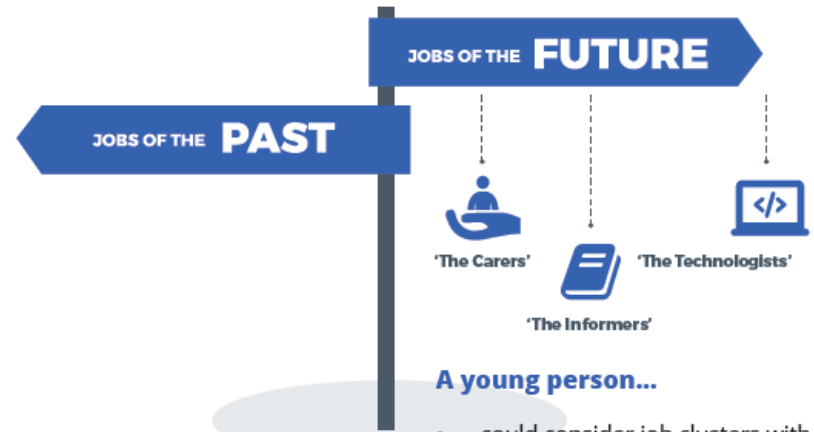
Completion rates of students in further education are dropping.*

↑ 4.1%
Apprentice and trainee cancellations and withdrawals increased by 4.1% from 2015 to 2016.†

One in three university students don't complete their course within six years of enrolment.*

Students need to be better informed when making decisions about training or further study.

Some job clusters have **stronger future prospects** than others



A young person...

- could consider job clusters with strongest future prospects and jobs that are most likely to grow.

Systemic Educational Disadvantage

Plays out differently in different locations and for various sub-groups

- Lack of consistency and enforceable standards at each level: federal and state governments, schools, universities
- Attitudes and skills:
 - Stereotypes, it's not cool to be smart, lack of role models, perceived value of (higher) education
 - Aspirations for university are high initially but get moderated over time by low attainment and expectations
 - Lack of understanding of the tertiary education system and the connections between interests, possible careers and tertiary pathways
 - Perceived value of the ATAR
- School factors:
 - School context matters, esp. approach to streaming, career emphasis and the extent of future-orientation of school leadership and teachers
 - Capacity and capability of schools and young people to capitalise on the support available from universities
 - Access to comprehensive subject choices, incl. themed curriculum, and co-curricular activities

Good Practice Case Studies

Diverse Approaches to School-University Partnerships

A Blended Approach to Career Development – Raising Aspirations
University of Canberra

Embedded Widening Participation Career Development Program
Queensland University of Technology

Peer Approach to Career Development – Access Monash Mentoring
Monash University

Place-based Approach to Career Development – Rural and Regional In2Uni Program
University of Wollongong

National Priorities Pool (NPP) Projects Focusing on Career Development:
8 projects between 2014 and 2016 worth \$1.2m

Defining Success

Informed Choices and Effective Navigators

Informed choices:

- Awareness: a broad view of possible jobs and careers, i.e. one passion/interest can translate into many jobs
- Identity formation: “what I want to do when I grow up”; students’ ability to see themselves in different spaces
- Knowledge of different pathways that lead to particular career destinations and likely ‘returns’ associated with particular destinations (e.g. earnings, hours worked; unemployment risk; work-life balance)
- Broad understanding of the dependencies in the process (e.g. how curriculum/subject choices in upper secondary school may shape chances of getting to a particular destination)
- Awareness of resources available to young people (e.g. career guidance; online; in the community) to help them navigate their journey

Effective navigators:

- Utilising your skills to navigate the landscape of possible options in a way that takes into account the various barriers and constraints that a given person may be facing, including the secondary and tertiary education systems and an increasingly uncertain labour market (bridges and barriers)
- An approach to life’s decisions: it’s not a linear journey
- Employability skills, including resilience and grit
- Self-confidence/self-efficacy

Good Practice Principles

University-Led Career Development Approaches

- Universities are not the key influencers in young people's post-school decision making
- Do what universities are best placed to do: demystification, role models, curriculum enhancement, information about pathways/access
- Faithful to a non-marketing philosophy: independent voice
- Child-centred: in respectful partnership with young people and their key influencers, namely parents/family/community, career counsellors, friends, teachers
- Place-based and sustained approaches
- Near-peer delivery, esp. for myth-busting activities: the power of honest narrative of similar others
- Be of practical use to schools
- Working on attitudes and skills
- Include teacher PD

Recommendations for Future Practice

Possible Strategies to Enhance Current Practice

Improve role clarity: What should universities be doing in the career development space?

Broaden the stakeholder groups involved in career development activities:

- Explicitly extend the focus on parents to families and communities, esp. for young people from collectivist cultures, incl. Indigenous people, as well as young people in out-of-home-care
- Establishing partnerships with employers and employer groups to demystify professions/career options and offer real work experiences
- Embedding of career thinking across the school in partnership with school executive team

Invest in partnerships between universities at state level, and other appropriate constellations, to strengthen practice, coverage and advocacy

Recommendations for Policy

Commonwealth and State with Implications for Schools and Universities

- Create a curriculum framework for Career Development:
 - As a specialist area based on agreed principles (Commonwealth)
 - Articulate Career Development as a curriculum theme or competency (State)
 - Enable the effective and consistent delivery of career development activities at school level (Schools)
 - Embed Career Development in teacher education programs (Universities)
- Needs-based funding for schools to enable the protection of existing or creation of new dedicated resources to implement curriculum and support
- Consistent tracking of post-school outcomes at State level
- Accessible resources which are evidence-informed, collaboratively developed and supported by cross-sectoral communities of practice
- Assign explicit responsibility to TACs for independent and efficient pathways advice:
 - Resource key decision points, esp. change of preference week
 - Rationalising alternative access schemes
 - Analysing their data on basis of admission to provide guidance to unis

Gaps in Knowledge?

- Formative and comparative evaluation of career development initiatives, including outcomes
- Analysis of TAC data, esp. basis of admission
- Tracking of students into tertiary education and beyond
- Conceptual work to clarify the concepts of 'Informed choice' and 'Effective navigators'

Discussion Questions

Extending the Insights from the Workshop

Improve role clarity:

- What should universities be doing in the career development space?
- Who are the key stakeholders? How do we best engage them? How do we organise the division of labour? How do we hold each other accountable?

Increase strategic collaborations: what kind of partnerships do we need to create at state, sector and national levels as well as for different sub-groups? (E.g. remote schools, Indigenous young people, care leavers)

From policy recommendation to policy adoption: how do we work with the federal and state governments to advocate for our recommendations?



Thank You

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