



Education &  
Communities

Public Schools NSW

File No.		Letter No.		
- 3 DEC 2013				
Referred to: <i>Mary Fogarty</i>				
Info Only	Officer Reply	Gen. Sec. Reply	Follow up Action	Central
			✓	✓

Ms Jenny Diamond  
General Secretary  
NSW Teachers Federation  
Locked Bag 3010  
DARLINGHURST NSW 1300

DGL13/1431  
Re: 1304/13/MF:tc

Dear Ms Diamond

I write in response to your letter of 8 November 2013, to Dr Michele Bruniges AM, Director-General of Education and Communities, concerning the implementation of School Based Apprenticeships and Traineeships. The Director-General has asked me to respond on her behalf.

Careers Advisers should not be asked to take responsibility for the initiation and implementation of Training Plans. This remains the responsibility of the Registered Training Organisation [RTO].

I trust this addresses the matters raised in your letter. If you wish to discuss this further you could contact Lynda Boland on 9266 8904.

Yours sincerely

Jane Simmons  
A/Executive Director, Learning and Leadership  
28 November 2013

# ORIENTATION

## School induction

Orientation to the school is important for all teachers, including careers advisers who through transfer or promotion are newly appointed to the school.

For more information regarding school-based induction go to:

*Supporting the induction of new teachers: Guidelines for schools*

## The School to Work Program

The *School to Work Program* has been designed to meet the needs of all students aged 14-19 years enrolled in NSW government schools. It provides a foundation that supports the career development of students in NSW government schools.

To find out more about the Program go to: *School to Work Program*

To receive up-to-date information it is recommended that you check the *What's New* Section on the above website and subscribe to an RSS Feed.

## Careers adviser – a framework for the position

Staffing Services does not have definitive written position criteria for careers advisers. The School Staffing Unit's understanding is that "any teaching allocation would be negotiated between the principal and the careers adviser."

Appointment notices do not specify "Teacher Careers" just "Teacher", however positions advertised on Jobs@DET are advertised as Teacher Careers positions. The School Staffing Unit may refer to the title as Careers Adviser or Careers Teacher.

The following description provides a framework to guide Principals, the community and careers advisers themselves, keeping in mind that the final role statement for the careers adviser in each school is developed in consultation with the Principal.

### **Careers adviser description:**

Careers advisers in NSW public schools, play a key role in providing high school students with access to a range of career development services to maximise their career and life choices, and develop their appreciation for lifelong learning.

A careers adviser is able to assist students in developing personal career plans. Careers advisers work closely with students, parents, teachers, employers, community agencies and training providers.

The careers adviser position enables the school to offer a range of career development services and is integral to the Career and Transition Team that oversees the implementation of the *School to Work Program*. The career development services in the school support students to define their career aspirations, develop career goals, explore career options and create effective career and transition strategies. Career development services provided differ between schools and school communities and are subject to the principal's priorities but are likely to include:

- career counseling / guidance to support students to clarify their ideas about career choices and directions
- designing and developing a career education program that includes the implementation of vocational and enterprise learning in the school curriculum
- assisting students to identify their abilities, skills and interests through a range of career resources including computer assisted guidance programs, internet sites, Logbook online and Student Pathways Survey
- playing an integral role within the school career and transition team by providing high quality advice and guidance regarding student career and transition issues
- providing workplace learning opportunities
- providing and clarifying information for students and their parents regarding the school curriculum, the HSC, further education and training as well as employment
- providing a wide range of opportunities for students to increase their knowledge about careers and career pathways, working conditions, areas of skill shortages, work/life roles and the world of work in general
- supporting parents and carers with information, tools and strategies that guide students' search for a satisfying career path.

Careers advisers also liaise with universities, TAFE and private providers of further education and training. Careers advisers undertake professional development and maintain awareness regarding all aspects of the current labour market and human resource issues.

## Qualifying as a careers adviser

To qualify as a careers adviser you must be qualified as a secondary teacher and have completed an approved course of study in career education. This may be undertaken through either undergraduate studies or a combination of undergraduate and postgraduate studies.

Several higher education institutions offer an approved course of study, such as a Graduate Certificate in Career Education, which prepares secondary teachers to be careers advisers.

To qualify as a secondary teacher you will need to complete a course of study that meets the NSW Institute of Teachers teacher education program requirements.

Advertised vacancies for careers teachers ask for 'approved' or 'willing to undertake the training'. If the person is selected based on the latter, their appointment is temporary until successful completion of the training.

Teachers are also appointed to the Careers Adviser position without credentials in career development or career education. In this case the careers adviser appointed to the position greater than a 0.4 allocation is able to access the Careers Adviser Retraining Program. The Careers Adviser Retraining Program is provided through the Department's School Staffing Unit.

## Careers adviser as a new scheme teacher

A new scheme teacher is a person who was employed for the first time as a teacher in NSW after 30 September 2004 OR a person returning to teaching after an absence of 5 or more years after this date. All new scheme teachers must achieve accreditation at Professional Competence, within 3 years if employed full-time.

