

# Providing contemporary, evidence based career advice and information

## *St Patrick's College*

St Patrick's College in Launceston, Tasmania is a good example of a school addressing all elements of a school career education plan.

St Patrick's College is a co-educational Catholic education secondary school in Northern Tasmania with a student population of over 1500 students. The College structure includes three sub-schools:

- Middle School (Years 7 and 8)
- Year 9 campus
- Senior School (Years 10-12).

St Patrick's College employs 1.4 full-time equivalent Career Counsellors who have responsibility for the design and delivery of career development services. This includes providing career education, career counselling and the provision of career information and advice to students in each of the three sub-schools.

## Career education and career development

The career education and career development programs are supported by the College leadership team and delivered in consultation and collaboration with sub-school leadership teams. Career education is featured in the College's official publications such as the website, the annual magazine and the student and parent/carer sections of the learning management system. In addition, career events and programs are listed on the calendar and career information is included in the weekly community newsletter. The Careers Department is well resourced financially and is provided with physical spaces for individual and group career interventions and a small print-based career library.

## Aims of career education and career development at St Patrick's College

1. To develop students' capacity to adapt to a changing world of work and manage multiple career transitions throughout life.
2. To build students' self-awareness, knowledge of broad-ranging and diverse career and course options and related pathways, and their confidence in making and implementing career and education related decisions.

## Orientation

By employing career counselling staff with specialist career development qualifications, membership of a relevant professional association and ongoing continuing professional development (CPD) commitments, St Patrick's College has a strategy for delivering career services that integrate career development theory, research, and contemporary practice.



Figure 1 below summarises the St Patrick's College approach to integrating theory, research and practice.



Figure 1: Integration of theory and research in career education services at St Patrick's College

Together these theoretical perspectives provide a sound background for providing career education and career services to all students from Years 7-12 that meet the career development needs of individual students.

## Delivery of career education and career development interventions

The St Patrick's College career education and career development program applies the Cognitive Information Processing Career Theory (CIP) differentiated career service delivery model. This model enables St Patrick's College to provide career development services to all students from Years 7-12 in accordance with individual student career development need. How this is implemented is shown in Figure 2 below.

### Middle School and Year 9 students

Developmental career theory, including the vocational development tasks of Life-span, Life-space career theory and the Australian Blueprint for Career Development Phase II career competencies are used to identify the career development needs of students in Years 7-9.

Career interventions include:

- career classes to facilitate student concern for their vocational future, knowledge of self, knowledge of career options, and aspects of implementing options, such as choosing school subjects, preparing job application documentation, including a résumé and e-portfolio and getting part-time or school holiday work
- career drop-in support where a career practitioner is available at a specified time to support students with their individual career questions
- individual career counselling and career coaching on an optional basis
- ongoing access to the Grow Careers self-help career development website
- referral for career counselling or coaching by self, parent/carer or school staff member.



Career education and career development interventions are aligned with relevant career competencies and performance indicators in the Australian Blueprint for Career Development.

