

The WE3 Continuum and Activities

Scaffolding vocational education and successful youth transitions through Work Exposure, Work Exploration and Work Experience

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with a foreword by Dr Anthony Mann, OECD



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About Dave Turner

Dave Turner is an Australian with 30 years of international experience in youth employment and careers education. He's visited NZ previously, working with employers, educators and trainers, and youth and community services and networks including the Mayor's Taskforce for Jobs and various Ministries. He brings strategy, practical tools and evidence from around the world.



At the very heart of Dave's work is a belief in

- The importance of employer education collaboration
- The vital role that young people can play through peer support in meeting the challenges facing teenagers
- The value of a regional strategy which supports young people (including the most at risk) in their transition to adulthood.

Foreword

Dr Anthony Mann

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In December 2019, a joint publication of the European Commission, European Centre for the Development of Vocational Training, European Training Foundation, International Labor Organisation, Organisation for Economic Co-operation and Development and UNESCO made the case for investment in career guidance. It set out an argument that implicitly said to countries: whatever you were investing in guidance in the past, you will most likely need to invest more in the future; however you measured the quality of your system in the past, now was the time to revisit it. The case for guidance set out by the international organisations was a simple one. As ever more young people stay in education for longer, they need to make a greater number of decisions about what, where and how hard they study, but such decisions are themselves getting harder. Due to automation, across the world jobs are radically changing, even disappearing. With the organisation of work itself altering through the innovations of the gig economy, it cannot be taken for granted that what were in the past considered ‘good jobs’ will remain so. The object of increasingly marketised higher education and training providers, young people are targeted with ever more information, but struggle to know what they can trust and what genuinely applies to them. It is unsurprising that whereas in 2000 14% of 15 year-olds in New Zealand could not name a job they expected to have at age 30, by 2018 the figure had risen to 24%. Very similar trends are seen in countries around the OECD.

As 2020 developed and the Coronavirus pandemic created a global healthcare crisis which in turn led to the deepest economic crisis for a century, the international call for a new focus on career guidance feels understated. The Covid Generation is entering the labour market at what is widely seen to be the worst moment in modern industrial history. Young people are struggling to find any work. Many are trying to stay in education as long as possible, making quick decisions without easy access to information and guidance. For those in still in school or college, subject and pathway choices are being made in response to a labour market undergoing unprecedented turbulence. Over the years ahead, others will see parents, siblings and neighbours struggle to find good work and question the value of education in securing employment. In a new age of uncertainty and economic struggle, concern will grow that young people will subject to greater psychological stress. For the Covid Generation, the sense of meaning and purpose in life underpins good mental health are at undeniably greater risk.

In this context, this paper could not be more welcome and it is an honour to have the opportunity to contribute this foreword. Dave Turner shows how Work Exposure, Work Exploration and Work Experience relate to each other in a continuum. His WE3 model draws on the best available academic research and a lifetime’s observation of practice to offer guidance to both educators and members of the economic community. The paper recognises that how young people think about their working future and what they do to explore and experience it while still in school makes can make important differences

to the success they can expect in work. Running through the paper is a conception of each young person as developing a growing sense of agency that will both allow them to take a greater degree of control over their transitions out of education. Building on trusted foundations, the paper sets out ways in which teenagers can develop the attitudes and skills that employers covet. The programme of work described is designed to enable young people to become critical thinkers about the relationships between education, training and employment and their own journeys into adulthood. It sets out practical examples which can be easily adopted by schools both in normal circumstances and within the constraints of social distancing.

It does this by inviting young people to challenge unspoken assumptions and expectations about what feels right and comfortable for 'people like me' to do. The programme is designed to broaden, as much as raise, aspirations. When fully implemented it should reduce the proportion of young people who go through secondary education unable to name an occupation of interest or to explain the qualifications required to secure it: important indicators of successful transitions. Presenting young people with multiple opportunities to hear for themselves first-hand about different occupational areas, students will gain new capacity to match their interests, enthusiasms and capabilities with opportunities across the labour market. Through iterative experiences, students will have chance to build understanding of the pathways open to them. Inevitably personalised, the critical thinkers who emerge from the approaches described in this paper can be expected to enter the labour market confident in their choices and familiar with the working cultures that they anticipate joining.

