



“...keep on trying and don't give up because in the end you'll succeed.”

Student
Eaglehawk Primary School

Passions & Pathways

Primary Schools & Workplaces in Partnership

Work Safety Preparation

Students engage with personnel from local business Safety Systems, to learn about the safety and risk management requirements of workplaces. Students learn about the safety signs and instructions they will see on their tours and projects. They develop an understanding about how to behave when they visit workplaces. They learn that safety

vests, eye protection and hard hats should be worn when required in the workplaces. Students make a link to the safety and risk management requirements of their school environment. This component helps students to connect the importance of safety at school and in the workplace.



Tours

A range of local workplace tours provide students with an authentic experience to develop and deepen an understanding of the 'world of work'. Hosts showcase their site and demonstrate the nature of work undertaken. They outline the importance of the 'soft' skills required to work in a team, similar to working in a team in their classroom.

These skills include teamwork, problem solving, creativity, reliability and presentation skills. Students investigate the tour sites before each tour in preparation for building on their knowledge of each workplace through observation and questioning. Funding enables virtual tours to feature as part of Passions & Pathways.



Young Industry Ambassadors

Young Industry Ambassadors (YIAs) are trained to talk about their own career pathways to students. They are an integral part of the program. YIAs visit schools and

present to the classes. These YIAs have a chance to practice their leadership and presentation skills, ensuring they also benefit from the program.



2019 YIAs



Projects

Over a three week period, students work in groups in the workplace to undertake a meaningful project or solve a problem. Hosts work with student groups to create a plan for each team-based project. In collaboration with others in groups, students practice the art of effective communication between team members and workplace personnel.





Passions & Pathways
Primary Schools & Workplaces in Partnership



39 partnerships



5 schools



2019 Expo - 18 September 2019



146 students



"There is so many benefits to this program. Early exposure to careers like this and to industry, especially in the local area is absolutely valuable in my personal opinion. I think waiting till year 10 and high school is far too late to do a lot of these things. And it's not just benefits for the students, there's actually a lot of benefits for the employers who get to see them because getting exposure to all these fresh faces and fresh ideas and enthusiasm for ordinary business is absolutely crucial."
- Khayshie Thlak Ramresh, Youth Mayor, City of Greater Bendigo



The Workplaces, Tours and Projects



Introduction

Passions & Pathways, Primary Schools & Workplaces in Partnership originated in Bendigo. It has been enriching the lives of Year Six students since 2012. A dynamic partnership between the Goldfields LLEN (lead partner), cross-sectoral primary schools, local government and businesses it gives students a taste of the 'world of work' and fosters an appetite to succeed.

Primary school students engage with local businesses in their workplaces. The authentic 'work' experiences aim to lift student aspirations and reinforce the value of completing their education.

The State Government has provided \$12 million over four years (2019-2023), to expand the initiative to the Shires of Central Goldfields and Mount Alexander.



Passions & Pathways Components include:

- OHS orientation preparing students for entering workplaces.
- Experiencing La Trobe University and the Bendigo Schools' Trade Training Centre at Park Road, Bendigo.
- Young Industry Ambassadors, sharing their pathways from school into training and employment.
- Workplace Tours for small groups of students. Tour hosts and educators work together to ensure tours support student learning, aligned to and embedded with the Victorian Curriculum.
- Workplace Projects for small groups of students. Project hosts and educators work together to ensure projects support student learning, aligned to and embedded with the Victorian Curriculum.
- A celebration of student learning, demonstrated through an Expo/Showcase.



2019 Highlights

Passions & Pathways, Primary Schools & Workplaces in Partnership in its eighth year with \$1.2 million over 4 years.

- Funding from Regional Development Victoria enhanced the organisation and operations of Passions & Pathways.
- Year six students and their teachers from five Bendigo primary schools - Eaglehawk Primary School, Lightning Reef Primary School and Specimen Hill Primary School - engaged with and benefited from Passions & Pathways.
- At the end of term two, the Park Road, Bendigo Schools' Trade Training Centre staff illustrated the range of practical courses available to the students later on in their secondary school years.
- In July, a number of workshops led by La Trobe University staff were held with the students experiencing a variety of activities linked to University courses.
- During the months of July, August and September, Bendigo business partners introduced the students to the 'worlds of work' through a range of experiences including workplace tours, workplace hands on projects and young industry ambassadors sharing their school to work pathways.
- Passions & Pathways concluded in September, with a showcase of the students' learning and the presentation of certificates to acknowledge and thank the significant contribution of all the business and industry partners.
- The funding supports a consultant to be employed to develop a curriculum framework to support the alignment of Passions & Pathways to the students' curriculum objectives.
- An evaluator has been funded to investigate the impact of Passions & Pathways.

Newcomer school - St Peter's Primary School

Passions & Pathways has been a valuable addition to St Peter's Primary School. Passions & Pathways has proven to be challenging, informative and rewarding. The students were able to proudly show their learning to their parents and wider community at the Town Hall - they were so proud! The students have spoken about their needs and desires for work in the future.

talking about options and pathways that they simply were not aware of before the program. We are so happy to be part of the program - and our Year 5s are already talking about the program in 2020.

Jen Roberts
Co-Principal, St Peter's Primary School



Passions & Pathways

Primary Schools & Workplaces in Partnership

Year 6 Student Participation Survey Report 2019

Introduction

This report provides a summary of the Participation Survey findings for Year 6 students who took part in Passions & Pathways in 2019.

Passions & Pathways provides students with the opportunity to experience the 'world of work'; develop an understanding of the different jobs/careers available; and the pathways that can lead to successful participation. Continuing research highlights the increasing complexity for students now beginning to engage with a rapidly and constantly changing workplace and the skills and personal attributes required to successfully navigate this complex world.

Background

Young people transitioning from education to the workplace face an increasingly uncertain future and concerns about their role in the workforce (WorldSkills, 2019). Pastore (2018) describes the world economy as being in the grip of a fourth industrial revolution with the type and nature of jobs seen to be shifting fundamentally due to the impact of technology and changes in employment models. In this context, the completion of secondary school remains a major predictor for engagement in post-secondary education and successful job outcomes for young people (Nguyen & Blomberg, 2014; Polvere & Lim, 2015). Educational and career aspirations follow a similar trajectory for students and form at an early age, often before starting school (Cahill & Furey 2017; Murray Mallee Local Learning and Employment Network, 2013). How students perceive themselves in these formative years can have a lasting impact on their self-perception, aspirations and performance in school (Chambers et al., 2018). Career education can play a critical role in preparing students to navigate this critical period of information seeking and decision-making. Importantly, research indicates that career education should be integrated throughout schooling, begin early as part of primary school (McMahon & Carroll, 2001) and early childhood education (Cahill & Furey, 2017), and be provided as an integrated component of the curriculum (Polvere & Lim 2015). Critical components are identified as frequent exposure to the work environment during schooling through job shadowing, volunteering, workplace tours etc. (Bell & Bezanson, 2006). Career education should also focus on career management skills to equip young people with the life-long learning skills required to face the dynamic and changing world of work (Canadian Career Development Foundation, 2015).

