

Inclusive Careers Benchmarking Tool

Improving, planning and evaluating
of career services and transition
practice to support students
with disability.



The Inclusive Careers Benchmarking Tool is to be used by school career/transition specialists and school leadership teams to assess themselves against international policy and practice in Career and Pathway planning.

The Tool is designed to support schools in building inclusive practices in Career Development when working with students with disability, with the aim of improving their career development journey and transition into post school pathways.

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Note on language used in this guideline

'Disabled person/people' and 'Person/People with Disability' are used interchangeably in this document. El Gibbs, a writer and activist with a focus on disability and social issues wrote:

“The fight for disability rights is about us having more power to decide about what happens in our lives, and that includes the right to call ourselves by our preferred language. For some disabled people, that is person with disability, for others, it's disabled person. That is our right to use the language we prefer, and your responsibility, as a non-disabled person, to use that preferred language.”

The authors of this report also wish to acknowledge that young people with disability are supported informally by people who know them through a broad spectrum of relationships. This report uses the language of Parents and Supporters to recognise these important people as career allies.

Acknowledgements

We acknowledge the Traditional Custodians of the land and waterways on which our Project team's organisations operates. We pay our respects to Aboriginal and Torres Strait Islander Elders past, present and emerging.

We also wish to acknowledge people living with disability and those who support them. We recognise their strength and resilience in the journey to achieve equality.

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Foreword

Inclusive Career Development (ICD) is an approach to career development that is inclusive of all students, including students with disability.

Not to be confused with “treating everybody the same”, ICD aims to remove the barriers that prevent young people with disability from participating in career education and planning on the same basis as their non-disabled peers. An equitable approach to supporting career development includes the consideration of tools and strategies that address the barriers

The Tool and Guide have been codesigned with schools to assist them to strengthen their disability inclusive career practices. This includes the Tool, inclusive tips, reflective questions, conversation starters and further resources.

The tool and guide are designed to support schools in building inclusive practices in Career Development when working with students with disability in their career development journey and transition into post school pathways.

The project team recognise that schools come with their own systems, skills, tools, networks and approaches to career development. This guide is not a duplication of existing tools but rather a collection of tips and resources to strengthen current approaches to career development within each school.

This document is a tool to support the professionalisation of career development services for students with disability in mainstream, specialist, and special development schools. This includes reflective questions for the school, to assist with planning improvements and implementing change.

Philosophy and approach

Guiding Philosophy

Inclusive career development encourages an advantage thinking practice approach. Advantaged Thinking is not simply a strengths-based approach focusing solely on the individual. It combines individual with structural approaches to change, understanding that how we view and value young people with disability in our wider society influences the way we work with them, which in turn influences their ability to access opportunities and resources. Through this approach, students with disability are recognised for their strengths, gifts, talents and interests. Their aspirations are valued, high expectations are established, and the student is supported to attain their goals and achieve their full potential.

The following guiding philosophy is recommended in your inclusive career development practice:

1	High expectations
2	Student-led
3	Accessible
4	Integrated

Key Elements and Approach

The following key elements are encouraged in order to provide quality, credible career guidance for all students, including students with disability:

- 1 Qualified career practitioners:** ensuring all practitioners hold a Graduate Certificate or Graduate Diploma in Career Development Practice or higher qualification.
- 2 Regular engagement:** meeting with students with disability to discuss their career development journey on a regular basis such as each term throughout their schooling.
- 3 Linkages and collaboration:** facilitating relationships between student, career practitioner, family and community.
- 4 Maximising community networks:** supporting real life/ work experiences and pathway planning with employers, parents, community, employment services and past students.
- 5 A professional inclusive career development community of practice:** engagement and participation in a professional inclusive career development community of practice for career practitioners.

Benchmarking Tool Instructions

1 Work through each area in the three Inclusive Career Development Components:

- **Component 1** / Student: Self Determination
- **Component 2** / School, Family & Community Engagement
- **Component 3** / Networks and Systems

2 Place the rating number in the corresponding box for each item.

3 Add up the total rating for each column.

See example opposite / below:

2 selected in rating column 1	2 x 1 = 2	Overall Rating 8
1 selected in rating column 2	1 x 2 = 2	
1 selected in rating column 4	1 x 4 = 4	

4 Add up each column total rating to give you an overall rating for that component.

5 Record each Component's overall rating in the row below and then add up all the Component total ratings to find the overall benchmark total.