At the heart of the programme's success will be ensuring that young people have access to authentic insights into today's working world. Partnership between educational and economic communities is essential to ensuring that young people have the greatest opportunity to prepare themselves for the jobs which will be available. Research studies show that the greater the engagement of young people with employers during their education, the higher the earnings they can expect in their twenties. The observation suggests that where young people are given access by their schools to relevant, authentic and timely information, they will make good use of it and be better placed to find their way to those parts of the labour market that best value their knowledge and skills. It is unreasonable and inefficient to allow young people to make decisions on the sole basis of insights available from their home lives. Too many, especially the most disadvantaged, will fail to gain access to the information and experiences they need to enable smooth transitions. It is the responsibility of schools, as democratic institutions, to intervene to ensure that all young people are exposed to the working world and have fair opportunity to explore and experience it. On occasion, apprenticeship and work placement programmes are sold to employers on the basis that they should 'try, before they buy.' Why shouldn't the same apply to young people? Why should we wait until the turbulent churn of the labour market to be sifted into a place that will have them? To develop such agency, the paper rightly stresses that employer engagement must be frequent, varied and considered. Effective systems offer plentiful opportunity to students from the primary years onwards to engage thoughtfully with workplaces and the people who work in them from apprentice to CEO. They recognise, moreover, that young people's thoughts about their futures emerge from social contexts – peers, community agencies, educators, families all have roles to play.

Dave Turner, the author of this work, draws on deep reading and personal experience of employer engagement programmes in Australia, Germany, New Zealand, Switzerland, the UK and many other

places. Endlessly curious, driven by a compassionate desire to see all young people approach their futures with confidence and optimism, his work will resonate globally. Dave would argue that it is economically stupid and personally cruel to let a young person travel through schooling ignorant of the world of work that they will enter - and he would be right. This paper is full of practical examples to optimise the chances of our young people in work. Educationalists, employers and governments around the world will be thankful to Dave for his work and to the Toi Economic Development Agency in Eastern Bay of Plenty, New Zealand for their commission.

July 2020

Introduction

Barbara MacLennan

Workforce Development Manager, Toi EDA

Toi EDA is the Eastern Bay of Plenty Regional Economic Development Trust, serving the communities of Ōpōtiki, Whakatāne and Kawerau Districts in New Zealand's North Island. A key focus for our mahi is workforce development, particularly with rangatahi and young people. For many decades the region has suffered economic decline, and the consequences of intergenerational poverty and unemployment including impacts on rangatahi and young people's aspirations and prospects. Iwi, Māori, business and local government leadership are helping turn that around. Recent announcements of central government co-investment into Eastern Bay primary industries, and infrastructure to more efficiently move goods to market, have created new horizons including many thousands of direct new jobs for locals and those wanting to return home.

The impacts of the tragic eruption of Whakaari White Island, and the emergence of Covid-19 over recent months have drastically affected traction. The imperative now is to ensure that the region's rangatahi and young people do not bear the brunt of the consequent recession. It is vital we continue, and amplify, our focus on improving systems to ensure our youthful population have the opportunities and supports they need to become active citizens, contributors, and leaders of our industries and communities.

In November 2019 we were delighted to host **David Turner** here in Aotearoa. He led six Workshops in the Eastern Bay, with cross sector groups of educators, employers, trainers and youth development workers. There was a lot of interest and support for his clear messaging about a scaffolded approach to introduce rangatahi and young people to the world of work, and more emphasis on enabling and supporting youth agency. So, early this year we invited Dave to compile this "guide and brief examples" as a reference point for our network.

We're pleased to share this with you. The document's available at <http://www.toi-eda.co.nz/Workforce-Development.aspx> along with many other resources and links, including the compiled document of many examples, guidance and articles which Dave provided in support of the WE3 Continuum, for people who want to "go deeper".

Our thanks to Dave for preparing this resource. We also acknowledge the Todd Foundation and Bay of Plenty Education Trust. Their funding enabled Dave's visit to Aotearoa, and these resources.



