

Henry Kendall and Wyong High Schools

What did they set out to achieve?

The aim of this school-based project was to review and redesign existing career education programs in relation to the *Blueprint*; and to use action research and focus groups to incorporate the input of stakeholders. The redesigned product was intended for use with Year 9 and 10 students.

What did the schools do?

The original goal was to use the strategies outlined in the *Blueprint* and Appendices A and C, to redesign and/or construct models for Years 7-12 career education programs in local schools. Feedback was also sought on the redesign process and program structure from key stakeholders. Initially, it was planned to develop unit materials for all eleven competencies. However, this was scaled back to developing unit materials for competency one only, as survey results from staff and students indicated this competency required the most work.

The unit of work was therefore based on Competency 1, Phase II: *Build a positive self-image and an understanding of its influence upon life and work.*

Did the *Blueprint* help them?

The *Blueprint* enabled greater efficiency in reviewing career programs, services, products and resources and provided the ability and means to challenge assumptions about career development.

Rather than being the foundation of a whole new set of practices, it *Blueprint* was promoted “primarily as a quality assurance process for evaluating their current career development practices.”

...the facilitator using the *Blueprint* must make the phases/performance indicators appropriate to the client, rather than locking into a phase that is perceived as being age appropriate.