Key findings of 2019 survey

- Most students saw the attainment of a job as important and were thinking broadly across a range of job opportunities of possible interest. The jobs indicated covered a range of occupation types including professionals (e.g. in the areas of science, engineering, health, teaching, legal work); service and sales (in the areas of personal care work, hair and beauty, shop sales, protective services, entertainment); craft and trades (in the areas of building, woodwork, car/machinery repairs) sports; and armed forces.
- Common job interests were apparent at the primary school level indicating that for some students job choice may be driven by peer interests, school activities, sports activities/interests, out of school activities etc.
- Most students indicated an interest in finding out information about different jobs and saw the importance of developing options. Many identified a range of sources they could use to gain information on jobs including family members, friends and the internet. However, a significant group indicated they have not yet developed the resources for seeking information in this area.
- Most students appeared to be thinking ahead in broad terms about their future pathways. Some had already identified concerns they saw may impede the achievement of their job choice including school completion, academic performance and their ability to gain entry to university and manage the academic requirements.

¹ See *Passions & Pathways* website for further information: passionsandpathways.org.au

Method

- Students in all five schools participating in Passions & Pathways in 2019 were requested to complete a survey (i.e. Lightning Reef Primary School, Specimen Hill Primary School, St Peters Primary School, St Monica's Primary School and Eaglehawk Primary School).
- Students were required to answer 22 questions using Likert scales, rating scales between 1-100 and written responses.
- From a total of 146 students, 71% (n=104) completed the survey with response rates varying across schools. Of the participants indicating their sex (n=97) 43% were female and 50% male.
- The survey questions focused on the three main themes:
 - aspirations (identification of future job / occupational interests)
 - knowledge (awareness of sources of information to find out about jobs)
 - pathways (understanding of the need to plan ahead to get ready for a job).

These themes link broadly to the career management competencies outlined in the Australian Blueprint for Career Development (Phase 1).

Overall findings²

Aspirations

- Students agreed:
 - having a job was important (94% Strongly Agree/Agree) and would be a significant factor in allowing them to do things they like in the future (86% Strongly Agree/Agree) (Refer graphs 1 & 2)
 - they were confident there was a range of job choices available to them (85% Strongly Agree/Agree) and of their capacity to undertake these roles (87% Strongly Agree/Agree). However, this confidence was tempered by a concern from 49% of the students who 'Strongly Agreed/Agreed' that it may be hard for them to achieve the job of their choice (Refer graphs 3, 4 & 5)
 - men and women can do the same types of jobs (94% Strongly Agree/Agree) (Refer graph 6).
- In written responses indicating the types of jobs they might be interested in:
 - the majority of students who responded (69%) listed two or more possible jobs with individual interests varying widely across possible occupation types and personal interests
 - 44% of the jobs indicated required university qualifications (e.g. nurse, teacher, veterinarian, doctor, surgeon, scientist etc.)
 - 42% indicated jobs needed training or other qualifications post school (e.g. builder, hairdresser, plumber, carpenter, carer (early childhood, aged care) etc.

² Appendix 1 provides the detailed responses to the Likert questions for reference.

Knowledge

- In rating themselves between 1-100 the students indicated:
 - a high interest in looking for information about different jobs with an average rating of 75, with only seven students rating themselves below 50
 - an above average rating of 60 on their awareness of where to get information about jobs. However, 32 students (31%) rated themselves below 50 suggesting for some students their knowledge of sources of information about jobs was still to be developed
 - a high level of confidence (average rating of 75) in asking people they knew about job information. These sources included parents (84%), friends (64%), teachers (46%) and grandparents (39%). A small number of students (n=5) indicated that they would go directly to a person involved in the job of their interest (Refer graph 7)
 - the internet as an additional major source of information (61%) (Refer graph 7)
- A substantial majority of students agreed on the importance of knowing about different jobs to provide options if their current preferences changed (95% Strongly Agree/Agree) (Refer graph 8).

Pathways

- In thinking about their future:
 - three quarters of the students agreed they had started to think about what they may need to do to get the job they like (75% Strongly Agree/Agree) with 82% agreeing that having a job in mind was helpful in planning ahead (Refer graphs 9 & 10)
 - most agreed (95% Strongly Agree/Agree) they may need to learn different things to be ready for some jobs and that there may be various ways to get ready for the job they might like to do (85% Strongly Agree/Agree) (Refer graphs 11 & 12).
- In providing written responses to the possible challenges ahead in getting a job:
 - 84% (n=87) of students detailed varying concerns
 - one quarter of these related to concerns about school and academic achievement. Of this group, half were apprehensive about being able to do well enough in school academically including reaching the required ATAR score or being able to finish [to Year 12]
 - some students indicated concerns focused on getting into university (or the right course/university) (n=7) and being able to manage the academic requirements and get a 'good' degree (n=5)
 - outside of academic concerns, a number of students (n=17) expressed apprehension about not being able to manage the requirements of their job of choice including not having the personal skills or self-confidence required.

Next steps

The survey was developed as a source of possible baseline data for Passions & Pathways. The questions will be reviewed and refined where required for 2020. Some additional questions will be added to reflect Passions & Pathways implementation outcomes.

Conclusion

These findings suggest some of the complexity ahead for these young students as they move forward in their school life and begin to prepare for the world of work. They suggest the important role of early experiences in shaping aspirations and understandings of the world of work.

