

# Transforming the worlds of work and learning

## The vital role of schools

- MEGAN O'CONNELL, DIRECTOR MEGAN O'CONNELL CONSULTING
- HONORARY SENIOR FELLOW, MELBOURNE GRADUATE SCHOOL OF EDUCATION
- @MEGANOCONNELL7

# Aims



POLICY CONTEXT AND  
CHANGING NATURE OF WORK



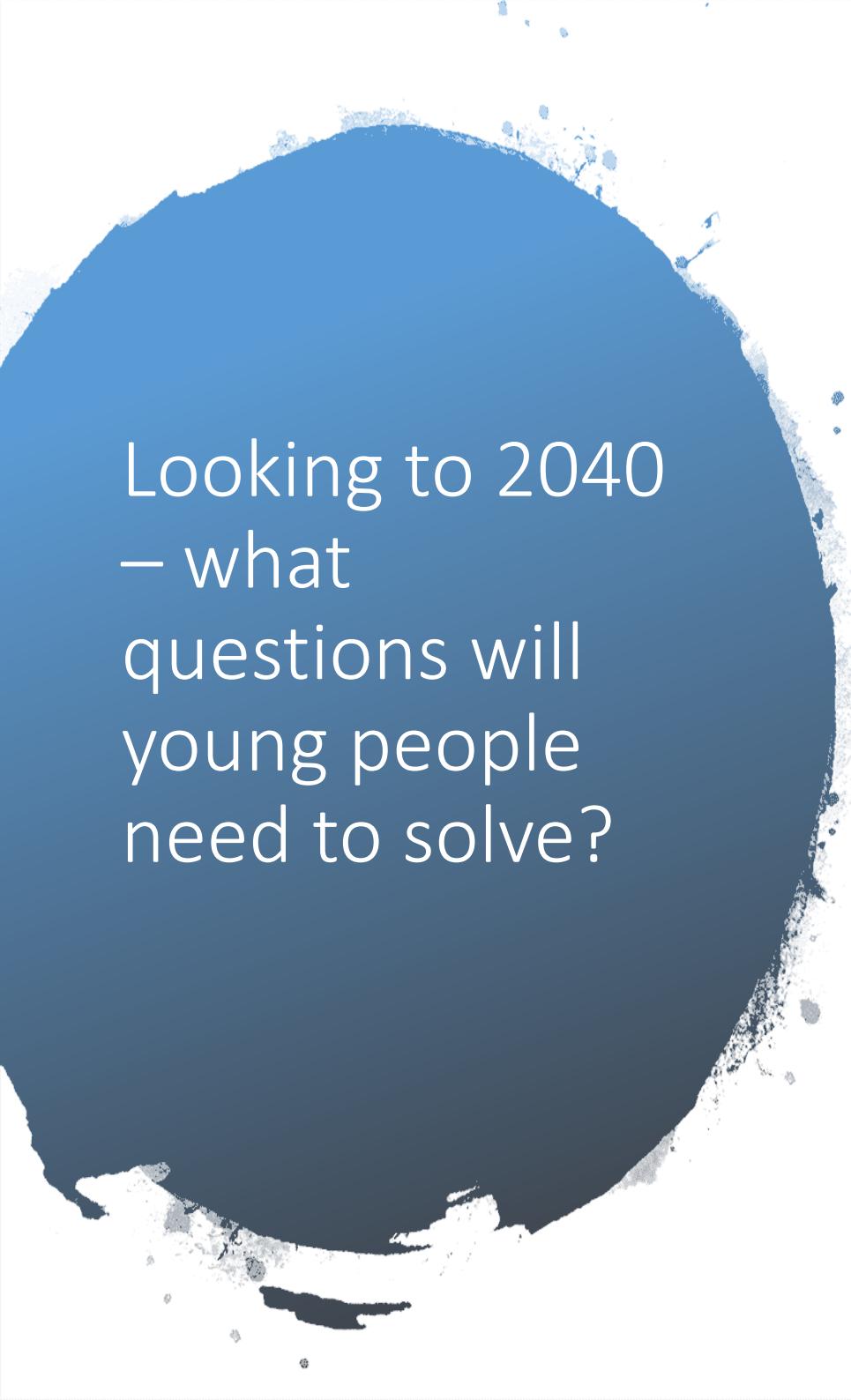
HOW YOUNG PEOPLE ARE  
FARING



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

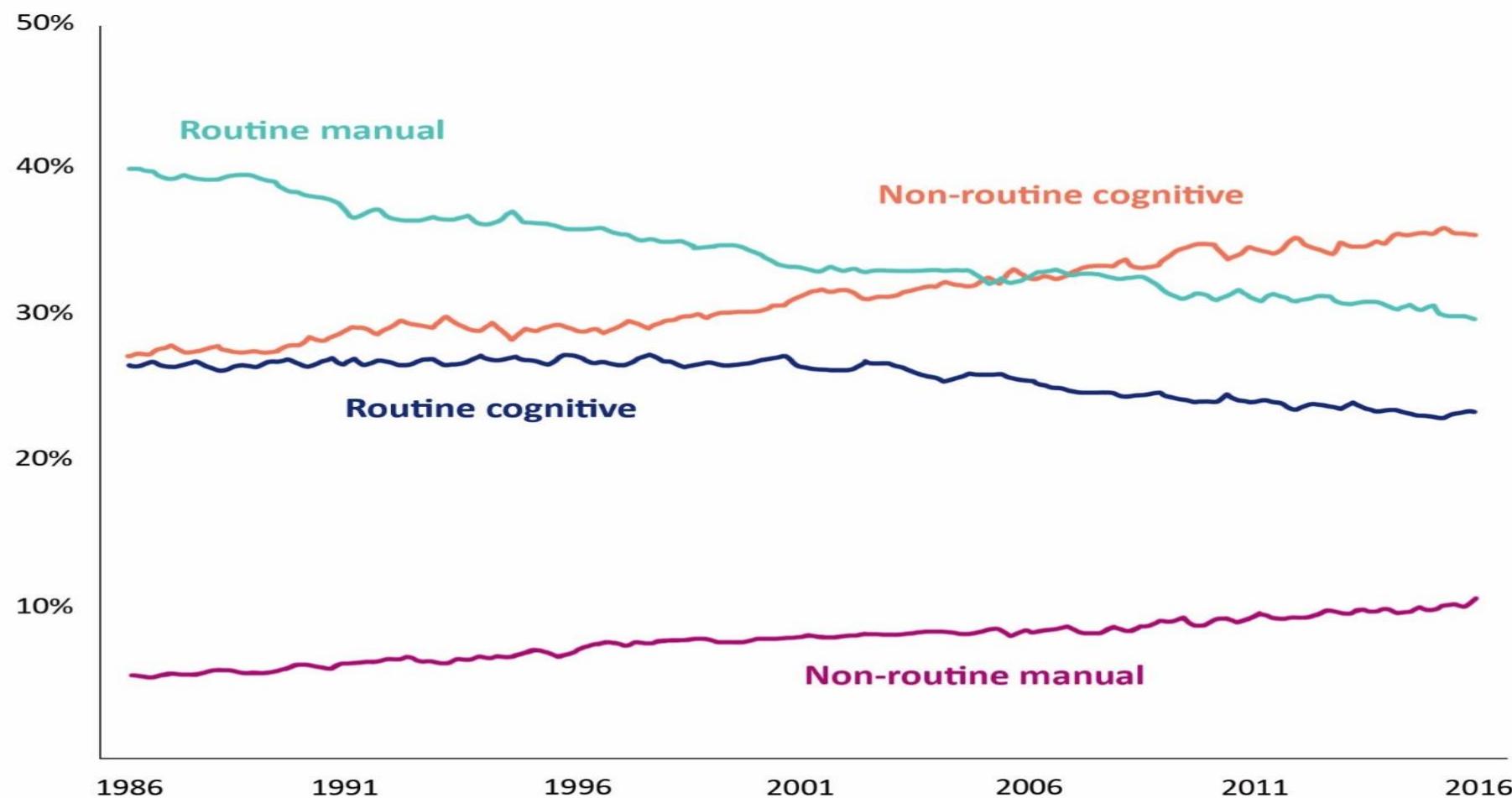
What else?