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Introducing the Work Exposure, Work Exploration and Work Experience (WE3) Continuum



This Continuum is a sequence of three important vocational learning elements that initially may not seem very different to each other, yet the continuum has distinct starting and ending points. The elements may merge into each other at the borders, but these three components are worthy of identification in their own right. The continuum and its three components:

1. Reveal (paint a picture of) a range of activities that introduce, entice and induct young people into the world of work
2. Indicate a process of progression or scaffolding for young people to learn how to develop their work readiness and take greater leadership and responsibility for their own vocational learning, career development and their navigation of future employment pathways
3. Suggest (but not prescribe) a series of activities that maybe most appropriate at increasing ages and levels of maturity through the adolescent's transition from child (10 years) to adulthood (18 years) – as they form their identity and evolve values and priorities. ¹
4. Offer choice and provide a wide range of potential contributions for employers/ees and entrepreneurs to contribute both to the education and career development of young people whilst helping to nurture and craft their future workforce.

¹ Noted that the WE3 continuum is also applicable to older people who for any reason have not been exposed to work, nor had the opportunity to explore or experience the world of work. For example, older young people who have been NEET, and older people who have experienced intergenerational unemployment.

The Meaning of the WE3 Elements

1. Work Exposure	2. Work Exploration	3. Work Experience
Activities that reveal ideas, information and concepts about a relatively unknown world of work and career development by young people.	Activities in which young people explore, examine and investigate a new and/or at times unexpected world of work – culture, options.	Activities that offer young people close and more sustained opportunities for observation and participation in one or more workplaces.
Young people tend to both be introduced to and receive information and insights from people already active in the world of work. Most often, the young people listen and watch an adult who is addressing their class – broadening horizons is a key theme.	Young people are activity engaged in discovering insights and understandings about options, norms, pathways, challenges and expectations by interacting with people already in the world of work. These young explorers boost their confidence and learning by working in facilitated pairs and/or small teams; interacting with employers/ees and entrepreneurs, and then sharing their learning within their peer group.	Young people are immersed in one or more world of work settings. They gain practical contacts, facts and insights through close encounters with adults and their place of work. Young people absorb, soak up, even assimilate into the culture of the workplace, by not only observing and exploring, but actually by participating whilst being supervised in their work.
Not exclusively, but very appropriate (safe and subtle) for 10 – 14 year olds new entrants to the issues of work readiness and appreciating the culture of work.	Not exclusively, but very appropriate for 13 – 16 year olds forming identity – values, priorities, and young people who are unsure of preferences and seek to better appreciate the culture of work and its many manifestations.	Not exclusively, but very appropriate (given duty of care, maturity) for 16 – 18 year olds who wish to test or trial an area of interest (pathway, career role).
Activities tend to be about students listening and watching. They are generally led by a teacher.	Activities are interactive and learning emerges from dialogue between young people and adults from the world of work. They can both learn from this communication.	Activities emphasise hands-on and practical tasks, followed by reflection.
What is interesting about the World of Work	What might be of interest to me in the World of Work	Testing and refining my interests and preferences in the World of Work

Work Exposure Outcomes	Work Exploration Outcomes	Work Experience Outcomes
<p>Young people broaden their horizons, beyond more obvious local opportunities and more traditional pathways based upon family tradition, gender and culture.</p>	<p>Young people explore and discover how organisations work (internally and externally) and how careers happen. They examine the expectations and aspirations of both employers/ees and young people e.g. with respect to productivity, rewards for employees. Aspirations and confidence grows.</p>	<p>Young people actually experience a workplace/enterprise and the activity/culture of that setting. They have the chance to test and try (before you buy) an employment area/pathway of interest.</p>
<p>Young people have the opportunity to demystify unhelpful limitations placed on potential options – imposed by stereo-typing or more subtle cultural induction – early intervention about eradicating limitations due to gender, culture (early intervention).</p>	<p>Young people investigate various pathways of learning and work – what does a pathway mean. They often have the chance to then share their findings with their peers and on occasions receive feedback from employers/ees. Interdependence of roles and skills within an organisation and/or supply chain can be explored.</p>	<p>Young people are engaged in how people in the workplace collaborate, meet customer needs, and find meaning/fulfilment in their work. This participation can be in either the more traditional “employee” culture of work, or in the more entrepreneurial culture of work, self-employment etc.</p>
<p>Young people begin to see relevance of classroom learning to participation in the world of work. Especially in poorer communities, young people find out about the meaning of respect and wellbeing in the world of work.</p>	<p>The connection between subject choice at school and the skill demands of various work roles, pathways and settings (including entrepreneurialism) becomes more apparent.</p>	<p>Young people learn about how an organisation and its people operate –internally and within the supply chain, and in the broader community.</p>

Examples of Vocational Learning Activities within the WE3 Elements

Young people, educators and employers/ees and entrepreneurs are all involved in vocational learning activities, whether they occur in the classroom, workplace or community. In general terms, leadership over the design and operation of activities tends to gradually move from educators and be placed in the hands of employers and young people (as they move along the WE3 continuum from work exposure to work experience).