Example:

Component 1 Overall Rating	25	Total Overall Rating 51
Component 2 Overall Rating	14	
Component 3 Overall Rating	12	

6 Check your school's total overall rating with the overall rating guidelines overleaf.

Rating	1	2	3	4	5
Community Engagement & Support	No established networks or systems	Emerging development of networks and systems	Some networks and systems (with scope for improvement)	A typical level of networks and systems for school size / type (with scope for further improvement)	A high level of networks and systems for school size / type used by student, embedded in school systems, and monitored by professional career practitioner in partnership with other school staff and relevant community members
3.1 Key Coordinator/intermediary	<input type="checkbox"/> No Key coordinator.	<input type="checkbox"/> Occasional Key coordinator.	<input type="checkbox"/> Key coordinator style coordination provided on request.	<input checked="" type="checkbox"/> An embedded system of co-ordination for students with disability, involving key school staff.	<input type="checkbox"/> An embedded system of coordination for students with disability, should involve community training and employment supports, inclusion staff, allied health, career practitioners, employers and school leadership.
▶ See reflective questions, page 30					
3.2 Community of Learning and Improvement	<input checked="" type="checkbox"/> No Community of Practice network.	<input type="checkbox"/> Community of Practice network with limited engagement.	<input type="checkbox"/> Regular engagement with Community of Practice.	<input type="checkbox"/> Regular engagement and occasional leadership support within Community of Practice.	<input type="checkbox"/> Leadership role with Community of Practice.
▶ See reflective questions, page 30					
3.3 Services and Funding Sources	<input type="checkbox"/> No information provided.	<input checked="" type="checkbox"/> Information sent to students, parents, and supporters.	<input type="checkbox"/> Information sessions and handouts provided to students, parents, and supporters.	<input type="checkbox"/> Information about services and funding sources provided to students, parents and supporters as part of transition information provided to all students.	<input type="checkbox"/> Information about services and funding sources provided to students, parents and supporters as part of transition information provided to all students. Targeted information provided to students, parents and supporters, meetings held with students, parents and supporters to share information
▶ See reflective questions, page 31					
3.4 Resources	<input checked="" type="checkbox"/> No resources reviewed or shared.	<input type="checkbox"/> Links provided to resources.	<input type="checkbox"/> Relevant resources to support young people with disability and their parents are reviewed within the school, used internally, and shared.	<input type="checkbox"/> Resources presented and discussed, within a Community of Practice or place-based network.	<input type="checkbox"/> Resources reviewed with detailed information about their relevance to students with disability. Resources are presented and discussed within a Community of Practice or place-based network. Reviewed with a list of strengths and weaknesses, and relevance for students with disability and shared within the Community of Practice or place-based network. Any gaps in supports are identified and addressed.
▶ See reflective questions, page 31					
Rating Column Total Add up each column	2	2		4	
Component 3 overall rating Now add up each Rating Column Total	8				

Calculate your Schools Overall Rating

Record each component's overall rating below, add up to give you a Total Overall Rating for your school. Refer to Overall Rating Guidelines below to rate your school.

Component 1 Overall Rating	12
Component 2 Overall Rating	20
Component 3 Overall Rating	16
Total Overall Rating	48

Use this tool to support your progression towards inclusive career development practice and ultimately, improved career and life outcomes for your students with disability.

Total Overall Rating Range	Inclusive Career Development	Progression towards inclusive career development practice Using the Strategic Plan for improvement table after each section, identify targeted areas for improvement that are realistic for your school.
18–36	Minimal	Identify supporting staff who will assist in creating change and improving inclusiveness for your school's career service. Present recommendations for improvement to the school leadership team for consideration.
37–54	Developing	Further improvement to move from Developing to Establishing may require additional commitment and resource support. Identify what other resources, changes and development is required to move to the next level of inclusiveness. Consider information and support for teachers and parents.
56–72	Establishing	Further improvement to move from Establishing to Embedded Excellence will require additional commitment and resource support, a whole school and community approach. Identify the resources, changes and development required to move to the next level of inclusiveness. Consider further engagement of school leadership, teachers, parents, community and employers, and involvement in Community of Practice.
73–90	Embedded Excellence	At this level your school has strong inclusive career development practices. You may like to continue to improve certain areas or grow your connections and engagement with school leadership, new staff, existing teachers, parents, community and employers. Continued involvement and contribution to Community of Practice or creation of your own with other schools. Identify any areas for review to further embed, expand or develop student, parent, and community engagement and connection. Share practices, resources, successes, and case stories in the Community of Practice.

