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|  | Guidelines for Implementing the Victorian Careers Curriculum Framework Young People with Disabilities |

These Guidelines are provided to support teachers, trainers and careers practitioners working with young people with disabilities in Victorian schools and with VET providers and ACE organisations. **It is expected that the Victorian Careers Curriculum Framework and related resources will be customised by education and training staff to meet the needs of individual learners**.

The Victorian Careers Curriculum Framework[[1]](#footnote-1) (the Framework) is an online resource aimed at assisting young people to manage their careers lifelong. It provides a scaffold for a career education program for all young people from Years 7 to 12 and for young learners with VET providers and ACE organisations. It supports the work of education and training staff in the preparation of young people to make a successful transition into further education, training or employment.

For education and training staff working with young people with disabilities, it is important that the implementation of the Framework recognises that a more person-centred approach to career planning is required to ensure that young people achieve their full potential.

Education and training staff need to be aware of the impact that disabilities may have on some aspects of the Framework for young people, and use appropriate teaching practices to support the learning needs of these young people.

Information on how schools/organisations could customise the Framework for their learning and teaching context is outlined below.

## Three Stages of Career Development

Learning and teaching resources within the Framework are organised into three stages of career development: self-development, career exploration and career management. Education and training staff may be required to consider the following:

**Self-development**

* Self-development is an important process for all young people. Young people benefit from positive self-reflection and awareness of positive attributes that will assist them in preparing for the world-of-work, and recognising existing skills they may already have and use in everyday life.
* Emphasis on the ability of young people with disabilities to develop both work and living skills will be important in the achievement of their career goals.

**Career exploration**

* Knowing what opportunities are available and the requirements for entry into the workforce are the foundation of career development. Before entering any workplace, young people need an understanding of what to expect, and the employer/employee rights and responsibilities, in particular issues of Occupational Health and Safety (OHS).
* Introducing young people with disabilities to a wide variety of alumni who have successfully transitioned into further education, training or employment can enhance awareness of opportunities available and assist in challenging stereotypes about post-school pathways.
* Young people with disabilities may need to undertake research on the availability of additional support that may be required to pursue their chosen pathway.

**Career management**

* Involving the parent community in the career development journey of young people can help to clarify expectations and increase knowledge. The inclusion of specialist support services to help in transition planning can also assist in the ongoing use of career management skills.
* More time may be needed to prepare young people with disabilities for entry to the paid workforce, to ensure they have the tools for ongoing success and satisfaction in employment. In order to be well-prepared for their workplace learning experiences, individualised planning will assist young people with disabilities to have a positive experience and provide an opportunity for them to explore a range of post-school pathways.

## Learning Outcomes in the Framework

A range of learning outcomes has been designed to reflect a developmental continuum of learning in the Framework. A young person’s progression through the learning outcomes may not be linear. Although the learning outcomes are attributed to different year levels, the year levels should be used as a guide only, with an individualised grouping of learning outcomes devised to match individual needs. This is especially important for young people with disabilities who have experienced disruptions to their schooling or who are completing their senior secondary qualification over three years.

Education and training staff should make the language used in career development programs and activities more accessible where required, and ensure that the content is customised to support individual needs. Additionally, education and training staff may need to explicitly explain the technical or specialised career development language to ensure young people have clear understanding of the terminology.

## Career Action Plan Templates

The Career Action Plan is a dynamic planning document owned and managed by young people intended to capture their increased self-awareness and self-management through career development. The Career Action Plan helps young people to develop their awareness and understanding of education, training and employment options required for their preferred course of study, and to develop the skills, knowledge, attitudes and behaviours to effectively manage their careers and transitions throughout their lives.

The Career Action Plan does not replace the Individual Learning Plan (ILP) written by the school-based Student Support Group in government schools. The Student Support Group members work collaboratively to develop, write, monitor and evaluate the ILP. While the ILP focuses on educational planning processes, the Career Action Plan outlines a student-directed pathways planning process.

Young people with disabilities may complete a standard Career Action Plan template or a template that has been customised for young people with disabilities. Regardless of which Career Action Plan is used, schools/organisations should further customise the template to meet the unique needs of their learning and teaching context and learners. For example, the list of “positive words”, “interests”, “values” and “skills” could be revised, or more images could be added throughout the template. Additionally, activities and examples within the Career Action Plan can be swapped and changed across year levels.

Career Action Plans are most effective when completed over time and in conjunction with a career education program. This program could include classroom activities embedded across the curriculum, specific “careers” classes, mentoring or pastoral care programs addressing goal-setting, subject selection information sessions, attending a careers expo, participating in a trial-a-trade, work experience and other similar activities.