School Based Examples

Work Exposure Activities (tends to be school based)	Work Exploration Activities (both school and workplace based)	Work Experience Activities (tends to be workplace based)
A – More School Based	A – More School Based	A – More School Based
<ul style="list-style-type: none"> • Parent/Career Jobs – students sharing information about the careers and work of their own parents/carers. • View clips about work, draw images of work and share in the classroom. • Listen to community members who undertake volunteer work. • Activity to reveal gender perceptions about various roles in work – debriefed by a panel of workers from non-traditional gender roles. Girls/Boys can do anything!! • Local residents visit the school and tell their stories about how they found respect and meaning in the workplace and/or community. 	<ul style="list-style-type: none"> • Employers/ees and entrepreneurs visit a school and young people prepare and ask questions about their roles, skill sets and career journeys. • Surfing the options – desk research by pairs/teams of young people on various career pathways and sharing findings. • Desk research into what is a resume, paper based/clip based, and how it can be designed. • Mock interviews with employers – using the young peoples’ “new” resumes or clips. • Futuristic Briefs – business or community leaders design futuristic briefs for student teams and young people present their findings to these same leaders – briefs about employment and education/training 	<ul style="list-style-type: none"> • Young people actually undertake a work experience placement in the school office, canteen, library etc. • Young people participate in a simulated workplace/enterprise located within the school and discuss their roles and associated interdependence – what did I like and why? • Teams of young people lead a school based community project and then present their experience and learning to one or more employers.

Work Exposure Activities (tends to be school based)	Work Exploration Activities (both school and workplace based)	Work Experience Activities (tends to be workplace based)
A – More School Based	A – More School Based	A – More School Based
<ul style="list-style-type: none"> • Fashion Parade – class members come to school dressed as an employee or entrepreneur (range of occupations). 	feature. Students access relevant clips and resources.	

Workplace Based Examples

Work Exposure	Work Exploration	Work Experience
B – More Workplace Based	B – More Workplace Based	B – More Workplace Based
<ul style="list-style-type: none"> • A Class visits a worksite or cluster of worksites (SMEs) and discuss what they saw back in the classroom – Taster Visit. • Curriculum Link; a subject class visits a workplace to be introduced to a particular process, piece of plant or technology, and discuss with their teacher the relevance of say Maths/Science principles to that technology and the roles in the workplace. • Speed dating event held at the school or in a workplace/community setting where young people briefly meet with a rotating group of employers/ees and ask key questions. • Literacy/Numeracy Learnt by practical Trade like activities in a community 	<ul style="list-style-type: none"> • Try a Trade – apprentices offer a school a series of hands-on activities for students to explore basic aspects and tasks of a particular trade. • Career Conversations – in which pairs or teams of young people visit one or more employers/entrepreneurs and examine the career journeys of those adults. They then return, produce a career board of and for that same volunteer, and share their findings with peers. • Futures Dialogue – career conversations include a creative session in which the young people and adult volunteer imagine what that workplace, and its work roles will 	<ul style="list-style-type: none"> • Work Shadowing – students shadow an employer/ee or entrepreneur for a day and then share their findings in the classroom, and/or provide feedback to the person who they shadowed. • The Work Experience Placement – the proven and traditional model of a young person being placed, supported and supervised in a workplace for approximately one week. The placement could take the form of a one week trial for an apprenticeship – Swiss style. • The Entrepreneurial Project – a model of work experience that emphasises an enterprise culture rather than employee culture. Student teams design and manage their own community or business project,