Advice from the DEC School Staffing Unit is that a new scheme teacher in the teacher careers position is identified as teacher (advice from Teacher Recruitment is that "careers" is not an initial qualification) and are therefore required to follow all the procedures required of a new scheme teacher.

The Institute of Teachers Act 2004 provides for a school-based accreditation scheme. Accreditation recognises and certifies a teacher's achievement of Professional Teaching Standards on entry to the profession and subsequently at the levels of:

- Professional Competence (**mandatory accreditation**, following a period of practice as a teacher)
- Professional Accomplishment (voluntary accreditation to provide a focus for ongoing development as a practising teacher)
- Professional Leadership (voluntary accreditation, recognising teaching excellence).

Professional Competence is mandatory accreditation. New scheme teachers who are accredited are required to maintain their accreditation as per all other new scheme teachers.

## School careers services

*A career development service is defined as any individual or group activity facilitated by the presence and guidance of an instructor/leader/practitioner, whose object is to assist individuals of any age and at any point throughout their lives to make educational, training and occupational choices and to manage their careers.*

*(CICA, (accessed August 2012) Guiding Principles for Career Development Services and Career Information Products, p3, July 2007)*

In NSW public schools the career development service for students is provided as a whole of school planned program, under the umbrella of the *School to Work Program*. It is overseen by a team that monitors and evaluates the service to ensure

continued quality improvement. Within the team there are trained practitioners who utilise their expertise to support the range of services identified by the team. These services impact on and include both internal and external stakeholders.

The brochure *Career Development for Students in NSW Public Schools* provides an outline of services that parents and community would expect in every public secondary school. However these school career development services are likely to be supplemented by a range of other services as identified by the school and its community.

Careers advisers play a key role in the school's career development service. They are the skilled teacher in the school that should be most current and proficient in the area of career development, therefore being a highly valued member of the Career and Transition Team, designated to manage the *School to Work Program*. Students' career development should be a whole of school responsibility, managed by a team ensuring organizational knowledge, practice and memory.

## Reference

CICA, July 2007, *Guiding Principles for Career Development Services and Career Information Products*,  
<http://www.cica.org.au/uploads/Downloadable%20Resources/Practitioners/Guiding%20Principles%20for%20Career%20Development%20Services%20Information%202007.pdf>

## Career and transition team approach

The Career and Transition Team uses a collaborative effort to ensure the planned provision of career and transition support for young people at school. The Team operates in a learning community context that extends beyond the school.

The Career and Transition Team acknowledges that effective and on-going student career development really needs a whole school approach. The team will determine relevant and appropriate career education programs and activities which best meet the needs of students.

The Career and Transition Team comprises team members who together have the skills, training and commitment to provide career and transition guidance and support to students.

Members of the team are likely to include:

- Executive teacher
- Career Adviser, School to Work Coordinator, Transition Adviser
- School Counsellor and/or other welfare and support staff
- Year Advisers
- Staff with curriculum expertise and influence.

Others could include, students, parents, community and business representatives.

The size and capacity of the team will vary from school to school, yet the concept of building such a team is a key to integrating Career and Transition Support into the core business of the school ensuring sustainability by retaining local knowledge and networks beyond the active participation of the individual members.

The scope of the Career and Transition Team can be guided but not limited by the information provided in the brochure titled: Career Development for Students in NSW Public Schools.

For more information regarding the Transition Adviser go to the brochure titled: Transition Adviser.

## Regional induction

Each NSW Department of Education and Communities region has a consultant that supports the work of careers advisers as part of their role and who can orientate you on the specific regional processes, procedures and timeframes that you need to be aware of. A list of regional consultants is provided on the Vocational Education in Schools website.

Regions also have a number of careers adviser networks. These meet on a regular basis and it is highly recommended that you attend these network meetings as a source of information that will empower you to better support your students, as well as a source of collegiality and professional development. Your regional consultant will be able to identify the appropriate network for you to join.



2.2 There will be a supplement provided for schools just above the cut-off points of 350, 400, 450, 500, 550 and 600 so that there is no decrease in staffing entitlement as the enrolment increases.

3. **General Scale Entitlement - Years 11 - 12**

The teacher entitlement for Years 11 and 12 is established from the total pupil enrolment in Years 11 - 12 by the use of multiplying factors on a cumulative basis as follows:-

The first 30 pupils by .123  
 next 20 pupils by .094  
 next 20 pupils by .075  
 next 40 pupils by .066  
 next 100 pupils by .051  
 remaining pupils by .056

C. Allowances

1. **Executive Allowance** to cover the non-teaching periods of promotions positions. Initial teaching loads remain, i.e., Deputy Principals - 14 periods, Leading Teachers - 14 periods, Head Teachers - 22 periods. These may be reduced by up to six periods from within the concession allowance below.

The executive allowance in High and Class 1 or 2 Central Schools is -

Principal 1.0  
 Deputy Principal 0.5  
 Leading Teachers 0.5  
 Head Teacher 0.2

The executive allowance for a Principal in a Class 3 Central School is 0.4.