Aspirations

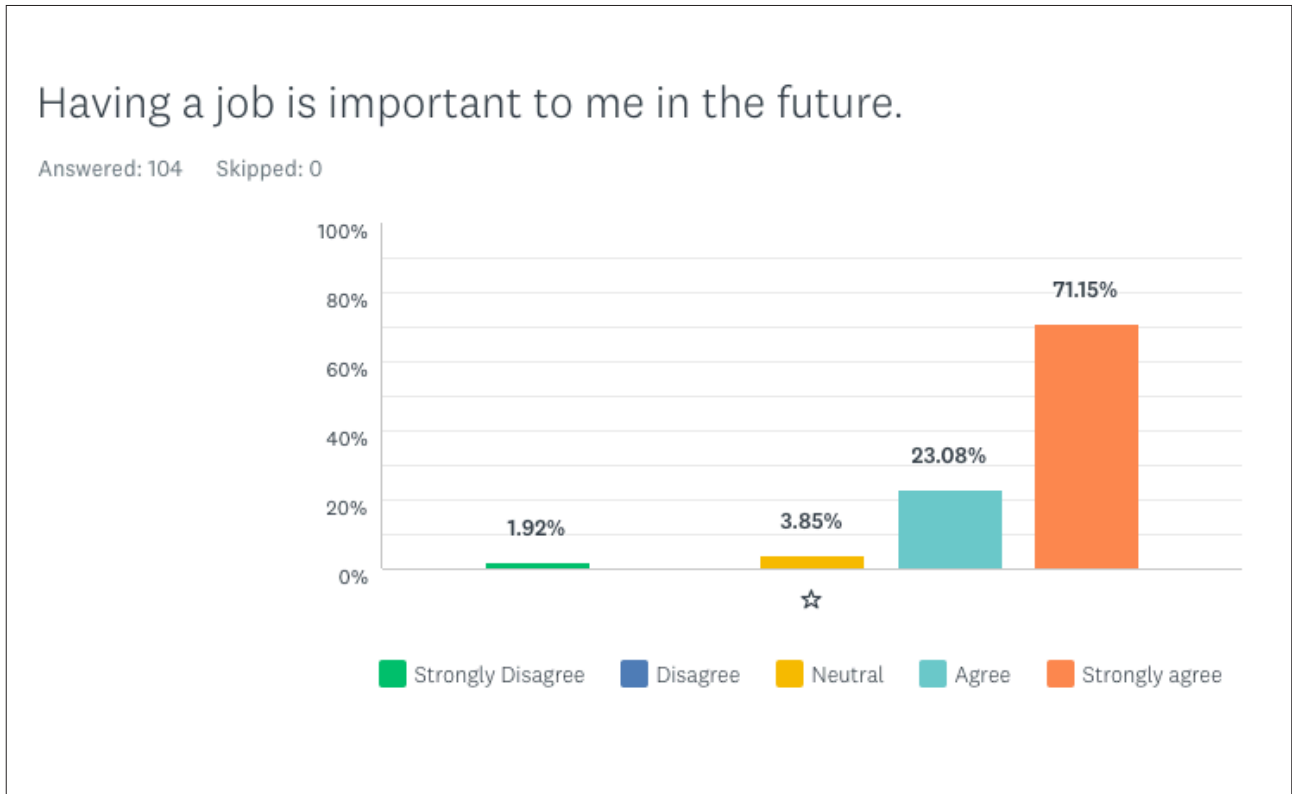
The results of the survey show most students are thinking about their future work life and possible jobs/careers. While it has been thought these early choices were tentative and possibly imaginative, research suggests that career aspirations remain relatively fixed from early childhood to early adulthood (Kashefpakdel, Rehill & Hughes, 2019). These aspirations are shaped from early primary as individuals develop a sense of self and their self-efficacy in dealing with the broader world. Gottfredson (2002) in her developmental theory of career guidance, suggests that between 6-8 years old children begin to perceive future jobs and pathways in gendered ways and from 9-13 years old start to identify the potential limitations around job choices based on social position and confidence in their capacity to manage different roles. Research undertaken by Chambers et al. (2018) indicates that by 7 years-old, children's job choices already reflect gendered ideas. This is particularly so in the Science, Technology, Engineering and Mathematics (STEM) areas seen as central in supporting many of the jobs that will be developed in the future. Even though both males and females can see themselves working in a science-related career, there is often an imbalance in the fields chosen with more females opting for careers as health professionals versus science and engineering roles (Schleicher, 2019). The impact of narrow aspirations for students, whether based on gender or other influences, affects decisions on subject choice, pathways and ultimately the range of jobs seen as possible (Kashefpakdel, Rehill and Hughes, 2019). Using STEM aspirations as an example, Archer (2014) notes that students who do not indicate an interest in these areas by age 10 are unlikely to change by age 14 and less likely to undertake science subjects that can support pathways to higher performing occupations.

Knowledge and pathways

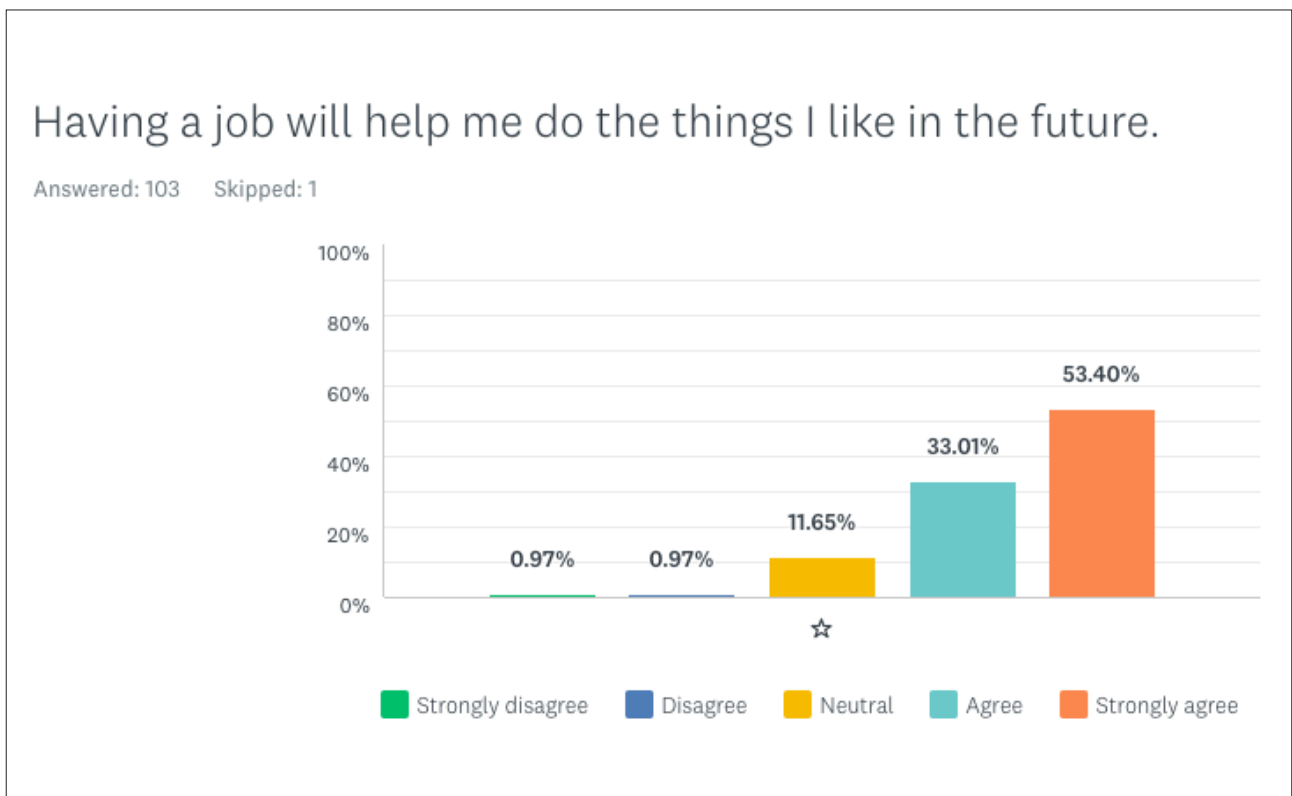
As indicated by the survey parents, immediate family and peers are an important influence on children's thinking about their future work life. Chambers et al.'s (2018) study indicates that family, visual media and social media are key sources of information for 7-11 year-old students on job choice. However, the selection of a preferred occupation can often show a limited view of available opportunities with one third of older students involved in PISA testing limiting their choice to 10 occupations (Schleicher, 2019). This restricted view of the diversity of jobs can be shaped by the information available often based on the more visible roles and jobs across different sectors. While parents can be supportive of higher aspirations for their children, the information they provide is shaped by the cultural capital they hold and their attitudes and values. Studies cited in Mann et al. (2013) have found that parents from disadvantaged backgrounds often have limited knowledge of the pathways and connections required to access opportunities in different occupations. Their study also highlights the more general concern of the limited use of labour market demand information in helping decision-making on occupational choice. This can result in a focus on jobs where there is a limited demand resulting in difficulties in making a smooth transition into the workforce. The changing nature of the workplace can also make the provision of advice about jobs and the workplace more complex with entry and participation no longer seen as a linear process and the organisation of work arrangements more flexible and frequently less secure (Schleicher, 2019).