Work Exposure	Work Exploration	Work Experience
<p align="center">B – More Workplace Based</p>	<p align="center">B – More Workplace Based</p>	<p align="center">B – More Workplace Based</p>
<p>workplace e.g. Men’s Shed, Training Organisation – involving volunteers and teachers helping students to improve literacy/numeracy development.</p> <ul style="list-style-type: none"> • An Industry Tour – in which a class visits a supply chain or precinct of enterprises and return to the classroom to discuss/clarify the ways in which work roles and organisation operate and are interdependent. The precinct maybe a shopping centre, industrial park, a cluster of similar/related services or even a number of local government facilities. Industry tours which demand more in depth research and investigation by students also offer rich work exploration opportunities for perhaps more mature young people. 	<p>look like in say 2050 – the young people then paint a picture of the future world of work.</p> <ul style="list-style-type: none"> • VET Career Conversations and Futures Dialogue – students explore roles in a particular sector of the economy, now and into the future, and then debrief with teacher/employers about the evolving skill demands and expectations within that sector. • Career Search – student led projects (their ideas and self-managed) enable students to closely examine a career pathway, post school learning options (college, apprenticeship, University), or investigate challenges/issues about the meaning and future of work. Teams then share their findings with peers. • Student Led Career Expo – students reflect upon what they discovered in either or both their Career Search projects and career conversations and design a display which is incorporated into a career expo for younger students at the school. Each display provides information about a pathway or employment option. • The AI Enquiry – student teams visit a range of enterprises to study how AI/Robotics have changed that enterprise and the roles 	<p>and then debrief their learning by discussing their experience with entrepreneurs/intrapreneurs. The focus is upon the relevance of skills, attitudes they used in their project to the world to entrepreneurship/intrapreneurship.</p> <ul style="list-style-type: none"> • The Local Development Challenge – local development agencies pose a challenge about the future of skills, employment, entrepreneur and community wellbeing. They organise coaches/resource people for the teams and host a community forum to receive and comment upon the findings of the teams. Futuristic briefs are welcomed. Enterprises and Local Development practitioners debrief the teams, regarding the relevance of their project based learning (skills, attitudes etc) to various career pathways/directions. (This is particularly relevant for more remote and low SES communities.) • An Employer Forum designed/led by Students – a student team designs and organises a forum for local employers to share hopes and expectations with young people – barriers, what is a “good” worker and “good” boss, how can employers help us now (pre – employment, in induction and

Work Exposure	Work Exploration	Work Experience
B – More Workplace Based	B – More Workplace Based	B – More Workplace Based
	<p>contained. They prepare a presentation back to the employers/entrepreneurs.</p> <ul style="list-style-type: none"> • Searching for Respect – investigating how paid work can offer respect and meaning to employers, work colleagues and to the new young worker. 	<p>on the job) are discussed. Feedback to the employers is then prepared by the students.</p>

Reflecting Upon the Effectiveness/Value Added of Vocational Learning Activities within the WE3 Continuum

It is helpful to reflect upon whether the design and implementation of any one or more of vocational learning activities incorporated into the WE 3 continuum will both take into account the following principles and generate the associated benefits to young people.

- Offer young people **multiple interactions** with employers/ees and/or entrepreneurs. International research indicates that four or more interactions whilst at school, has a positive impact upon the earning and learning outcomes of those students when they are 19 – 25.
- Provide learning rich opportunities to students, in particular the development of the soft skills that complement, and/or, are not easily replaced by AI/Robotics e.g. imagination, innovation, leadership, enterprise, critical/creative thinking, and judgement.
- Encouraging young people to relay ideas and insights to others. Research shows that teaching is a great way to retain information.
- Strengthen the capability of students to effectively use technology and validate information and sources.
- Nurture wellbeing and peer support, so young people can build connections within their community and also learn to offer support to each other in their vocational learning. The activity carefully takes into account the maturity and confidence levels of the students, and their need to form identity.
- Learning about the world of work, pathways and expectations/aspirations now and into the future – gaining insights that are not just about now or the past.
- **Offer employers and entrepreneurs** with choice, and a range of time – effective contributions, whilst harnessing their set of expertise and experience. Not all employers (especially SMEs) have the capacity to offer quality work experience placements. Does the chosen collaboration enable the volunteer adult to communicate their needs and expectations for current and future employees, and does it help them to learn more about young people and become more “youth ready”.
- Enhance the curriculum and the culture of the school and fosters healthy partnerships with local employers, organisations and community agencies.