2. **Concession Allowance** to cover Home Economics accounts, scripture supervision, pupil welfare, sport organisation, choir and orchestral work, debating etc., is 0.1 per 100 (or part thereof) of the total school enrolment.

3. **Library Allowance**

(a) Central Schools

Year 7 - 12 Enrolment	Teacher-Librarian
1 - 45	0.3
46 - 110	0.4
111 and over	0.6

(b) High Schools

School Enrolment	Teacher-Librarian
1 - 1200	1.0
1201 - 1250	1.2
1251 and over	1.4



**Career Education Allowance**

(a) Central Schools.

SCHOOL ENROLMENT	TEACHER
1 - 80	0.1
81 - 120	0.2
121 - 160	0.4
161 - 200	0.6
201 - 240	0.8
241 and over	1.0

(b) Conservatorium High School - 0.2

(c) Developing High Schools

SCHOOL ENROLMENT	TEACHER
1 - 120	0.2
121 - 400	0.4
401 and over	1.0

(d) Other High Schools

SCHOOL ENROLMENT	TEACHER
1 - 1300	1.0
1301 and over	1.2



# EDUCATION



Journal of the New South Wales Teachers Federation

May 19, 2014 Vol 95 No 4

## DEC clarifies VET workload information

**Joan Lemaire**

Senior Vice President

The Department of Education and Communities (DEC) has responded to issues raised by Federation about unreasonable workload demands faced by many VET teachers.

Federation met with senior Department of Education and Communities officers on April 14 to address concerns raised by VET teachers in a Federation survey and by members of the VET Special Interest Group. At Federation's request the DEC provided a detailed, written response. The letter from Secondary Education Director Sharon Ford has been published in *tefed ACTION*, in correspondence to members of the Vocational Education and Training SIG and on Federation's website.

### Training and/or updating qualifications and skills

VET teachers have been concerned that they have been required to retrain in skills that they have already demonstrated as fully qualified teachers, certified trainers and assessors and through industry experience.

The DEC's letter points out that the level of qualifications for each framework is mandated by the National Training Packages. No school system has any control over the mandated qualifications. Where there are identified gaps in skills between the teacher qualifications in the existing framework and the new framework further training is provided so that the teacher can comply with the mandated requirements.

The Department identified 2013 as an "unusual year...in that large numbers of teachers needed to update their qualifications". This impacted most on hospitality teachers who had "a range of existing qualifications and needed to update to a consistent qualification base". This consistent base should make future updates "more straightforward", Ms Ford wrote.

More importantly, the DEC stated: "The Department is keen to work with the Federation as new training is required in 2014 to see how we can better meet teacher needs, including more personalised face to face training."

### Providing system level support

The Department indicated "every school has been provided with a senior pathways contact to assist them". In relation to Australian Skills Quality Authority (ASQA) audits and reregistration, two of the DEC's four registered training organisations (RTOs) have been re-registered without an audit. The DEC's Tamworth RTO will be audited in semester 2 and schools in this RTO "will be given additional support to prepare for the ASQA audit".

Ms Ford describes the Department's Quality Management System (QMS) "as a single source of high quality information and support". She states that the QMS and the four RTO websites provide resources including assessment tasks, checklists and other resources as well as providing the capacity to safely store assessment items. This work is not com-

plete and there will be ongoing revision and updating.

### Managing and storing student assessment items

VET teachers have raised concerns about unreasonable expectations around the retention of evidence in relation to student assessment. Issues included unreasonable amounts of photocopying, scanning and uploading evidence of student competency. The letter states the mandatory ASQA requirements in full.

The Department has clarified that the "decisions about how all student assessment records, including VET assessment records, are stored are the responsibility of each school principal" and that "teachers should be consulted".

VET teachers have been concerned that scanning and uploading assessment records to the QMS is mandatory. This is not the case. The Department's response states: "Clearly, while not mandatory, the Department's QMS system provides a high level of security and confidence for principals and teachers."

Ms Ford states: "The type of evidence retained is to reflect a teacher's judgement about whether a competency has been achieved." The letter states RTOs provide assessment task guides and it is "mandatory to use the validated tasks".

In addition, the RTO and QMS "will ensure there is communication about what constitutes evidence of achievement of competencies" and "generally this evidence will include

a check list of skills...made explicit through marking templates". This work is not yet complete and will be ongoing.

Teachers have also raised significant concerns about expectations that they would photograph, video or film assessments.

Ms Ford states: "The Department does not require teachers to film or photograph students undertaking tasks and/or film or video themselves as they assess students."

### Teacher visits to work placements

Teachers have raised serious concerns about the workload associated with visiting and supporting students in work placements. Many believed these visits were mandated. The Department has clarified that "teachers are required to make contact with each host employer and student, (within 48 hours of a student commencing a work placement would be a good benchmark). This can be done via a phone call or a site visit. Site visits have clear benefits for students, teachers and employers, but are not mandatory. For students in the construction industry, those working outside usual business hours and those staying overnight as part of a work placement, the contact should be on the first day where at all possible".

Federation will continue to monitor and pursue the issues raised by VET teachers with the Department and provide appropriate advice.