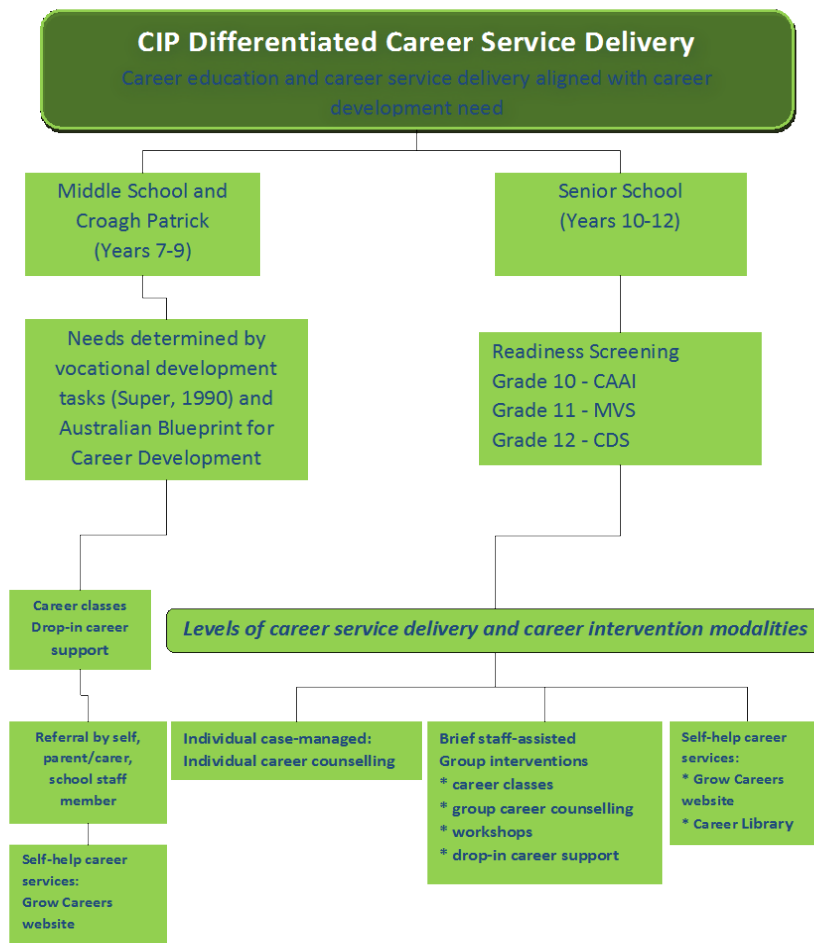


Figure 2: Differentiated Career Service Delivery at St Patrick’s College

## Senior School (Years 10-12)

Based on the CIP differentiated career service delivery model, all students in Years 10-12 are screened for readiness for career decision-making. The information gained from readiness screening is used to allocate students to an initial level of career service delivery and corresponding career development intervention modality.



Table 1: Career Service Delivery: Readiness, Level of Service and Intervention Modality

Readiness	Level of Service	Career Development Intervention Modality
Low	Individual case-managed * +	Individual career counselling - most effective in the shortest amount of time is for those with the greatest need. <sup>i</sup> <i>Note: This group also has career education classes and the Grow Careers self-help career development resource.</i>
Moderate	Brief staff-assisted * +	Drop-in career services, brief individual or group career counselling, workshops, guest speakers (e.g., employers, industry representatives, education and training institutions, labour market specialists, futurists, and more), optional work experience or work shadowing and career education classes, including the Career Choice Cycle Course for Year 10 students. <sup>ii</sup>  <i>Career education classes content:</i> <ul style="list-style-type: none"> <li>• Further development of knowledge of self and knowledge of broad-ranging post-school career options and related courses</li> <li>• Work in the future</li> <li>• Individual, social and environmental influences on career development</li> <li>• How to make career and educational decisions</li> <li>• Building confidence in implementing career and course related decisions</li> <li>• Choosing school subjects</li> <li>• Developing, reviewing and updating a personal pathway plan describing future educational and vocational intentions</li> <li>• Résumé and portfolio review and update.</li> </ul>
High	Self-help with whole year group career classes or workshops +	Grow Careers self-help career development website and career library and an initial brief individual or group career interview. <i>Note: This group also has access to career education classes.</i>

\*Supported with individual learning plans (ILPs), formalised for Year 10, verbal for Years 11 and 12.

+ Students can access higher or lower levels of career service delivery through self-referral, parent/carer referral or school staff referral.

The efficiency of the differentiated career service delivery model means that there is time for 4-5 individual career counselling sessions per year for maximum effectiveness if required for those students with the greatest career development need.<sup>iii</sup>

## Critical ingredients of effective career interventions

Meta-analytic research identified five components that are critical for effective career development interventions. These are:

1. workbooks/written exercises including comparative analyses of career options
2. individual interpretations and feedback
3. world of work information
4. modelling of success with vocational development tasks
5. building environmental support for career plans.<sup>iv</sup>

All five of these critical ingredients of career interventions are included in the St Patrick's College Year 10 career education classes, delivered in the form of three whole-day career seminars and career counselling. Career education and career development programs or all other year groups include 2-4 of these critical ingredients.



## Grow Careers self-help career development intervention

The Grow Careers website is a theoretically derived self-help career development website for all Australian school communities.<sup>v</sup> It models lifelong career development by providing self-help career development support for individuals in Australian school communities, including students (middle and secondary years), parents/carers, school staff and past students. The information, resources and external links are tailored to the career development needs of each of these user groups and assist them to solve career problems, make informed career, learning or professional development decisions and self-manage multiple career transitions throughout life.

