

REPORTS relating to Schools and Careers.

Australian Blueprint for Career Development 2012

The Australian Blueprint for Career Development is a framework for designing, implementing and evaluating career development programs for young people and adults. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers.

<https://www.education.gov.au/australian-blueprint-career-development>

Inquiry into Career Advice Activities in Victorian Schools- Report Aug 2018

Secondary school is a time when students have to make important decisions about their future direction. They need the skills, knowledge and confidence to choose between further education, training or employment and the capacity to modify their direction as needed throughout their professional life. This Inquiry considered how well Victorian schools are preparing students to navigate the world of work and where they could improve.

<https://www.parliament.vic.gov.au/925-eejsc/inquiry-into-career-advice-activities-in-victorian-schools>

Career guidance: The missing link in school to work transitions: July 2017

This report focuses on the transition of young people from education and training into an increasingly challenging employment landscape. It discusses the benefits of career guidance for young people, especially those experiencing disadvantage.

<https://aifs.gov.au/cfca/2017/07/25/report-career-guidance-missing-link-school-work-transitions>

Independent Review into Regional, Rural and Remote Education. July 2017

The Discussion Paper has two main purposes. The first is to stimulate thinking about what needs to be done to increase and expand the aspirations, achievements and opportunities of regional, rural and remote students. The second is to encourage submissions about innovative and fresh approaches that are improving (or could improve) student achievements and their transition to further study, training and employment.

<https://www.education.gov.au/independent-review-regional-rural-and-remote-education>

Meaningful Education in Times of Uncertainty Collection of Essays. Sept 2017

That's why, in March 2017, we convened a meeting of top thought leaders in the fields of learning, innovation, and technology. We asked them: how can we rapidly accelerate progress in education—not only to help marginalized communities catch up to where the privileged are today, but also to reach a more effective, holistic, and equitable education for every child in the world? This collection of essays represents the outcome of those discussions. It addresses some of the most urgent and important issues of our time.

<https://www.brookings.edu/research/meaningful-education-in-times-of-uncertainty/>

Education at a Glance 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. With more than 125 charts and 145 tables included in the publication and much more data available on the educational database, Education at a Glance 2017 provides key information on the output of educational institutions; the impact of learning across countries; the financial and human resources invested in education; access, participation and progression in education; and the learning environment and organisation of schools.

<http://www.oecd.org/edu/education-at-a-glance-19991487.htm>

Held Back report. The experiences of students with disabilities in Victorian schools July 2017

This paper addresses the following themes: • maximising participation for students with disabilities through providing reasonable adjustments, the effective use of Individual Learning Plans and other tools • accountability and the use of data • workforce training and capacity, and the proposed new Inclusive Education Workforce Capability Strategy • regulation and oversight of the use of restraint and seclusion in schools • rights awareness, complaints and engagement.

<https://www.humanrightscommission.vic.gov.au/home/our-resources-and-publications/reports/item/1602-held-back-the-experiences-of-students-with-disabilities-in-victorian-schools-analysis-paper>

Skilling for tomorrow – NCVET. April 2017

This paper provides a summary of research and discussion on the future world of work, drawing out points relevant to the theme of the 26th National VET Research Conference 'No Frills' — Skilling for tomorrow. It explores the drivers changing the world of work, the skills we're predicted to need in the future and what this means for training. The paper aims to encourage conversations and discussions on the question of your role in skilling for tomorrow.

https://www.ncvet.edu.au/_data/assets/pdf_file/0028/633727/Skilling-for-tomorrow.pdf

The 7 new job families to help young people navigate the new work order.

2016 There is an urgent need to shift mindsets in our approach to jobs, careers and work. New big data analysis of 2.7 million job advertisements provides us with insights into the patterns of skills young people now require to navigate complex and uncertain working lives. We must act now to ensure young Australians can thrive in the new world of work.

<https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf>

The new work order. Ensuring young Australians have skills and experience for the jobs of the future, not the past. 2015

The New Work Order shows that young people are facing the most significant disruption in the world of work since the industrial revolution. Economic changes are transforming work through automation, globalisation and more flexible work. This could bring opportunity. But it could also further disadvantage young people in labour markets.

