

## Mindarie Senior College

Project staff members describe Mindarie Senior College as an environment that is highly positive and conducive to learning, and one that encourages the development of mental wellbeing.

The school is well resourced with computer laboratories and specialty equipment for many learning areas, with an extensive range of courses offered to suit all styles of learning and a variety of career pathways. The College was featured in the 2006 OECD Compendium of Exemplary Educational Facilities as one of six Australian “schools of tomorrow, here today.”

### What did Mindarie Senior College do?

During the trial, the *Blueprint* was used to:

- Plan curriculum
- Develop career management competencies across the curriculum and
- Evaluate career information resources.

Specifically, staff:

- Mapped the existing College curricula and extra curricula offerings against the *Blueprint* competencies
- Reviewed the current career development service and recommended improvements to enhance service delivery
- Reviewed the career information resources at the College to identify gaps and source resources to address deficits, and
- Raised awareness of, and provided the necessary services for, establishing a career development culture in the College.

In addition the team hoped to develop a strong working knowledge of the *Blueprint* so that future career development activities could be influenced by it.

### How did the *Blueprint* help?

The mapping process revealed that the school does in fact offer a very comprehensive range of services and programs. Many of the competencies are already embedded in curricula and extra-curricula course work and activities. The existing content of career based support programs is offered “regularly, relevantly and professionally” throughout the 2 years that students attend Mindarie.

The findings also indicated that although career development was represented in the school’s activities, the key issue was to make it

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explicit and tangible so that students could actively develop their skills via strong and cohesive programs.

It was thought that once teachers looked at the mapping matrices they would understand the inter-related nature of career development, and the roles their subject areas can play in that development. The *Blueprint* was the catalyst for all school staff, not just those directly involved in career development, to recognise the potential for taking ownership of many components of the framework.

A greater ability to articulate the learning outcomes of career development activities and an enhanced career development culture were tangible outcomes of the trial. For example, staff involved in the reference group (particularly the Science/Mathematics representative) initially felt that the course structure for many subjects did not lend itself to student reflection on career development issues or allow for the demonstration of career development skills. Participation in the project raised awareness of the importance for career development competencies to be addressed throughout all areas of the school. Staff members on the reference group are now able to articulate the competencies that are developed in their learning areas and how these relate to students' career development portfolios.

One unexpected outcome of the project was that the teachers who participated on the reference group are now keen to focus on their own career development as a result of their experiences. Furthermore, because of staff input during the trial, the College's Career Practitioner has successfully negotiated extra staffing hours to support the growth, refinement and coordination of the Structured Workplace Learning (SWL) program, and has gained approval from administration to fund the provision of a portfolio for every student. The latter is particularly beneficial, as it gives students the facility to document and manage their own career development.

