

# Grow Careers Part 2: a case study in innovative career development in schools

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## Career Adaptability

Career adaptability refers to readiness and the self-regulatory resources of concern, control, curiosity and confidence that individuals can draw upon to cope with current and anticipated tasks of vocational development, work traumas and career transitions across the life-span (Savickas, 2002). Enhancing career adaptability is an important goal in school career development programs. Equipped with well-developed strengths for coping with vocational development tasks, today's students will be prepared to manage multiple career transitions throughout life. Table 2 describes how the Grow Careers website presently provides information, links and resources to enhance career adaptability.

While the Grow Careers website does not profess to provide content related to the life-space and self-concept segments of life-span, life-space theory, it touches upon these theory segments. For example, the life-space segment is applied in the following ways:

1. A focus on the Family life role with parents/guardians as one of the intended user groups.
2. Highlighting the Learner life role by presenting links to numerous public and private post-school Australian education and training institutions.
3. Focusing on the 'Leisurite' role by emphasis on the benefits of co-curricular activities at school and extra-curricular activities out of school.
4. Attending to the Citizen life role with a focus on gap break opportunities.

Table 2: Grow Careers approach to enhancing career adaptability

Career Adaptability Dimension				
User Group	Concern: about one's vocational future	Control: career decision-making skills	Curiosity: about self and learning and work options	Confidence: in being able to implement choices and preferences
Middle Years	<ul style="list-style-type: none"> <li>•Importance of starting to plan for the future.</li> <li>•Decisions middle years students make that can influence future options.</li> </ul>	Advice on how to make decisions about elective subjects.	Resources for exploring career options.	How to implement some career decisions, such as getting a part-time job.
Secondary Years	The website assumes that students in the secondary years have developed a future orientation by using the website during their middle years schooling.	<ul style="list-style-type: none"> <li>•Career problem-solving and career decision-making model.</li> <li>•Information on how to make decisions about elective subjects.</li> </ul>	<ul style="list-style-type: none"> <li>•Resources for exploring career options.</li> <li>•Information and links to a diverse range of post-school options.</li> <li>•Links to national career and course databases.</li> <li>•Links to public and private education and training providers.</li> </ul>	How to implement some career decisions, such as getting a part-time job, applying for post-school courses.
Past Students	The website assumes that as past students are returning to the site, they have already developed a future orientation in relation to the work role.	Career problem-solving and career decision-making model.	<ul style="list-style-type: none"> <li>•Links to career practitioners and resources to help clarify self and options knowledge.</li> <li>•Sources of career and course information.</li> </ul>	How to implement career decisions, including job application documentation, job interview skills, personal brand and job vacancy websites.
Staff	The website assumes that school staff members have already developed a future orientation in relation to the work role.	Career problem-solving and career decision-making model.	<ul style="list-style-type: none"> <li>•Links to career practitioners and resources to help clarify self and options knowledge.</li> <li>•Sources of career and course information.</li> </ul>	Information and links on how to implement career decisions, including job application documentation, job interview skills, personal brand and job vacancy websites in education and other industry areas.

Regarding the self-concept segment of life-span, life-space career theory, the Grow Careers website makes the career development benefits clear in terms of increased self-awareness for students who engage in co-curricular activities at school, extra-curricular activities out of school and part-time/casual employment. Further, knowledge of self and one's context is identified as an element of career problem solving and decision-making for secondary students, past students and school staff.

### Conclusion

There are so many useful career-related websites that it can be difficult to keep track of them and locate those that best meet individual career needs. This is where the Grow Careers website fills a gap. The theoretically derived Grow Careers website is a clearinghouse of external links and a source of information that meets the career development needs of individuals in Australian school communities. The website contains information, advice and external links that address the vocational development tasks faced by Australian students in the middle and secondary years, their parents/guardians as supporters of their children's career development, past students and schools' staff who have their own career development needs. The Grow

Careers website can be used as a self-help resource for all members of a school community and to support the work of school-based career practitioners in providing a range of complementary career development interventions.

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NSW Event: Expand your Career Assessment Toolkit

Contact: Leonie Stanfield

### September 28, 2016

National Webinar: myfuture - new and improved to shape your future

Contact: Kate Morton

### October 26, 2016

SA Event: What the Data Tells us – Labour Market Information that helps people make sensible decisions about jobs and learning (evening session and afternoon session).

Contact: Caroline Cleland

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