



ACTION4
YOUTH

**AUSTRALIAN STUDENTS
HAVING ACCESS TO
HIGH QUALITY WORK
BASED LEARNING**

***BARRIERS AND
SOLUTIONS***



THE BARRIERS

AUSTRALIAN SECONDARY SCHOOL STUDENTS DO NOT HAVE UNIVERSAL ACCESS TO HIGH-QUALITY WORK-BASED LEARNING DUE TO THREE MAIN REASONS



CHALLENGE 01

Lack of industry enthusiasm to provide work-based learning.



CHALLENGE 02

Inconsistent quality in work-based learning experiences and outcomes.



CHALLENGE 03

Lack of systematisation of work-based learning opportunities.

SCHOOL STUDENTS

- 01 I don't know what jobs or careers exist, nor do I know what I want to do.
- 02 I don't know what I'm good at.
- 03 I don't know what skills are required for the careers of the future.

SCHOOL STAFF

- 01 I don't have time to organise placements for 200 year 10 students.
- 02 There is too much red tape for sending to work placements.
- 03 I find it hard to find the right people to talk to in large corporations, and when I do I don't know how to talk to them.

GOVERNMENT

- 01 I think the Government funds a lot of initiatives to improve work-based learning already.
- 02 However, I do find it difficult to engage large employers effectively for school level work-based learning.
- 03 I do want to work with industry more if they can take the lead or show their commitment to improving work-based learning for school aged students.

EMPLOYERS

- 01 I can't articulate the return on investment for providing work-based learning to school students.
- 02 I find it difficult to know what a high school student can do and therefore use their time effectively during work experience.
- 03 I don't always know how to get involved in delivering work-based learning to school students, nor do I have the time.



The Australian Government supports ACTION4YOUTH through National Careers Institute Grant Program funding.



THE SOLUTIONS



WHAT DOES SUCCESS LOOK LIKE FOR SCHOOLS

- ➔ Career Development is covered in initial teacher training so that all educators understand that student futures is everyone's job.
- ➔ Students have time and resources for explicit careers education from the upper primary years in addition to subject areas linking their content to the real world.



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WHAT DOES SUCCESS LOOK LIKE FOR *STUDENTS*

- ➔ Students can identify, articulate and apply their skills, strengths and learning styles.
- ➔ Students are curious and ambitious to find out more (LMI, Career Exploration).
- ➔ Students are aware of and talk more about a range of careers beyond the 15 most common occupational expectations ([OECD - Dream Jobs](#)).
- ➔ All students have a 'live' career plan and goals.
- ➔ Students see the benefit in career exploration through work-based learning - to confirm career interest or redirect to new career interests/pathways.
- ➔ Students are confident in undertaking and engaging with workplace opportunities.
- ➔ Students are empowered and become managers of their own career journey.
- ➔ All students have multiple opportunities to learn from employers about work and skills that are valued in the workplace (Gatsby Benchmarks).
- ➔ Every student should have had at least one experience of a workplace additional to part time jobs they may have ([Gatsby Benchmarks](#)).



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WHAT DOES SUCCESS LOOK LIKE FOR SCHOOL STAFF

- ➔ School staff have the administrative support to coordinate work experience opportunities (SPR process is administratively heavy).
- ➔ School staff have the leadership support to implement career exploration and industry exploration initiatives.
- ➔ Industry partnerships with local schools developed and connect with classroom learning (Make learning real, link to curriculum).



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WHAT DOES SUCCESS LOOK LIKE FOR *INDUSTRY*

- ➔ Agricultural employers can clearly articulate the ROI for providing work-based learning for school students and young people not engaged in education, employment or training (NEET).
- ➔ Agricultural employers are confident they have the skills and knowledge and mentoring capacity to ensure students/NEET can use their work-based learning time effectively.
- ➔ Agricultural employers commit the time and energy into learning how to engage with workplace learning providers.



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