# 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

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby\\_benchmark\\_toolkit.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf)

# Benefits of industry partnerships



## Students

Engagement and participation

Awareness of emerging jobs

Capabilities for future workforce

Transitions from school to work



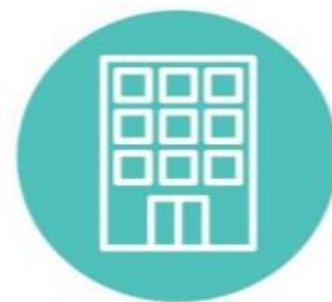
## Schools

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

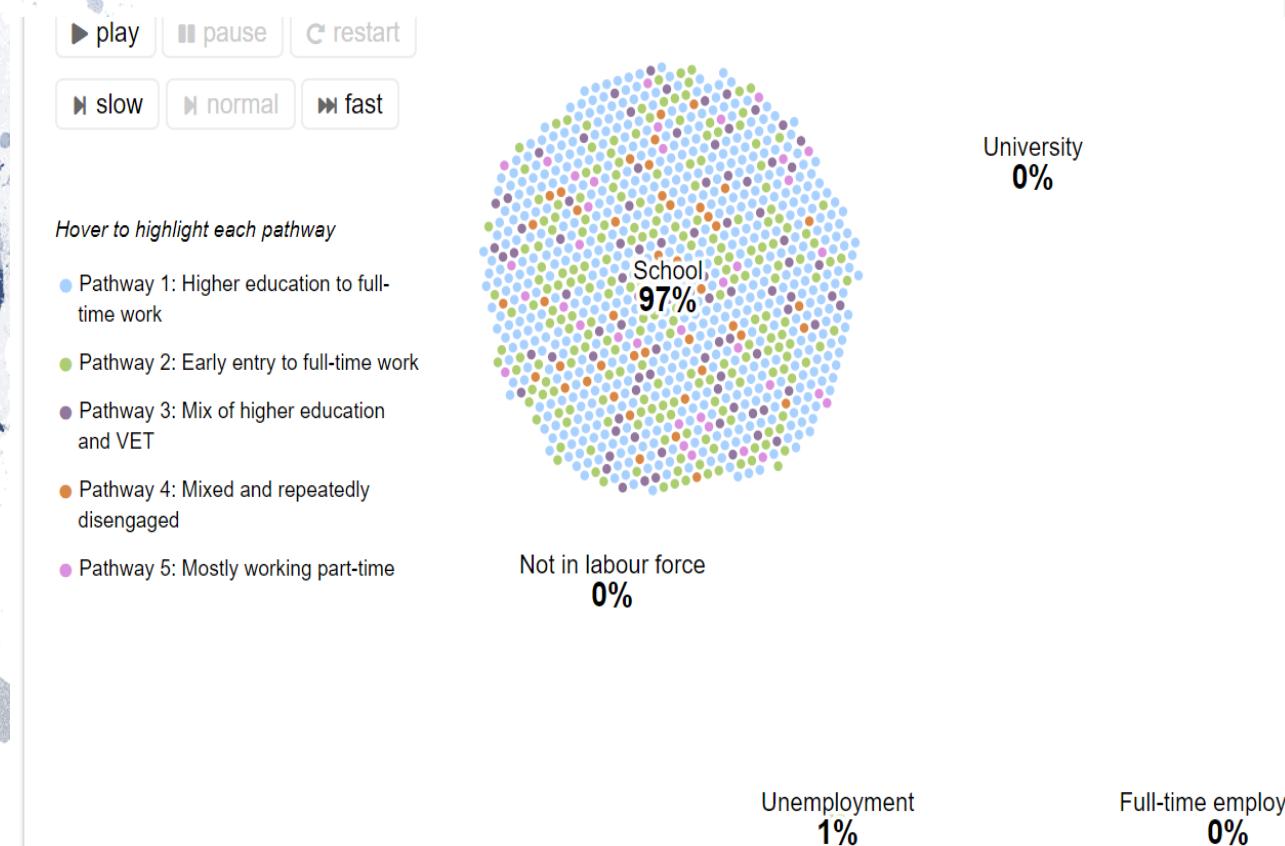
Up to 4.7 years from end of education to full time work (FYA). Up from one year in 1986

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>



# SNAPSHOT

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



## Full-time education

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



## 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.



\*\*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 (1993-2013); 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