Research has shown that early experiences in the primary years that provide a broad example of occupations and work roles are critical to supporting expanded aspirations and in helping students make the link between academic learning and their future engagement in the work force (Kashefpakdel, Rehill & Hughes, 2019). These experiences need to be embedded as part of the children's school life and offer a range of real-world examples and role models that indicate the range of occupations available and make links to the pathways required to obtain these jobs (Kashefpakdel, 2018). Through such experiences the assumptions that shape attitudes and expectations can be challenged and provide the opportunity for the development of the knowledge and skills required to influence and scaffold raised expectations.

Appendix 1

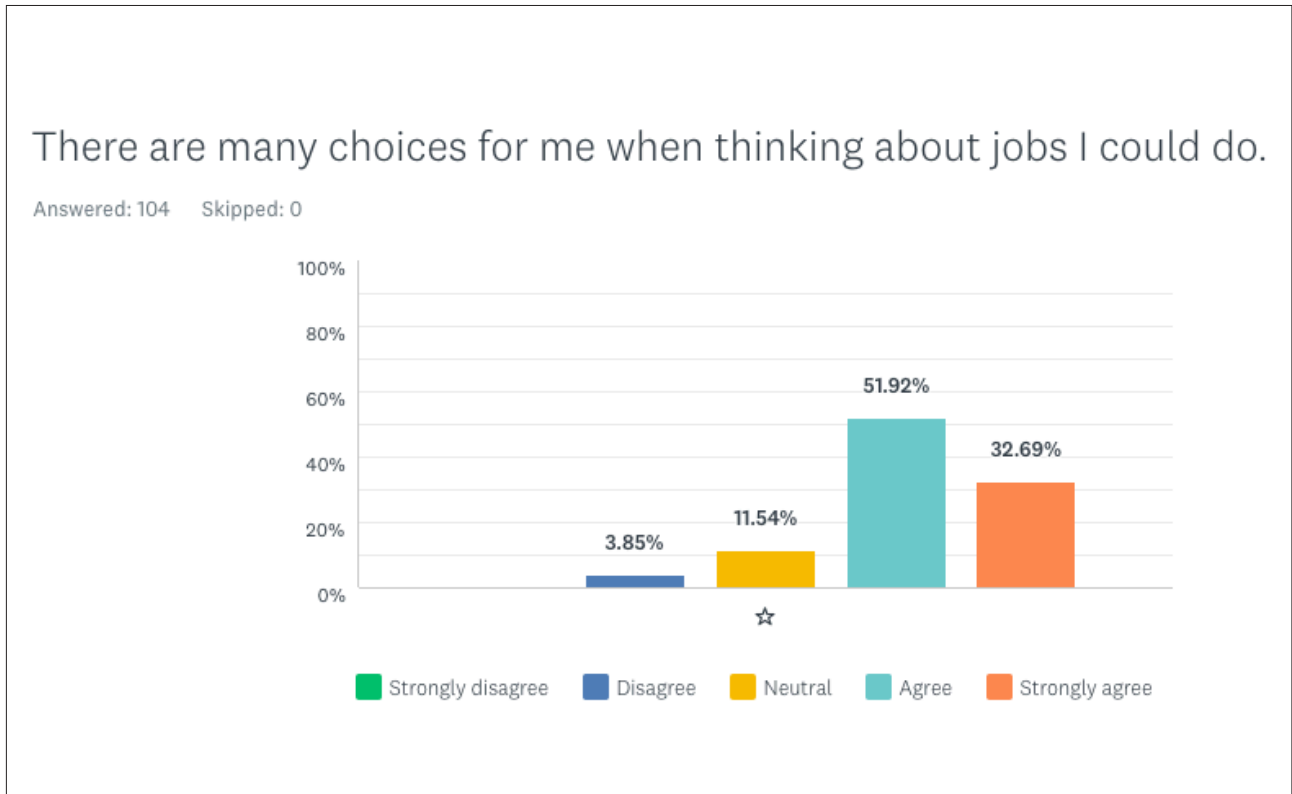


