



# NSW Teachers Federation Careers Advisers Special Interest Group Meeting Agenda

**Wednesday 9 May 2018**

**4.30pm**

**Level 1, NSW Teachers Federation House**

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**1. Acknowledgement of Country**

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**2. Apologies**

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**Confirmation of Minutes of Meeting held on Wednesday 14 February 2017**

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**3. Agenda Items**

- (a) Careers Advisers SIG and VETis SIG References to Federation Executive
- (b) Agenda for meeting with Director of Secondary Education regarding issues raised at SIG meetings
- (c) Discussion Paper: *The Future of Work in Australia: Anticipating how new Technologies will reshape labour markets, occupations and skill requirements.*  
Dr J Healy, Daniel Nicholson, Prof. Peter Gahan. August 2017  
(Prepared for the NSW Department of Education)
- (d) Discussion Paper: *The Future of Work: Greater Inequality and Insecurity Unless We Act.*  
ACTU Submission to Senate Select Committee on Future of Work and Workers Inquiry.  
26 February 2018.
- (e) Discussion Article: *Skills Shortage fed by weakness in vocational education.*  
Robert Botton. 25 March 2018
- (f) Discussion Article: *Back to School with Job Training.*  
Ross Gittins. SMH 28 February 2018.

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**4. General Business**

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**8. Year 10 Curriculum**  
Career Advisers Special Interest Group

The Careers Advisers SIG has recently become aware of the trend for some RTOs to offer Year 10 students 6 unit, two year courses which undermine and threaten student accomplishment of the Year 10 ROSA as students attend both work and training for two days per week in Year 10.

Recommendation from Career Advisers SIG

The SIG calls upon the Federation Executive to seek an urgent meeting with NESAs to inform them of the potential pitfalls and long term consequences of such practices."

**Endorsed: Refer to Joan Lemaire and Mary Fogarty.**

**Referred to Joan Lemaire and Mary Fogarty**

**9. Career Advisors**  
Career Advisers Special Interest Group

Recommendation from Career Advisers SIG

That the NSW Teachers Federation initiates discussions with the NSW Secondary Principals Council in relation to the benefits of maintaining a full time careers adviser in all secondary schools. Increasingly careers advisers are being timetabled on non-career classes which impacts severely on their career counselling role.

**Endorsed: Refer to the Senior Officers as this is a matter included in the staffing entitlement campaign.**

**Referred to Senior Officers and Henry Rajendra**

**10. Co-assessment Model for Hospitality Teachers in 2018**  
Vocational Education and Training Special Interest Group

Recommendation from Vocational Education and Training SIG

The VET SIG requests the NSWTF seek feedback from the Department as to the implementation of the Co-assessment Model for Hospitality Teachers in 2018.

**Endorsed: Refer to Mary Fogarty.**

**Referred to Mary Fogarty**

**11. VET Consultative Group**  
Vocational Education and Training Special Interest Group

The VET SIG requests the NSWTF pursue the re-introduction of the VET Consultative Group with NESAs. This was one of the many BOS consultative groups which met on a regular basis.

**Endorsed: Refer to Mary Fogarty**

**Meeting with Department of Education: Tuesday 17<sup>th</sup> April 2pm Oxford St.**

In Attendance: Lila Mularczyk, Joan Lemaire, Mary Fogarty, \_\_\_\_\_, \_\_\_\_\_.

**Items for Discussion:**

**1. Hospitality and Co-Assessment Model Issues.**

The Federation has received many complaints associated with the implementation of the Co-Assessment Model for Hospitality teachers.

Teachers who have met the 3 year industry experience requirement have now been directed to complete the "Alternative Assessment Strategy for their classes consisting of Quizzes and Third Party Reports." This directive involves a duplication of tasks already completed by many students and ASQUA compliant teachers.

The re-assessment third party reports are incredibly long and detailed and many teachers are finding it difficult to undertake this task with Year 12 students who have only 23 weeks of school left. There is an immense increase in workload to plan and organise lessons in which these extra tasks will be undertaken. There is also the extra time it will take to complete, mark, scan and upload to QMS.

The many Hospitality teachers who have contacted Federation are feeling let down and unsupported by their RTOs as the communication of this issue has been extremely poor.

(2 case studies to be cited)

**2. Issues Relating to Careers Advisers.**

- a. The increasing practice of Careers Advisers being asked to take Careers lessons for up to 50% of their allocation thus reducing their counselling role with students.
- b. (A case study to be cited.)
- c. The practice of S-BAT Courses being offered to Year 10 students thus threatening their attainment of a ROSA as they are out of school for 2 days per week.  
(A case studied will be cited.)

## Mary Fogarty

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**From:** Pemberton, Robyn <Robyn.Pemberton4@det.nsw.edu.au>  
**Sent:** Wednesday, 18 April 2018 3:09 PM  
**To:** Joan Lemaire; Mary Fogarty  
**Cc:** Mularczyk, Lila; Brook, Rosemary  
**Subject:** Information requested regarding meeting with Secondary Education - VET Programs/Senior Pathways 17 April 2018  
**Attachments:** School Based Apprenticeship\_Guidelines FINAL.PDF  
**Importance:** High

Good afternoon Joan and Mary,

Thanks for meeting with Lila and myself yesterday afternoon.

Please find attached as requested at the meeting:

1. **School Based Apprenticeships and Traineeship Guidelines 2018** – in reference to advice on students commencing an SBAT in Year 10 the department provide specific and clear advice on page 3 section 4.5 in the guidelines.

Please find text below for:

2. **Guidelines regarding roles and responsibilities of careers advisers** developed by Senior Pathways state office. This information below will be made available shortly on the department's new internet site.

*Careers advisers negotiate their role and responsibilities with the principal. As specialist teachers they work on behalf of the principal to develop, manage and evaluate the following services:*

- *guide students to clarify their career aspirations, develop career goals, explore career options and create effective career and transition strategies*
- *assist students to identify their abilities, skills and interests through a range of career resources and learning opportunities*
- *work with other teachers to develop students' employability skills and expand their knowledge and experience of the workplace*
- *provide workplace learning opportunities for students*
- *help students and parents and caregivers understand how school curriculum, subject selection, the HSC, further education and training and employment impact on students career decisions*
- *ensure students know how to interpret labour market information and how to access financial support for further study*
- *provide opportunities for students to know about careers and career pathways, working conditions, skill shortages and work/life roles including entrepreneurship*
- *support parents and caregivers to use tools and strategies to help guide students search for a satisfying career path.*

Kind regards

**Robyn**

**Robyn Pemberton|Leader, VET Programs for Secondary Students**