

Transforming the worlds of work and learning

The vital role of schools

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Aims



POLICY CONTEXT AND
CHANGING NATURE OF WORK



HOW YOUNG PEOPLE ARE
FARING



WHAT CAN YOU DO?

Policy Context

- Moving goalposts – universal post secondary
- General consensus that young people need knowledge, skills and capabilities – debates over how
- Gonski – capabilities and pathways
- NSW curriculum review
- AQF review

Looking to 2040
– what
questions will
young people
need to solve?


Environmental

Economic

Ethical

Digital

Other



What does
success from
education look
like?

NAPLAN

ATAR

Pathways

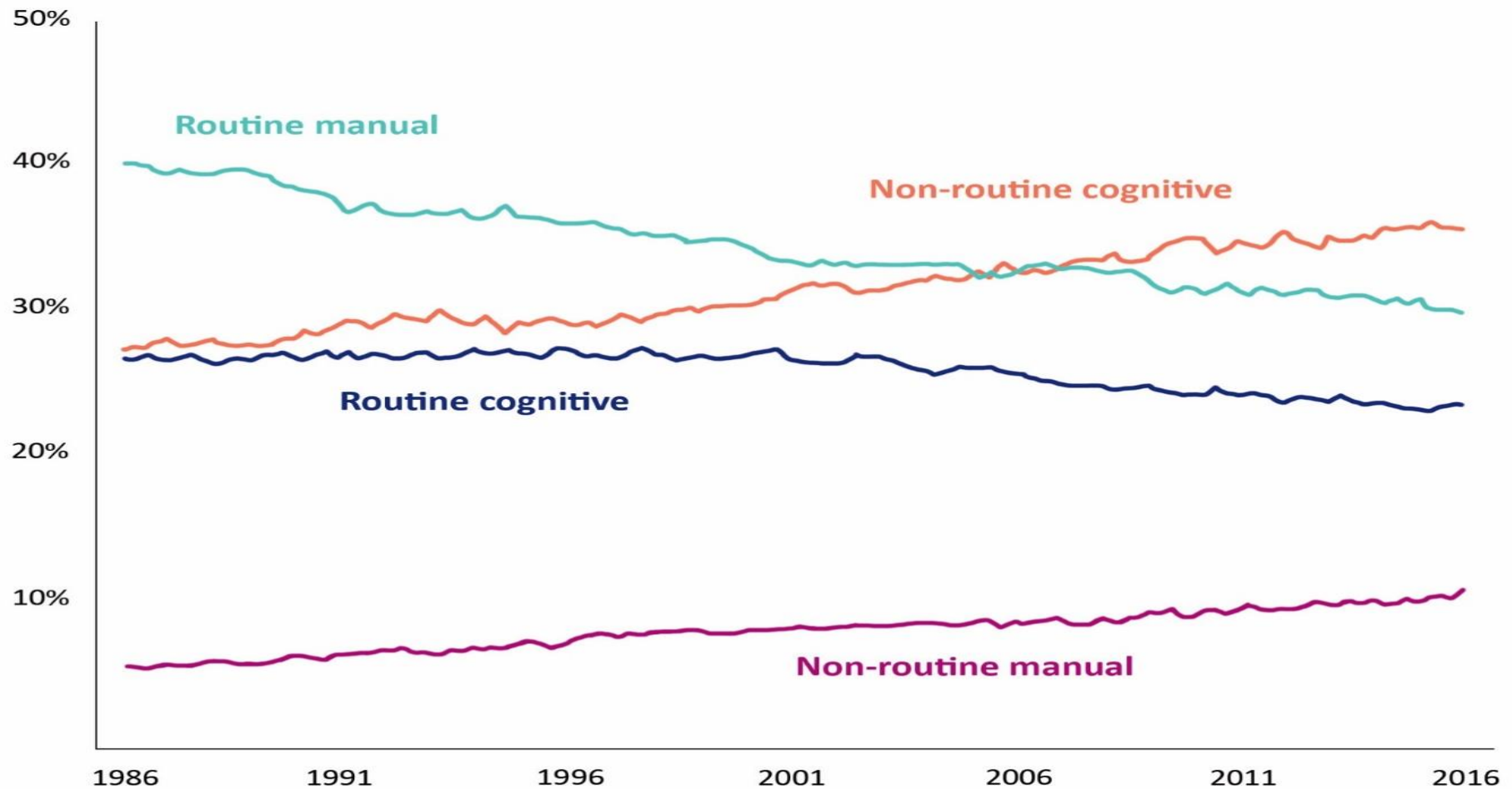
What else?

Changing nature of work is affecting us all

What is one thing
you do in your role
now, that you didn't
do 10 years ago?

What is one thing
you no longer do?

Changing nature of skills





Exercise


Think of a local industry

How many roles can you name within that industry?

What capabilities might young people need to work in that industry?