Graph 1

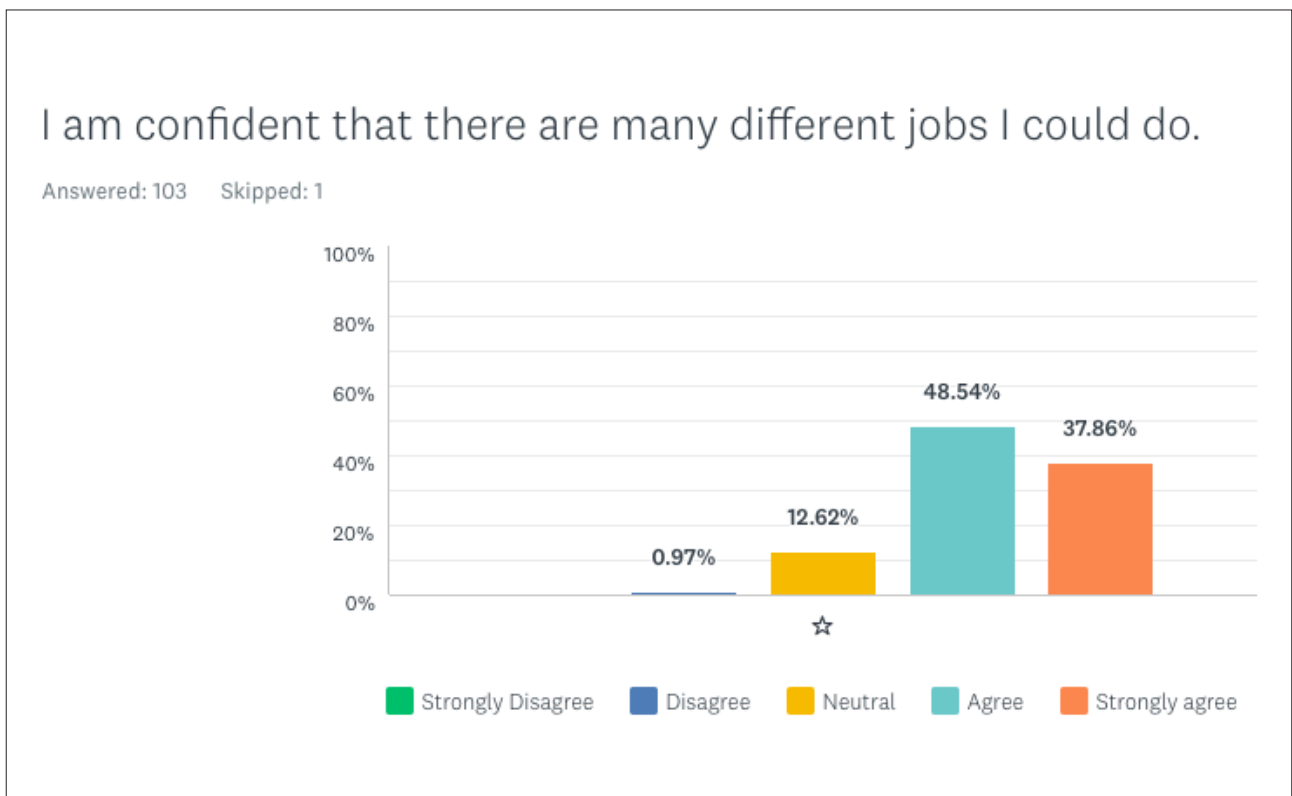


Graph 2

Appendix 1

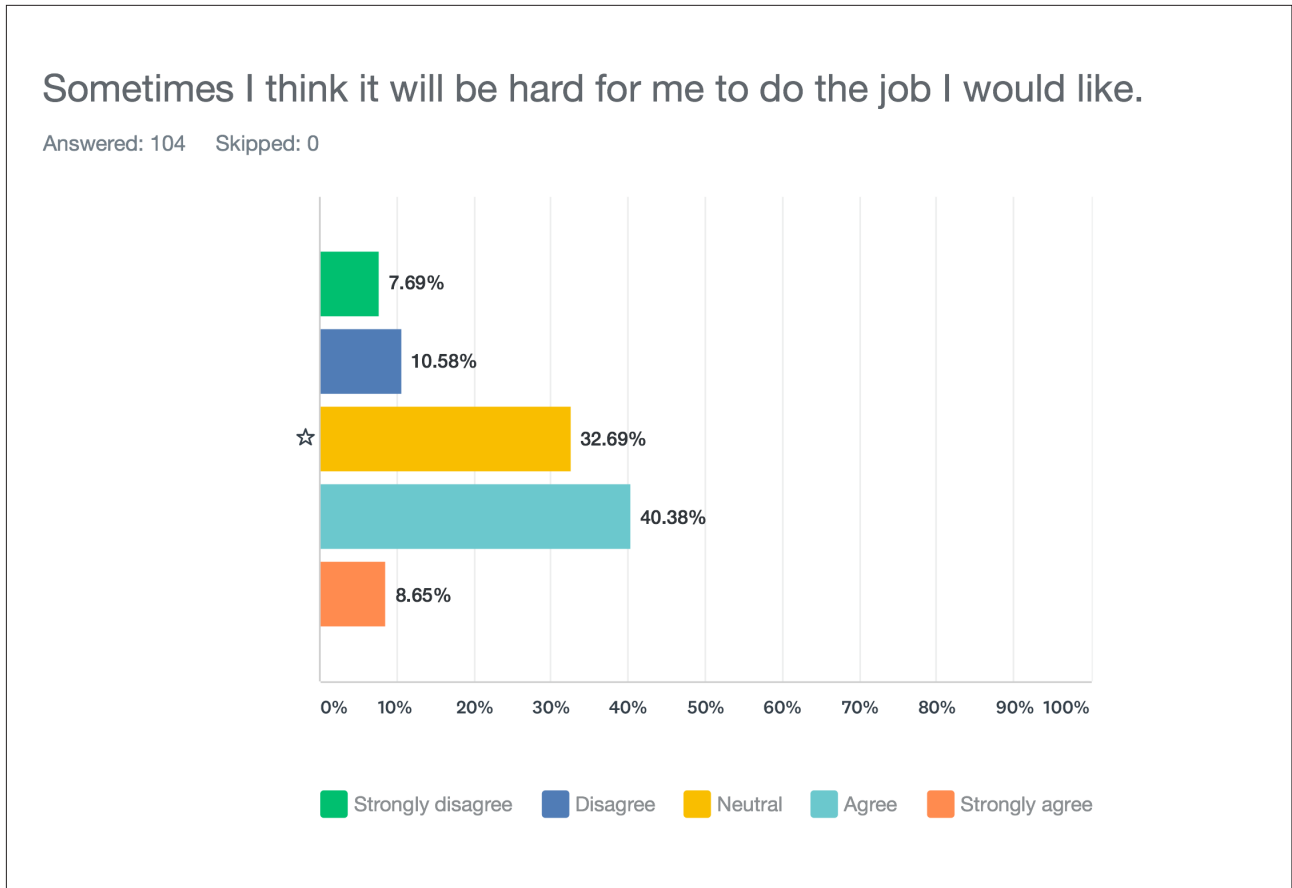


Graph 3

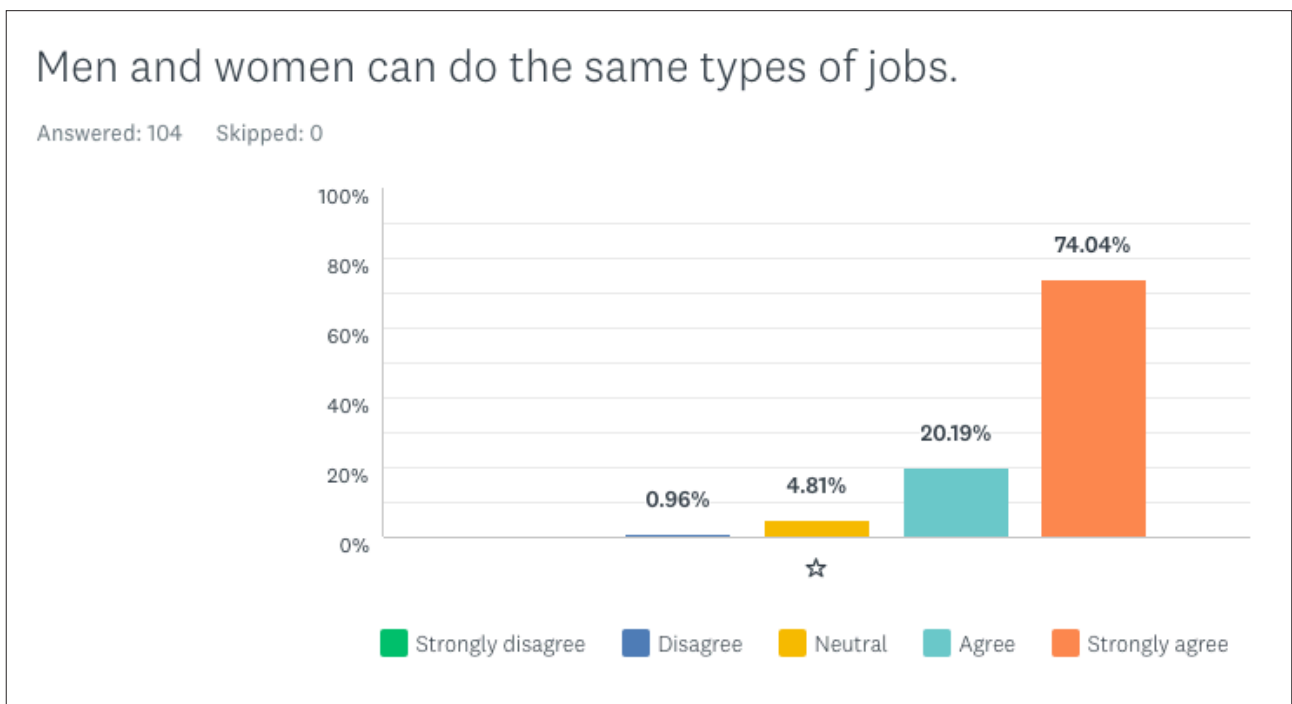


Graph 4

Appendix 1

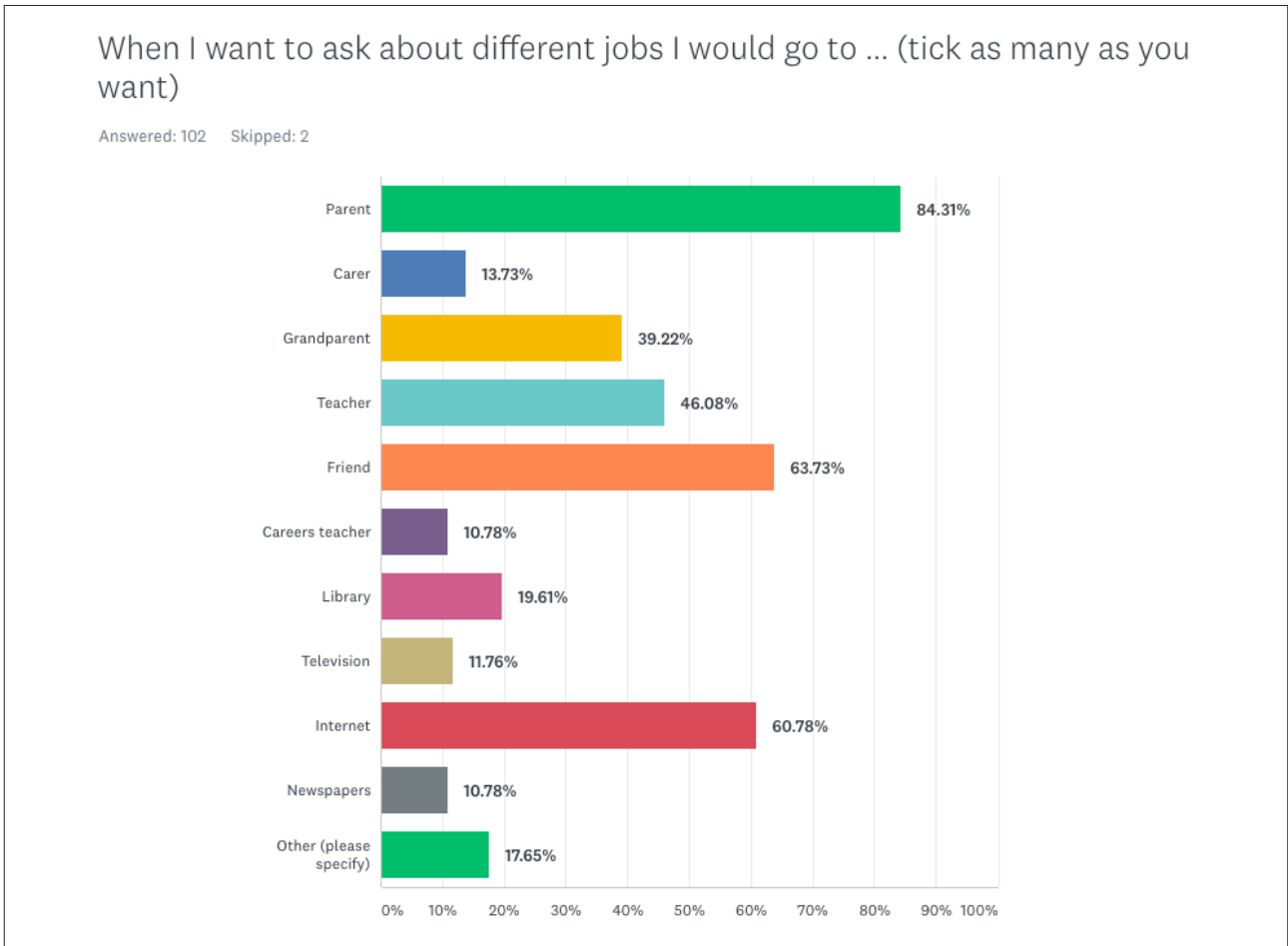


Graph 5

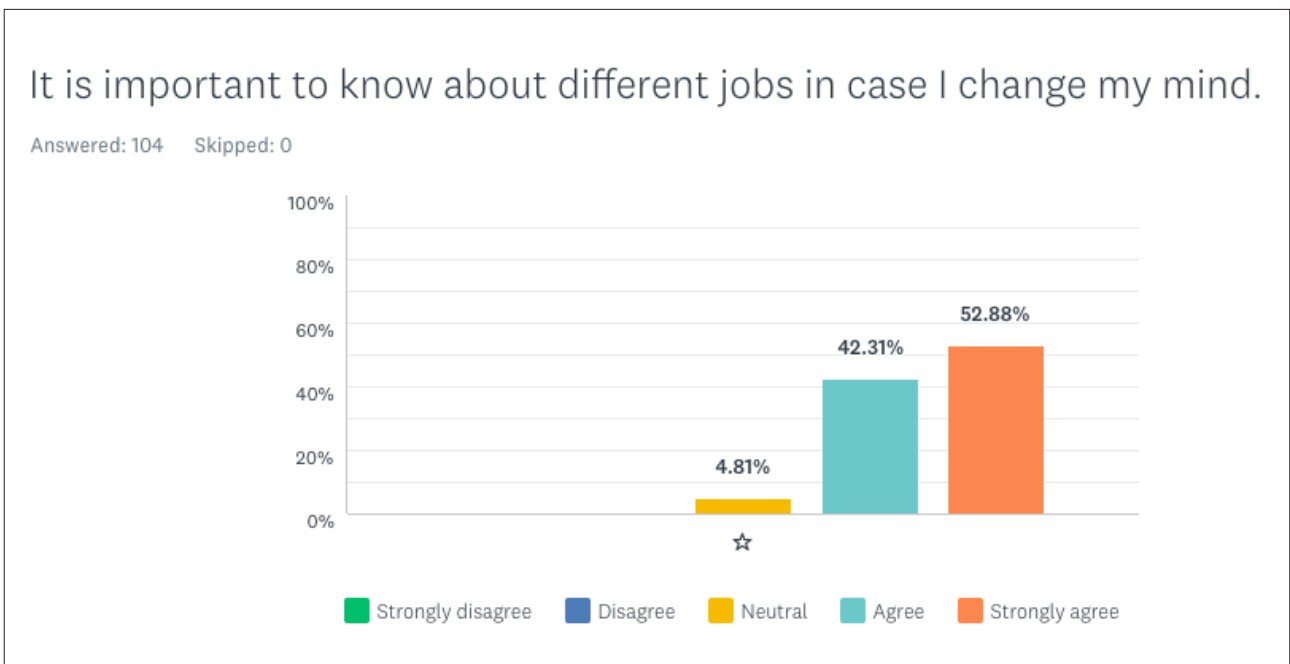


Graph 6

Appendix 1

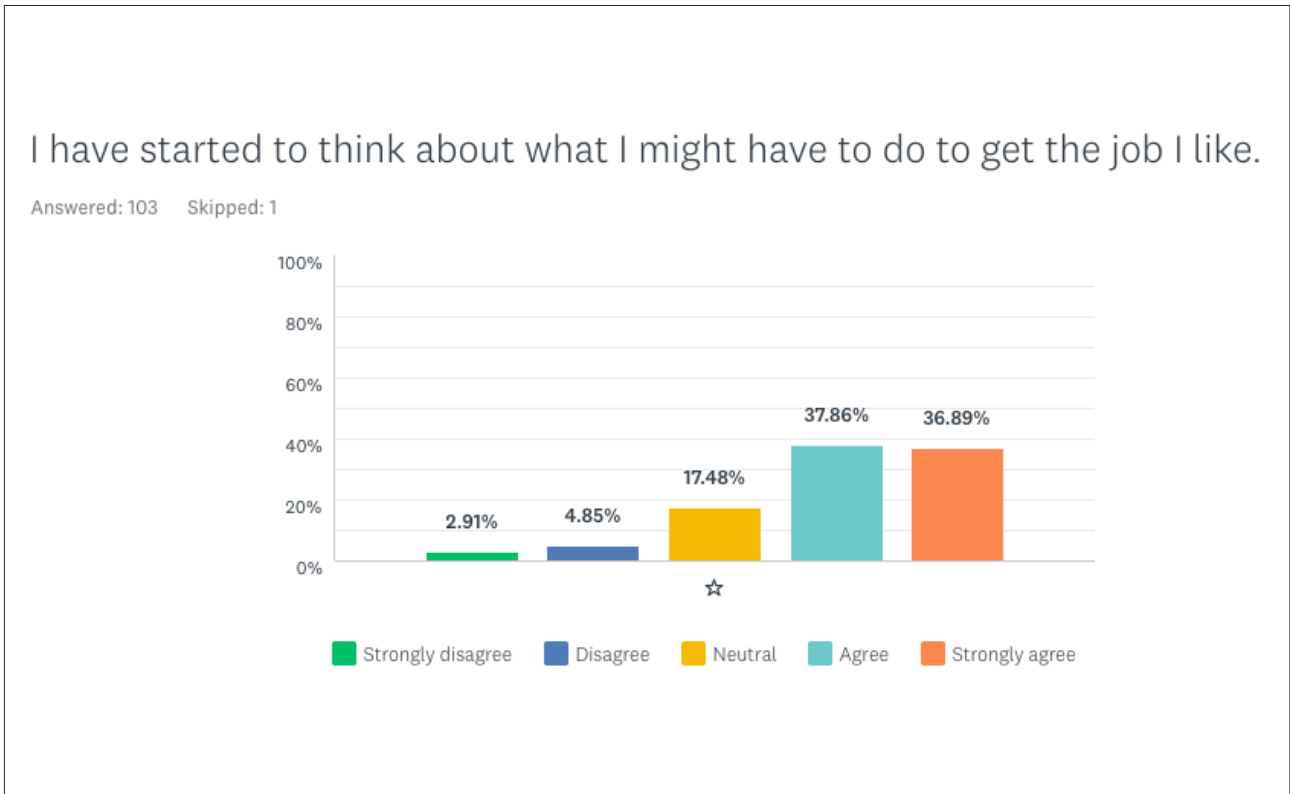


Graph 7

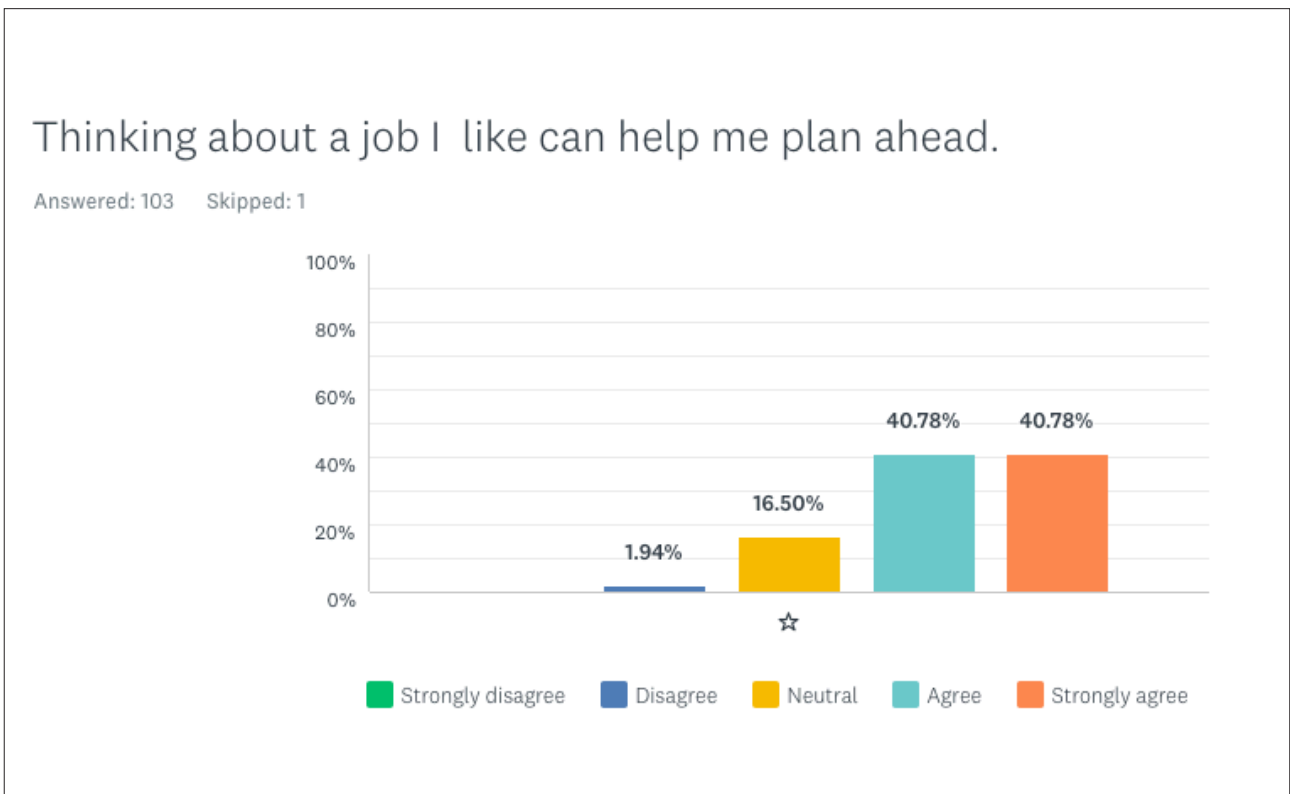


Graph 8

Appendix 1

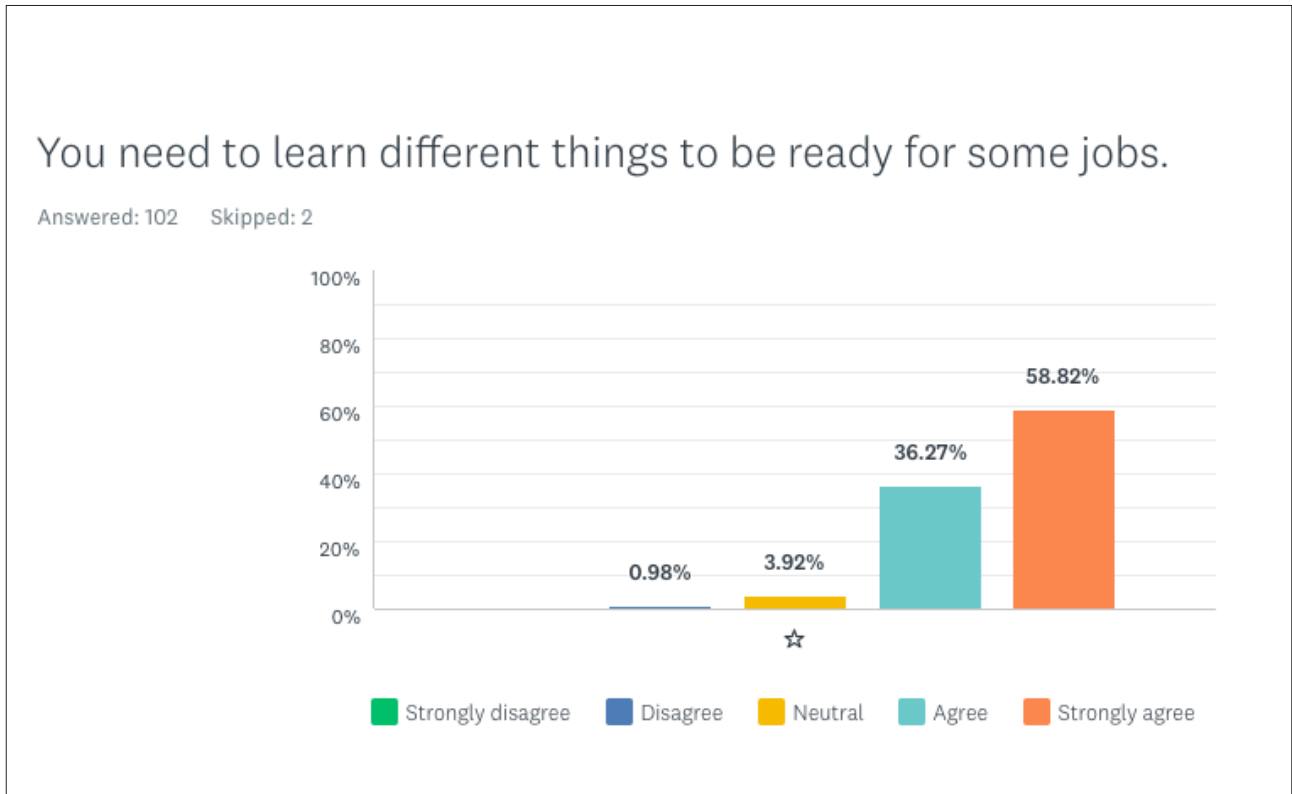


Graph 9

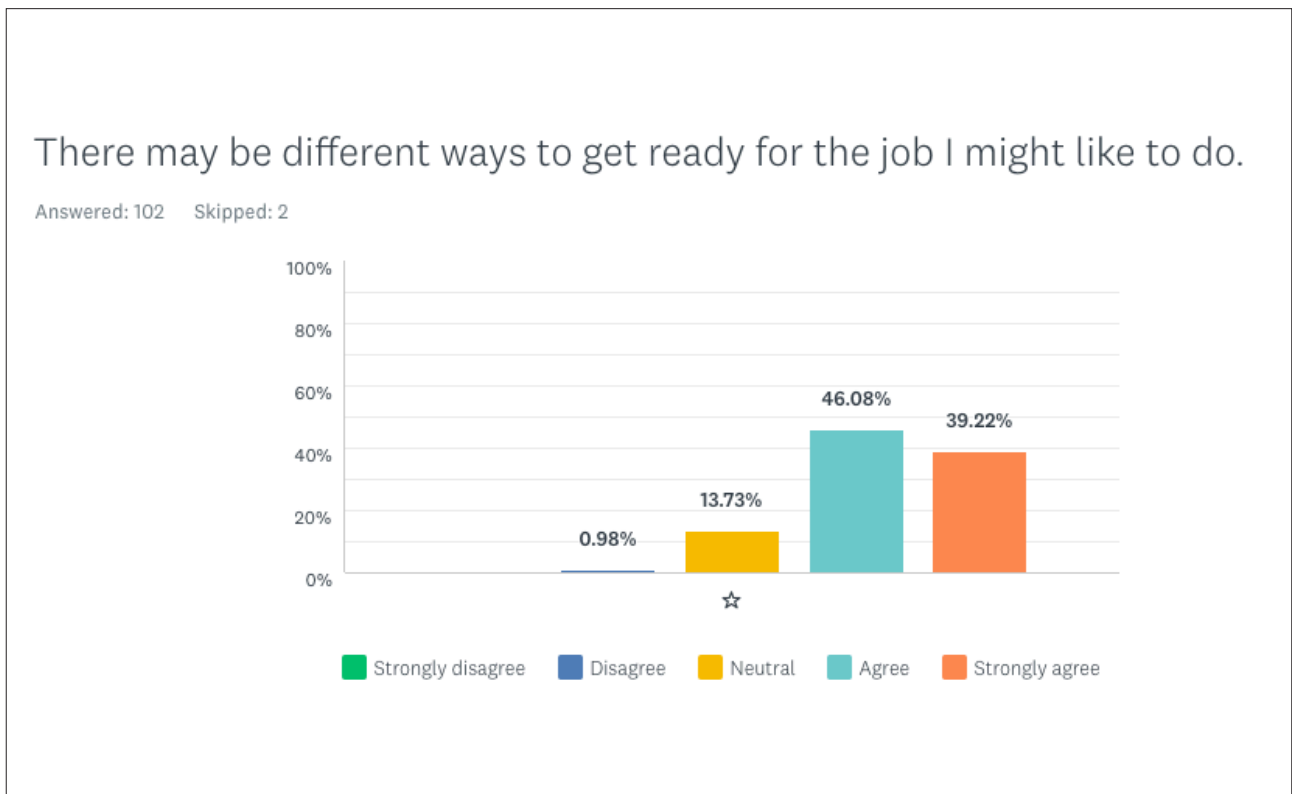


Graph 10

Appendix 1



Graph 11



Graph 12

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PURPOSE

- * Raising student aspirations to value learning, training and employment
- * Understanding education as an essential element in life
- * Providing authentic experiences in local workplaces to develop future pathways