Case Studies of Activities from within the WE3 Continuum



SIX CASE STUDIES OF ACTIVITIES FROM WITHIN THE WE3 CONTINUUM

	WE3 Element	Likely age to introduce	Setting	Example/Case Study
1.	Work Exposure	(10-14)	Classroom Based	My Family/Whanau at Work
2.	Work Exposure	(10-14)	Classroom Based	Redraw the Balance (broaden gender horizons and limit stereotypes)
3.	Work Exploration	(13-18)	Workplace Based	Career Conversations and Helpful Hints for the Employers
4.	Work Exploration	(15-18)	Workplace and School Based	Career Search and the Student-led Career Expo
5.	Work Experience	(15-18)	Work and Community Based	New Models of Work Experience and the Role of Service Clubs and Employer Networks
6.	Work Experience	(15-24)	Work and Community Based	The Local/Regional Development challenge and the “Lost Generation” clip https://www.youtube.com/watch?v=attAWJBUq-0

CASE STUDY 1: My Family/Whanau and their Work

(See first activity “charted” in Work Exposure School-based Activity)

1. A great starting point that is safe, subtle and relatively simple for say 10-12 year old students to undertake.
2. The Swiss use this kind of activity as an initial step in their world-class work curriculum and its approach to enabling students to make pathway choices (academic and/or vocational) at the age of 15-16.
3. The teacher asks the class members to talk to a family member or close friend of the family about their job/career/work. Usually, work is seen as paid employment, but it can include volunteer work or family caring/nurturing. The key questions that the student(s) pose to that adult are straightforward. They may include:
 - What do you do in your job/work/career?
 - What do you like about it?
 - What do you find less enjoyable?
 - What skills or talents are the most important for your job/role?
 - Why would you recommend/not recommend your job to young people who are thinking about what they may want to do later in their lives?
4. Each student is asked to bring this information back to the class and share it. They may choose to do this by offering a brief, verbal presentation, or even by doing a clip on their phone, or by “drawing” a picture.
5. The teacher may decide it is helpful and less challenging for the students to undertake, if they do the task in pairs, that is two students do two “interviews”, and together present their information back to the class.
6. An interesting idea is to ask the students to bring back to the class, one or more of the following:
 - A photo of their family member/friend in their role.
 - Something that person uses in their work – a tool, a uniform etc or the student could dress up in “work dress” of their interviewee.
7. The teacher then facilitates the feedback session in the classroom, and ensures praise, helpful advice etc. is given to students: a display of the students’ findings may be erected in the classroom, and various classes could visit each other’s displays.

CASE STUDY 2: Redraw the Balance (broaden gender horizons and limit stereotypes)

Redraw the Balance	https://www.youtube.com/watch?v=kJP1zPOfq_0	Brilliant 2 minute video clip by UK Education and Employers Charity that shows how young female students can be limited in their career aspirations by gender stereotyping.
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CASE STUDY 3: Career Conversations and Helpful Hints for the Employers

<p>Career Conversations (CC)</p> <p>This is a key idea and activity for Work Exploration. Student pairs/small teams interact with an employee/er or entrepreneur (volunteer) and interview them about their career journey.</p> <p>They learn about career development by exploring real stories.</p> <p>The conversation also includes a section where the volunteer listens to the students' hopes and expectations about work, and responds to them.</p>	<p>3.1 The Case for Career Conversations (CC) and Reimagining Work Experience (3 pages)</p> <p>A short paper (for Group Training Australia) that outlines why CCs are important and what they look like.</p> <p>3.2 What Does a Career Conversation Look Like (1 page)</p> <p>Summary of what it is, and how pairs of students can then share their learning with their peers – cascade the insights.</p> <p>3.3 Eleven Helpful Hints for Employers – (11 pages)</p> <p>A series of hints for employees/ers and entrepreneurs (volunteers) who are to engage in a career conversation with a student pair/team. Written for the Work Inspiration (WI) initiative in Australia (2014-16). Please note that The Smith Family still champions WI in Australia.</p>
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CASE STUDY 4: Career Search and the Student-led Career Expo

<p>Career Search</p> <p>A student led program of Careers Education in which pairs or teams of students design and lead their own projects which investigate pathways and the world of work, and then teach others about their findings (peer learning and support).</p> <p>Established in the UK and Australia in the late 1990s, this model has engaged thousands of young people (usually for low SES schools).</p>	<p>4.1 Career Search – (40 pages)</p> <p>A complete resource – series of handouts which explains the program, offers feedback from pilot programs; introduces the role of facilitator (teacher/youth worker), and offers helpful hints on how to overcome obstacles to success – please dip in and use any given handout.</p> <p>4.2 Motivated by Choice (part of Connexions)</p> <p>Written for the UK government and its Connexions program, this resource outlines the award winning five phase Liverpool (UK) program that worked in particularly low SES schools. The program outlines an approach to scaffolding that leads up to, and includes the leadership of career search projects (called Choice Clubs) by disadvantaged students.</p> <p>4.3 Pittwater High School young Person-led Career Expo</p> <p>A project in which students undertook their Career Search projects and displayed them at a Career Expo which they organised for younger students within their school.</p>
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CASE STUDY 5: New Models of Work Experience and the Role of Service Clubs and Employer Networks

