

# Windsor Gardens Secondary College

## Career Development Education



### ***3-Year Development Plan***

2016 – 2018

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"All Australians have the skills, knowledge and capabilities to manage their careers throughout their life to support their individual wellbeing and participation in the workforce and contribute to Australia's productivity."

- *National Career Development Strategy 2013*



## **Continuous Improvement Cycle:**

It is intended that this strategy will be developed, implemented and reviewed in coordination with the WGSC site improvement plan. Priorities of the college will be the focus of this strategy.

## **Contents:**

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## **Rationale:**

Constantly changing patterns of work and education worldwide make it essential that every young person has access to structured career programs that are future focused and personalised. These programs assist students to make decisions at key transition points and support their successful transition from school to further education or work. They also aim to develop the career management competencies in young people that will equip them to plan and manage their career pathways and opportunities throughout their lives.

The policy imperative for career learning in schooling is indicated in the Melbourne Declaration which states *“Schools need to provide information, advice and options to students so that they can make informed choices about their future. All governments and school sectors need to support young people’s transition from schooling into further study, training or employment and enable them to acquire the skills that support this, including an appetite for lifelong learning.* (Melbourne Declaration).

This is further supported by the National Career Development strategy overarching goal that: *“All Australians have the skills, knowledge and capabilities to manage their careers throughout their life to support their individual wellbeing and participation in the workforce and contribute to Australia’s productivity.”* (National Career Development Strategy 2013).

This proposal supports Windsor Gardens Secondary College’s values. Young people at WGSC will be supported to gain career development competencies including:

- Highly personalized learning and career plan that reflects their preferred learning style, interests and strengths
- Positive attitudes to change and lifelong learning
- Develop to their personal best in all of the capabilities (*Literacy, Numeracy, Information and Communication Technology Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding*)
- Develop a strong growth mindset and the ability to apply their belief in their ability to learn in any context
- Skills to access resources and apply information about occupations, education and employment pathways
- Building autonomy and resiliency in the capacity to manage change throughout life
- Confidence in decision making, planning and self-managing career and transitions

It has been identified that a whole school approach to an explicit Career Development and Vocational Learning program needs to be developed, together with integration in Learning Areas and stand-alone programs including:

- Australian Curriculum – Investigate the possibility of Year 9 Work Studies Year 8 – 10 Careers Curriculum / Program
- PLP program to be electronically accessible
- Implementation of Windsor Graduate Qualities linked closely to the SACE Capabilities and employability skills.
- School – Business Partnerships
- Liaising with Primary schools
- Celebration of student and school achievement
- Growth of Vocational Education and Training
- Further parent engagement
- Workplace Practices – Stage 2 SACE

In the past 3 years there has been a marked increase in students undertaking a wider variety of VET programs, Australian School-based Apprenticeships and Traineeships. 2015 saw the name Windsor Gardens Vocational College change to Secondary College. In 2016, WGSC restructured the way in which senior school operates, and with that, we saw a decrease of internally delivered VET programs. In order to become more sustainable, it was agreed upon that the college would focus on a select few pathways.

These include:

### **Music**

Certificate III in Technical Production (Music)

*In partnership with The College of Sound and Music Production (COSAMP)*

### **Sport and Recreation**

Certificate II & III in Sport and Recreation

*In partnership with Sport SA*

### **Hospitality**

Certificate II in Kitchen Operations

Certificate II in Hospitality (Restaurant Operations)

*In partnership with TAFE SA*

### **Engineering**

Certificate II and Partial Certificate III in Engineering

*In partnership with Training Prospects*

### **Creative Arts**

Certificate III in Screen and Media (Gaming and Animation)

*In partnership with The Academy of Interactive Entertainment*

## Vision Statement:

Further outcomes that relate to the School Improvement Plan priorities should include the following:

### IP 1 High Quality Teaching and Learning

Intended Outcome: All students have an opportunity to gain understanding and learning in personal management, learning and work & vocational exploration and career building

### IP2 High Achievement and Success

Intended Outcome: All students are challenged and supported to acknowledge and develop their aspirations and are provided with appropriate pathways

### IP3 Optimal Community of Practice

Intended Outcome: Career Development is understood by all stakeholders to a critical component in the development, success and wellbeing of the young person and to the ongoing success of the college

## A whole school approach to career development



## **Implementation Plan:**

Resource and establish a purpose-built Career & Vocational Learning Hub/Centre and team of trained practitioners to implement the WGSC Whole School Career Strategy and Vocational Learning Programs.

### **Career & Vocational Learning Hub/Centre**

- To be ideally situated in a common and central location for all students to access
- One interview room for confidential counseling purposes including parent meetings (VET coordinator's office)
- Office space for staff including desks, office chairs, filing cabinets, shelves, movable partitions for flexible use of space, pin boards, ICT access, phone lines
- Conference/small group/student learning area furniture including tables (for flexible configuration) and approximately 8 chairs, display shelves for resources, pin up boards, 3 desk top computers (Library tutorial room)

### **Suggested venues/locations include:**

The Library

- Conference room with modifications to accommodate confidential counseling room, etc.

OR

VET Coordinators office

- Use corner of the office space to allow for a 'student corner'. This would include 2 computers for student access, career resources and activity space.

## **Careers & Vocational Learning Team - Professional Practitioners & Transition Teams:**

### **Leader – VET / Learning Futures Coordinator**

- Oversees all vocational learning and career development programs
- Promotes programs and engagement
- Develops relationships with community, industry and business to enhance student learning and successful transition
- Leads transition programs and appropriate teams within school Eg PLP, Work Studies, Workplace Practices, Transition Team
- Establishes benchmarks, collects data
- Establishes, implements and evaluates change and improvement priorities
- Careers counseling and mentoring

### **Transition Team:**

A Transition Team will be established to ensure processes and priorities align with the school Improvement Plan, directions and priorities, development of protocols, students are supported and communication is effective. Meeting could take place once a term. The Transition Team could comprise of the following:

- VET / FLO Student Pathways Leader
- Senior School Leader
- SACE Coordinator
- Middle School Leader
- Timetable Leader
- Curriculum Senior Leader

### **Targets:**

- Higher student aspirations
- Improved SACE outcomes including SACE completion / retention
- Increased student success in developing and obtaining vocational pathways
- Improved and more accurate destination data including tracking of students transitioning out of WGSC to inform program evaluation and development
- Individual student pathway plans from Year 8 -12
- Increased suite of vocational programs and pathways in the school
- Increased profile of school within the greater community and highly successful alliances with business partnerships
- Increased teacher understanding of Career Development and skills in implementing priorities
- Increased parent participation and engagement in career development of their children