

Feedback *Stronger Futures for all young Victorians* – DEECD discussion paper

INLLEN Responses to Key Questions

Will a career plan strengthen young people’s engagement with education and their capacity to make informed study and career choices both during schooling and subsequent education, training or employment settings?

The implementation of an education plan / career plan or MIPS plan can be a vital tool to assist schools, family and the young person to identify career opportunities and areas for engagement in learning. The introduction of the individual learning plan under the Koorie Wannik strategy down to primary school is a positive early intervention. The career plan if it is effectively developed with the young person can be a great way of engaging the young person in education. Setting goals and developing aspirations is critical for young people to develop enough focus to complete school and move onto further education. This needs to be done with all young people with support for those at risk. This links strongly to the Student at Risk mapping tool which is not fully utilized.

What other actions should be taken to ensure that sound career development services are available to all young Victorians?

Schools need to embrace the Career Development Blue Print and Standard as part of their strategic plan under Pathways – which is given minimal attention.

Career Development is an all of school approach and should not be left to one person i.e. a careers coordinator who is employed on a part time basis

The level of career development and support in secondary schools is very poor in our region. There is an inconsistent approach across schools in our region.

How can business/industry be more involved in assisting students’ career choices?

Industry is prepared to engage with schools however schools need to have appropriate staff resources allocated to work with industry. The LLENs can broker a broad range of partnerships but schools need to manage these ongoing relationships. This doesn’t seem to be in place and the relationships flounder or fall over if the LLEN steps out. This is not a sustainable relationship or partnership.

A more structure Career Development program in schools is needed so industry can be systematically approached and engaged on an ongoing basis to support better transitions.

What would further strengthen the delivery partnerships between government and non government schools and between schools and VET providers?

VET Clusters are the way to go

These clusters need to be funded by the DEECD to provide adequate resourcing and collaborations across all regions and education sectors.

The money should go to the consortia to decide on how the funds are spent.

What other strategies could be introduced to lift qualification completion rates for young people in the schools & VET sectors?

Young people undertaking school or VET need to be supported through initiatives such as MIPs or pathway support. Early interventions are needed – wellbeing support as well as ongoing monitoring and personal encouragement and support. Mentoring from industry might be a good way. This needs to be resources properly to be successful.

How can student transition to the VET sector, higher education and full-time employment be improved?

Better connections between Vet in school and TAFE, and Higher Education. There is still a competitive element between TAFE and school provision which limits the possibilities.

Industry engagement – mentoring

Create better connections between TAFE /RTOs with industry as the training is often in isolation from industry.

- Work placement
- Industry engagement with training providers
- Guest visits by supervisors and apprentices

What other steps are required to assist schools' to connect to the world of work?

Many schools do not see this as a priority to connect with the world of work!

SBAT – many schools think it is too hard to engage with industry and promote an academic approach

Should LLENs be provided some flexibility to facilitate and broker service provision to young people 20 and over, in line with the flexibility in Youth Connections service provision?

LLENs need to be adequately resourced to work with an expanded age cohort. There are many examples where a LLEN will work on a project where young people may be over 19 years of age e.g. CALD and Refugee projects, Community Service Provider projects, TAFE, Community VCA

The enrolment of students in TAFE 20-24 years indicate that there is a significant number of young people reengaging into training and education after being out of the school system for some years.

Is the range of qualifications on offer to re-engage young people adequate? (Existing

Qualifications include VCAL, adult VCE, General Certificate of Adult Education and Diploma of Further Education.)

There are plenty of qualifications to engage young people. The bigger issue is are there enough settings and programs suitable for working with disengaged young people who have disengaged from the school system.