Promoting an enterprise culture in Work Experience (rather than the employee culture of the work placement)

5.1 New Models of Work Experience and (Complementing the Placement)

Could we use an additional model of work experience to the placement?

A UK model of PBL that enables young people to design and lead their own community projects, and then debrief their “PBL” learning with volunteer employers and entrepreneurs. Created by the UK youth charity Changemakers, this model of work experience reflects enterprise – young people creating their own work and learning projects. The Victorian Working Community program is a great “Australian” example of this approach. A complete trainer’s guide is still available as a VCAL resource in the Victorian Education Department. For more details, contact Dave Turner.

5.2 Service Clubs and Changemakers

A 30 page resource that was written for Anglicare WA when they were licensed to transfer the UK Changemakers model to Australia.

The resource outlines how service clubs could recruit and brief employers/ees and entrepreneurs who would review the PBL of students who participate in this enterprise model of work experience.

CASE STUDY 6: Employment and Enterprise in our Community's Economic and Social Development (Regional/Local levels)

(See the last "charted" point in Work Experience, Workplace-based)

1. A valuable activity for introducing and engaging 15-18 year old students and/or school leavers/apprentices to/in the world of Local Development. Of course, a local development agency such as TOI EDA would firstly need to explain what local development is, and how it directly/indirectly creates employment and entrepreneurial opportunities for young adults. An inspiring clip such as "Lost Generation" may be shown to the young people.
2. Either the Local Development Agency (LDA) would prepare a series of briefs/challenges for teams of young people to undertake, and/or it would facilitate the young people to come up with their own ideas of projects. These projects would relate to existing/emerging priorities of the Agency and its partners. Adding a "futures dimension" to the project briefs offers student teams the opportunity to exercise imagination and creativity. Partners may include:
 - Employers and employer associations (one sector or more)
 - Entrepreneurs – single or in clusters
 - Relevant government services.
3. The school or youth employment service would agree to facilitate the teams of young people in the development of their projects and ensure that their learning is captured through reflection and documentation.
4. The LDA would organise a final debriefing session with student teams, so the young people extract and relay their findings and learnings. The LDA (and/or its partners) would then provide feedback to the teams. This feedback would outline how the enterprising process in which they have participated has:
 - Developed work skills – both as intrapreneurial employees and/or entrepreneurs
 - More fully engaged them in a "whole of community" effort to generate wellbeing and/or employment for local people now and into the future.
5. This feedback session could also incorporate a display and celebration of the student teams' projects – with say, a Mayor/community leader giving out certificates and local media covering the event.
6. It is also possible to incorporate a more specific employer-based approach to this activity. In Switzerland, many 15-19 year old apprentices (2 days at school and 3 in the workplace) are asked to lead a project that enhances both the productivity of their

employer and/or community, and the learning of their fellow apprentices. For example:

- A team of apprentices visit another employer to investigate a new process, a piece of technology or plant equipment that has raised productivity. The team then relays their findings back to other apprentices and their supervisors in their home employer.
- A team of apprentices design and manage a work exposure/exploration activity with a local school. They provide information and insights to younger students about their world of work (apprenticeship) and engage the students in career conversations.
- A team of apprentices design and manage a community benefit/service project, on behalf of their employer (one larger employer, or a cluster of small, but related employers). This enhances the community reputation of the employer(s).

Each of these types of projects are debriefed by their employer (and/or by supply chain members) so the apprentices appreciate the content of their project-based learning and the relevance of their learning to their own work and to the productivity of their employer.

These more specific “employer-based projects” have an obvious connection to the goals of local economic and social development. They inspire enterprise and innovation, whilst reinforcing a whole of community effort to improve the economic and social wellbeing of their community.

Also see the inspiring clip *Lost Generation*:

<https://www.youtube.com/watch?v=attAWJBUq-0>