## Parent involvement in student career development at St Patrick's College

Parents or carers are invited to:

- career information presentations by guest speakers
- career counselling interviews with their teen
- teen-parent career workshops
- course information evenings

Student pathway plans and career assessment reports are provided to parents/carers.

## Summary: career education at St Patrick's College - what does it look like?

- Supported by school leadership
- Career staff with specialist career development qualifications
- Integration of career development theory, research and practice
- Developmental approach
- Meets career development needs of all students, taking into account student diversity
- Parents/carers invited to participate in their child's career development
- Engagement with the world of work through guest speakers or students going to the workforce
- Exposes students to broad-ranging career and course options
- Teaches career decision making for life and how to implement and monitor career plans



## Legend

### Figure 1

RIASEC: Vocational Personalities and Work Environments – (Holland, J. L. (1997). *Making vocational choices: A theory of vocational personalities and work environments* (3rd ed.). Odessa, FL: Psychological Assessment Resources.)

LS-LS: Life-span, Life-space Theory – (Super, D. E. (1990). A life-span, life-space approach to career development. In D. Brown and L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (2nd ed., pp. 197-261). San Francisco, CA: Jossey-Bass Inc.)

CIP: Cognitive Information Processing – (Sampson, J. P., Reardon, R. C., Peterson, G. W. & Lenz, J. G. (2004). *Career counseling & services: A cognitive information processing approach*. Belmont, CA: Brooks/Cole – Thompson Learning.)

SCCT: Social Cognitive Career Theory – (Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. In D. Brown (Ed.). *Career choice and development* (4<sup>th</sup> ed., pp. 276-311). San Francisco, CA: Jossey-Bass Inc.)

CCT: Career Construction Theory – (Savickas, M. L. (2013). Career construction theory and practice. In S. B. Brown & R.W. Lent (2013). *Career development and counseling: Putting theory and research to work* (2<sup>nd</sup> ed., pp. 147-183). Hoboken: NJ, John Wiley & Sons, Inc.)

STF: Systems Theory Framework of Career Development – (Patton, W. & McMahon, M. (2014). *Career development and systems theory: Connecting theory and practice* (3rd ed.). Rotterdam, The Netherlands: Sense Publishers.)

### Figure 2

*CIP Differentiated Career Service Delivery Model* – (Sampson, J. P., Reardon, R. C., Peterson, G. W. & Lenz, J. G. (2004). *Career counseling & services: A cognitive information processing approach*. Belmont, CA: Brooks/Cole – Thompson Learning.)

*CAAI: Career Adapt-Abilities Inventory* – (Savickas, M. L. & Porfeli, E. J. (2012). Career Adapt-Abilities Scale: Construction, reliability, and measurement equivalence across 13 countries. *Journal of Vocational Behavior*, 80, 661-673.) – *St Patrick's College Grade 10 norms developed*

*MVS: My Vocational Situation* – (Holland, J. L., Daiger, D. C., & Power, G. (1980). *My vocational situation*. Palo Alto, CA: Consulting Psychologists Press.) – *St Patrick's College Grade 11 norms developed*

*CDS: The Career Decision Scale* – (Osipow, S. H., Carney, G. G., Winer, J., Yanico, B. J., & Koschier, M. (1976). *The Career Decision Scale* (3rd ed.). Columbus, OH: Marathon Consulting and Press.)

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## References

<sup>i</sup> Whiston, S. C., Sexton, T. L., and Lasoff, D. L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane. *Journal of Counseling Psychology*, 45, pp. 150–165.

<sup>ii</sup> Prideaux, L. (2012). *Adolescent Career Education (ACE): Career choice cycle course* [e-course] Available at: <http://adolescentcareereducation.com.au/ace/ecourse.php> [Accessed 16 November 2016].

<sup>iii</sup> Brown, S. D., and Ryan Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In: S. D. Brown, & R. W. Lent, eds., *Handbook of Counseling Psychology*, 3rd ed. New York: Wiley, pp. 740–766.

<sup>iv</sup> Ibid.

<sup>v</sup> Hughes, C. (2016). *Grow Careers* [online] Available at: <http://www.growcareers.com.au> [Accessed 16 November 2016].