PARTICIPATING SCHOOLS



PASSIONS & PATHWAYS PARTNERS



Passions & Pathways

Primary Schools & Workplaces in Partnership

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Primary school students engage with local businesses in their workplaces. The authentic 'work' experiences aim to lift student aspirations and reinforce the value of completing their education.

The State Government has provided \$1.2 million over four years (2019-2023), to expand the initiative to the Shires of Central Goldfields and Mount Alexander.

www.passionsandpathways.com.au

WANT TO BE INVOLVED OR FIND OUT MORE?

Visit the website at passionsandpathways.com.au or contact Anne Brosnan on (03) 5441 1444 or email anne.b@glen.org.au

A STATE GOVERNMENT FUNDED PROGRAM

REGIONAL DEVELOPMENT VICTORIA



COMPONENTS

Work safety preparation

Classroom visits by Young Industry Ambassadors

Workplace Tours

Experiences at the Bendigo Schools' Trade Training Centre & La Trobe University

Workplace Projects

Student Expo



REFLECTIONS

"I thought it was an amazing experience. I loved how it was intriguing and now I have a good understanding of the jobs that are available to choose from in later life."

Student

"The hope was to educate our students on a working life; introduce them to employment options; and let them know there are great reasons to stay at school and break that cycle of poverty."

Principal

"Passions & Pathways, I believe, has a very positive impact on the children who participate. Exploring various workplaces and learning about different industries opens them up to future possibilities that they may have no knowledge of, giving them confidence to make informed choices. Two of my children have been a part of it, following different pathways; both enjoyed the experience immensely."

Parent

"Safety Systems is privileged to be part of Passions & Pathways. It's so pleasing to see the enthusiasm and knowledge shown by our young people about Workplace Health and Safety."

It's a joy to see the Year Six kids so motivated about careers! So it's our pleasure to be involved in this opportunity. The enthusiasm of these young people make it such a joy."

Business



OUTCOMES

- * Meeting school-based curriculum learning outcomes
- * Developing students' understanding of the 'world of work'
- * Connecting the dots between school and real life
- * Opening students' eyes to the endless job and career possibilities in their local area
- * Building relationships and connections between employers and their future employees