<http://www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf>

Enterprise Skills and Careers Education in Schools report. 2016

The Foundation for Young Australians is calling for a national enterprise education strategy to ensure young people are digitally literate, financially savvy, innovative and adaptable and can navigate the increasingly complex careers of the future. Enterprise skills are transferrable across different jobs. They have been found to be as powerful predictor of long-term job success as technical knowledge and it is predicted they will be increasingly important in the future.

<https://www.fya.org.au/report/enterprise-skills-and-careers-education-in-schools/>

Post School Transition: The Experiences of Students with Disability. Jan 2016

This report by CYDA is based on the direct experience of young people with disability. It highlights key issues from current research, legislation and consultation with key stakeholders. It concludes with recommendations for improving outcomes and options for post school transition of students with disability.

<http://www.cyda.org.au/post-school-transition>

Beyond the classroom building new school networks (First published 2008)

We find ourselves at a critical point in time when both formal and informal collaboration is essential to ensure every young Australian has the opportunity to access a rich curriculum, delivered across a range of environments, and which is measured by criteria that is personal, innovative and transferable. This book is an important exploration of what is working in Australia. It should be read as a call to action—to think, work and collaborate differently to ensure that our collective impact on Australia's children and young people is more ambitious, successful and sustained.

http://library.bsl.org.au/jspui/bitstream/1/1012/1/beyond_the_class.pdf

Core Skills for Work Developmental Framework. 2013

The CSfW is relevant to careers advisers, trainers and educators and people who are involved in the development of training material, curriculum, standards and learning and assessment resources. The Core Skills for Work Developmental Framework (CSfW) describes the core non-technical skills that have been identified by Australian employers as important for successful participation in work.

<https://www.education.gov.au/core-skills-work-developmental-framework>

Entry to Vocations: Building the foundations for successful transitions. 2014

This report is part of a wider three-year program of research, Vocations: the link between post-compulsory education and the labour market, which is investigating the educational and occupational paths that people take and examining how their study relates to their work. The report identifies the following strategies as a way of strengthening VET in School.

<https://cica.org.au/wp-content/uploads/Entry-to-vocations-building-foundations-2769.pdf>

Greater Returns on Investment in Education. Government Schools funding review. 2015

This fundamental issue has seen recent investment in education fail to realise the sort of gains that are most needed for the education system to serve Victoria's future needs. The allocation of resources has not adequately encouraged and supported the deployment of higher quality teaching and learning where it is needed most. This means that while school funding has increased – in real terms – over the last ten years, overall student performance has not.

<http://www.education.vic.gov.au/Documents/about/departments/government-schools-funding-review-march.pdf>

Senate – Education and Employment References Committee: Access to real learning: the impact of policy, funding and culture on students with disability. 2016

Australia, as a nation, has allowed educational outcomes for students with disability to be poor as a consequence of failing to consider what outcomes we want for children with disability. Without defined goals or outcomes for students with disability, there has been long-term policy confusion around expectations of the school system in general and individual students in particular. What is needed, therefore, is greater consideration given to what would be the optimal educational outcomes for students with disability, and then an effort made by governments at both commonwealth and state/territory level to put into place the policies, practices and funding that would lead to these outcomes.

https://www.aph.gov.au/Parliamentary_Business/Committees/Senate/Education_and_Employment/students_with_disability/Report

Taxonomy for Transition Programming 2.0. 2016

Over the past three decades, transition practices research has demonstrated that post-school outcomes of students with disabilities improve when educators, families, students, and community members and organizations work together to implement a broad perspective of transition planning, more appropriately referred to as transition-focused education. In general, this concept represents the perspective that “transition planning” is the fundamental basis of education that guides development of students' educational programs – including strategies that keep them in school – rather than an “add-on” activity for students with disabilities when they turn age 14 or 16.

https://transitionta.org/sites/default/files/Tax_Trans_Prog_0.pdf

Schools Business Community Partnership Brokers Programme. The benefits of school-business relationships. 2011

This report examines the evidence that supports the case for increased school–business connections; the range of benefits for young people, teachers, school communities and business from these connections; and the strengths of, and areas for improvement in, current and emerging research in this area in an Australian context.

https://docs.education.gov.au/system/files/doc/other/benefits_sbr_acer_report.pdf