Career aspirations

Boys (% of the 1,006 boys stating an occupation)	Girls (% of the 911 girls stating an occupation)
Engineering and transport professional (14%)	Doctor, dentist or other medical professional (13%)
ICT professional (10%)	Education professional (11%)
Construction technical/trade (9%)	Legal or social professional (11%)
Automotive technical/trade (8%)	Personal service (7%)
Sports (6%)	Performance arts and production (7%)
Doctor, dentist or other health professional (6%)	Nursing professional (7%)
Protective services (6%)	Health and welfare support and care (6%)
Professional design, planning or architect (5%)	Professional design, planning or architect (6%)
Science professional (5%)	Vet (6%)
Performance arts and production (5%)	Media, literature or arts professional (5%)



Jobs in the
next ten years
(two in three
jobs)

Health care

Construction

Education and training

Professional and
technical

Need for current career advice

Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Benefits of industry partnerships



Students

Engagement
and participation

Awareness of
emerging jobs

Capabilities for
future workforce

Transitions from
school to work



Schools

Leadership
development

Up-to-date
industry insights

Industry standard
technologies

Teaching and
learning
innovations



Industry

Match workforce
skills needs

Grow STEM
workforce


Employee
engagement
opportunities

Corporate social
responsibility

Transitions are difficult

~100,000 25-29 year olds without year 12 or equivalent in NSW

1 in 4 young people struggling to transition to employment at age 24



Changing transition patterns

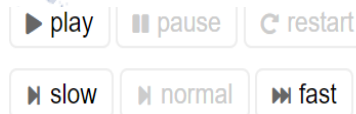
Up to 4.7 years from end of education to full time work (FYA). Up from one year in 1986

Around half of all 25 year olds are working full time – but many of these have ‘portfolio’ careers

Supporting young people to adapt to this reality

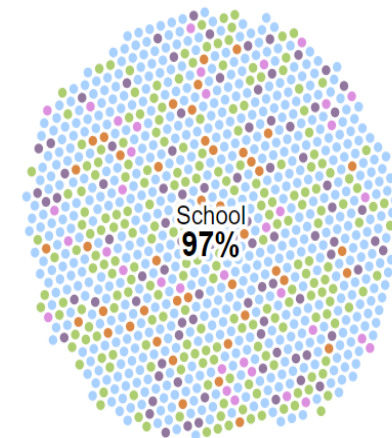
Changing transitions in action

<https://www.ncver.edu.au/research-and-statistics/infographics/visualising-school-to-work-pathways-using-lsay>



Hover to highlight each pathway

- Pathway 1: Higher education to full-time work
- Pathway 2: Early entry to full-time work
- Pathway 3: Mix of higher education and VET
- Pathway 4: Mixed and repeatedly disengaged
- Pathway 5: Mostly working part-time



University
0%

Not in labour force
0%

Unemployment
1%

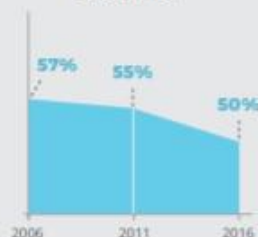
Full-time employ
0%

SNAPSHOT

This report followed 14,000 young people's journey over a decade (15 to 25 years old) and found...

At 25 years-old

50%
are not working
full-time*



*Note: Working full-time is defined by the Australian Bureau of Statistics as working 35+ hours per week.

Full-time education

Young people are better educated than in the past with almost 60% of 25 year-olds holding a post-school qualification.

Barriers young people identified to full-time work

- Not enough work experience
- Lack of appropriate education
- Lack of career management skills
- Not enough jobs

Accelerating factors to gaining full-time work

- Building enterprise skills in education
17 months faster
- Relevant paid employment
12 months faster
- Paid employment in future focussed clusters
5 months faster
- An optimistic mindset**
2 months faster

The New Work Reality

Full-time work

Full-time work is increasingly precarious and difficult to attain.

1 full-time job

Multiple jobs

Casual full-time employment

The Carers
The Informers
The Technologists

**Note: Respondents were asked at 18 years-old whether they were happy with their career prospects at 18.
Source: Census table builder (2006, 2011, 2016), AlphaBeta analysis, LSAY 2006 cohort, AlphaBeta analysis, Australian Bureau of Statistics (1992-2013), Australian Labour Market, cat. No. 6105.0, Australian Bureau of Statistics (1978-2018), Labour Force, cat. no. 6202.0, Foundation for Young Australians (2016), "The New Work Mindset".

Supporting transitions

Develop and recognise capabilities



Factors affecting recognition of capabilities include:

Regionality

Socio-economic status

Academic, especially
maths, performance



Can build capabilities within and outside curriculum:

Entrepreneurial
learning

Curricular and co-
curricular activities

Workplace
experience

Community and
sport



Challenge to measure and assess capabilities and
report this




Exercise

- How to support young people to build and showcase their capabilities

What can you do?

How can you measure success?

Who do you need to work with?



What helps
and what gets
in the way


INDUSTRY

TECHNOLOGY

POLICY

FUNDING

PARENTS



Know, chart
and share
success

Chance to be pioneers

Key role in preparing
young people to answer
the big questions

Alignment with broader
policy movement



Thank you &
questions