



Careers Policy

Introduction:

Scotch College values the uniqueness of each individual. The College community is committed to educating the whole person, recognising the importance of the student's self-esteem and aiming to nurture, guide and challenge individual learners to reach their full potential (Scotch College Code of Ethics).

Career

The definition of career has changed. Career no longer refers to particular pathways through work or to an occupational title. Career is the sequence and variety of work roles (paid and unpaid), which are undertaken throughout a lifetime.

Life, learning and work are the elements that comprise a career. It helps individuals to explore personal issues related to life and work decisions; it facilitates the integration and application of information and skills in developing individual life and learning and work plans. Career development is the process of managing life, learning and work over the lifespan.

Career Education

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. The Personal Learning Plan (PLP) is a specific vehicle in Year 10 that works in conjunction with the Careers Counsellors to focus on developing future pathways for students.

Career Guidance

Career guidance is an inclusive term that has been used to describe a range of processes including career education and counselling, that help people to move from a general understanding of life and work to a specific understanding of the realistic life, learning and work options that are open to them.

Career Information

We seek to empower each student (through a focus on the effective use of ICT) to develop a relevant and contemporary understanding of the labour market, identifying vocational opportunities, developing a flexible and structured approach to a changing labour market.

Career information services encompass a variety of resources that provide current, unbiased information about work roles, educational programs and work opportunities. At Scotch, these resources include the internet, print and media materials, interviews, workplace speakers, the PLP curriculum, Careers and Tertiary Studies Expo visits and the Morrisby Vocational Guidance Report.



Guiding Principles

1. That all students have the opportunity to access the resources of the Futures Centre.
2. That all Year 10 students undertake the Morrisby vocational guidance testing and are provided with personalized feedback about their results.
3. That all Year 10 students complete the PLP and Work Experience and are strongly encouraged to participate in university campus visits through Open Days and special interest workshops.
4. That considering vocational pathways requires a clear understanding of self as well as a clear understanding of vocational opportunities.
5. That all Year 12 students are provided with information about post-secondary training options and entry processes.
6. That all Year 12 students are encouraged to seek individual guidance about their post secondary plans.

Description of Service

In addition to ensuring that the Guiding Principles (listed above) are delivered, additional information will also be offered in relation to:

- UMAT testing and preparation services
- STAT advice and registration (for Special Entry cohort inclusion)
- SATAC, VTAC, UAC, QTAC, TISC and scholarship information
- Interstate and overseas tertiary entrance assistance
- Tertiary residential opportunities

The Careers Counsellors liaise with the Head of Torrens Park Campus, Director of Teaching and Learning, VET Coordinator, SACE Coordinator, College Psychologists, Heads of House, Heads of Faculty, Yalari Coordinator, Director of Student Wellbeing, International Students Coordinator, Boarding staff and the student's primary caregiver(s).

Careers Planning Model

All procedures and concepts delivered in the Careers Program at Scotch College adhere to the following three broad areas (and eleven key competencies) adapted from the Australian Blueprint for Career Development.

Area A: Personal management

Competency 1: Build and maintain a positive self-concept

- Knowing who we are (in terms of interests, skills, personal qualities, etc)

Competency 2: Interact positively and effectively with others

- Understanding and demonstrating interpersonal and group communication skills that enable us to help or collaborate with others



Competency 3: Change and grow throughout life

- Understanding that our motivations and aspirations change, and that we all go through physical and psychological changes
- Being able to ask for help
- Being aware of how cognitive abilities and physical health impact learning and work decisions
- Knowing how to adapt to vocational changes

Area B: Learning and Work Exploration

Competency 4: Participate in lifelong learning supportive of career goals

- Understanding how skills can be transferable
- Knowing what influences life and work successes
- Understanding how to improve our strengths, skills and knowledge
- Knowing about learning opportunities
- Understanding the relationship between educational levels and the learning or work options that are open to us
- Having personal and professional learning plans
- Undertaking continuous learning activities

Competency 5: Locate and effectively use career information

- Knowing where and how to access reliable career information
- Knowing how to use various sources of career information
- Knowing how to use school and community settings and resources to learn about work roles and alternatives
- Knowing how to interpret and use labour market information
- Knowing what working conditions we want for ourselves
- Understanding the realities and requirements of various education, training and work settings

Competency 6: Understand the relationship between work, society and the economy

- Understanding how economic and social trends affect our work and learning opportunities
- Understanding the effect of work on people's lifestyles

Area C: Career Building

Competency 7: Secure/create and maintain work

- Understanding the importance of personal qualities in creating/getting/keeping work
- Articulating personal skills to others
- Understanding that skills and experiences are transferable to various work settings
- Developing work search tools and skills
- Knowing how to interpret and use labour market information
- Knowing about services or initiatives that support people's transition from secondary school to work or further education and training
- Understanding the value of volunteer work from a work search perspective



Competency 8: Make career-enhancing decisions

- Being aware of what might interfere with attaining our goals and developing strategies to overcome these
- Being able to explore alternatives in decision-making situations
- Understanding that our career path reflects a series of choices
- Demonstrating the skills, knowledge and attitudes required to assess work and learning opportunities

Competency 9: Maintain balanced life and work roles

- Understanding how our various life and work roles impact upon our preferred future or lifestyle

Competency 10: Understanding the changing nature of life and work roles

- Being aware of stereotypes, biases and discriminatory behaviour in the work environment
- Demonstrating attitudes and behaviour that help eliminate gender bias and stereotyping in the work environment

Competency 11: Understand, engage in and manage the career building process

- Being able to define our preferred future and revisit it
- Understanding the importance of setting goals
- Being able to set career goals and develop plans reflective of our preferred future
- Being able to create and maintain a resume

Reporting

All Year 10 and PLP students will undertake the Morrisby Vocational Guidance test and be provided with both a written and digital copy of the results. A copy of these results will also be uploaded to each student's Documents portal in SEQTA.

A report of post school destinations will be generated for Senior Leadership Team and Council each year.

Information regarding closing dates for tertiary study applications and other post secondary options will be relayed to both parents and students.

Confidentiality

Each student's Morrisby Vocational Guidance Report is made available to the student, their caregiver and the Torrens Park campus staff via the Learning Management System, SEQTA.

All other individual student information (such as, survey responses, work experience reports, tertiary entrance preferences and offers, ATAR and personal interview notes) is uploaded into the confidential information management system ('Careers Student' Filemaker database). This information is restricted to the Careers Counsellors, Senior Management and College Psychologists.