The Career Action Plans are divided into interrelated sections that should be completed progressively throughout the year. For example:

* **My Profile**: completed at the beginning of the year as a “getting to know you” activity;
* **My Progress**: completed early in Term 1 to reflect on achievements over the past year;
* **My Goals and Plans**: completed towards the end of Term 1 once young people have an idea about the year ahead; and
* **My Review**: Completed towards the end of the year to benefit from its reflective purpose.

Completing Career Action Plans through group-based activities may be preferred for some young people with disabilities. However, others may prefer an individual approach. The Career Action Plan can be completed electronically using Word, or it can be printed and completed by hand.

Schools/organisations can determine whether Career Action Plans are completed electronically or in hard copy, according to their ICT policy and access to the Ultranet and/or other similar online content management systems and according to the learner’s needs and disabilities. This decision impacts upon access to the Career Action Plan by young people, their parents and school/organisation staff in order to revise its content. It is recommended that Career Action Plans are retained by schools/organisations for 7 years.

A new Career Action Plan should be completed every year. The Career Action Plan templates include a section requiring young people to reflect on their previous year’s plan by identifying their achievements. Although Career Action Plans are developmental and should be completed annually, they should also be revised frequently as needed throughout each year to ensure they are a “live” document.

## Community Involvement

The career planning process should be supported through partnerships between the school/organisation, parent communities and external support agencies. For education and training staff working with young people with disabilities, the school-based Student Support Group (as part of the Program for Students with Disabilities – PSD) in government schools can offer guidance and services to assist in the delivery of the Framework and development of the annual Career Action Plan.

The Student Support Group includes:

* the young person (where appropriate);
* the parent/guardian/carer(s) of the young person;
* a parent/guardian/carer(s) advocate (where chosen by the parent/guardian/carer(s));
* a teacher nominated as having responsibility for the young person; and
* the principal or nominee (to act as chairperson).

Although young people do not always attend Student Support Group meetings, they should be encouraged to attend if their Career Action Plan will be discussed.

For a copy of the Students with Disabilities Handbook and Guidelines, please see: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/handbook.aspx>

External support to assist in the career planning process could include the Local Learning and Employment Network (LLEN), National Disability Coordination Officers (NDCOs), Disability Employment Services (DES), Transition to Employment (TTE) providers, Centrelink and regional staff from the Department of Human Services (DHS) and Department of Education and Early Childhood Development (DEECD).

Regional staff from DHS include:

* Futures for Young Adults Planners.

Regional staff from DEECD include:

* Student Wellbeing Managers;
* Regional Disability Coordinators;
* Regional Youth Transitions staff; and
* Regional Career Development Officers.

## Additional Resources

**General Support**

* DEECD Students with Disabilities: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/disabilities.aspx>
* DEECD More Support for Students with Disabilities National Partnership: <http://www.education.vic.gov.au/about/programs/needs/Pages/mssd.aspx>

**Career Development for People with Disabilities**

* DEECD Career Resources for Young People with Disabilities: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/resourcekit/Pages/disability.aspx>
* DHS Exploring the Possibilities: <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/exploring-the-possibilities-post-school-for-disabled-young-people>

**Work Readiness**

* DHS Futures for Young Adults and Transition to Employment: <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/forms-and-templates/futures-for-young-adults-transition-to-employment-registration>
* DHS Transitioning to Employment: <http://www.dhs.vic.gov.au/for-individuals/disability/community-life-and-jobs/transitioning-to-employment>
* DEECD Workplace Learning Toolbox: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/teachers.aspx>
* DEECD A Job Well Done: <http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx>

**Education and Training Assistance**

* Australian Apprenticeships Access Program: <http://www.humanservices.gov.au/customer/services/centrelink/australian-apprenticeships-access-program>

**Employment Assistance**

* National Disability Coordination Officer Program: <http://www.innovation.gov.au/Skills/SkillsTrainingAndWorkforceDevelopment/NationalDisabilityCoordinationOfficerProgram/Pages/default.aspx>
* Disability Employment Services: <http://www.deewr.gov.au/Employment/Programs/DES/Pages/default.aspx>
* Australian Disability Enterprises: <http://www.australiandisabilityenterprises.com.au/>
* Disability Employment Australia: <http://disabilityemployment.org.au/>

**More Links**

* Career Development for People with Special Needs: <http://www.myfuture.edu.au/The%20Facts/Careers/Career%20Links/Resources%20for%20Specific%20Groups/Career%20Development%20for%20People%20with%20Special%20Needs.aspx>

1. [www.education.vic.gov.au/careersframework](http://www.education.vic.gov.au/careersframework) - developed under the National Partnership on Youth Attainment and Transitions, a joint initiative of the Australian and State and Territory Governments. [↑](#footnote-ref-1)