Student: Self Determination

Rating	1	2	3	4	5
Student Career Development	No career development services	Emerging practice	Some career development services (with scope for deeper student engagement and improvement)	A typical level of career development services for school size / type (with scope for deeper student engagement and improvement)	A high level of career development services for school size / type (with consistent student engagement, embedded in school systems, and coordinated / monitored by professional career practitioner in partnership with disability coordinator)

1.1 Individual Learning Plan
 The student has an Individual Learning Plan (ILP) that they are actively involved in with a section on career development, updated each term or semester.

► See reflective questions, page 13

No Individual Learning Plan.

ILP updated annually with limited student input.

ILP updated each term with student and parent attending meeting and providing input.

ILP updated each term with student and parent input with some career goals.

ILP review driven by student each term with parent and supporters attending meeting and providing input. ILP includes career goals and skill development and acknowledges success and progression through the plan.

The ILP review process involves external support services e.g; Allied health professionals, employment support services

Student has a user friendly, accessible copy of their ILP that they refer to.

Rating	1	2	3	4	5
<p>1.2 Career Interests Inventory</p> <p>The student undertakes an evidence-based vocational assessment tool to explore their strengths, interests, values and personality so they can research suggested occupations to move them towards an informed career decision.</p> <p>► See reflective questions, page 14</p>	No career tools in use.	Free online tools in use.	Evidence-based tool in use. Including follow up classes or career guidance sessions to discuss results and relevant goals, parents able to view the report and provide input.	<p>Evidence-based tool in use. Including follow up class or career guidance session to discuss results and relevant goals, parents able to view the report and provide input.</p> <p>School has developed a tool / resource to support career planning for students with disability such as an Individual Pathway Plan.</p>	<p>Evidence-based Career Tool (starting in Year 9) that considers what is most appropriate for the student and their context. Results reviewed each year with student and shared with parent for their input and includes unpacking of the tool with a qualified Career Practitioner that is integrated in the students learning, goals and skill development.</p> <p>School has developed a tool / resource to support career planning for students with disability such as an Individual Pathway Plan and is using this in conjunction with and informed by an evidence-based career development tool such as Morrisby Profile.</p> <p>School has integrated disability inclusive components into career tool / reports for the student such as use of adaptive technology in careers.</p> <p>Uses other techniques where career tools are ineffective, such as 'discovery' process from customised employment.</p>

Rating	1	2	3	4	5
<p>1.3 Subject Selection Support</p> <p>It is important for students with disabilities to select subjects that first match their skills, interests, aspirations and goals. Conversations can then be held with the student, school staff including career and disability practitioners, family and supporters, and disability professionals about subject relevance and strategies to address any additional support needs.</p> <p>► See reflective questions, page 15</p>	No subject selection preparation.	Some preparation in class or with career guidance.	Subject selection class, expo or event where students can explore opportunities.	Subject Selection Expo and classes to support students career goals and aspirations, reviewed in a group session with a qualified Career Practitioner at the school to inform subject selection.	Subject Selection Expo and classes to support students career goals and aspirations, reviewed one on one with a qualified Career Practitioner at the school to inform subject selection at each year level with suitable adjustments documented.
<p>1.4 Self-Empowerment</p> <p>The student is actively involved in the development of individualised self-empowerment skills such as using independent reading and writing tools to address disability-related barriers</p> <p>► See reflective questions, page 15</p>	No training.	Referral to external services with no monitoring of student progress.	The school plays an active role in supporting skill development.	The school plays an active role in supporting skill development in partnership with the student, their parents, supporters and if relevant professional services such as an Occupational therapist.	The school plays an active role in supporting skill development and ensures access to assistive devices in partnership with the student, their parents and supporters, and professional services and monitors student progress, encouraging use of skills and resources at school.

Rating	1	2	3	4	5
<p>1.5 Sharing (disclosing) information about disability</p> <p>The student is supported / skilled in knowing when and how to share information their disability and any adjustments they will need.</p> <p>▶ See reflective questions, page 16</p>	No support.	Limited support.	The student is encouraged to share information about their disability and decide when this is relevant.	The student develops skills to share information about their disability and is provided with strategies to determine when it is appropriate to do so and when it is not necessary.	The student develops skills to share information about their disability and is provided with strategies to determine when it is appropriate to do so and when it is not necessary, and is provided with safe opportunities to share information about their disability at school with opportunities for feedback and reflection. Student is supported to identify any adjustments they may need to have success.
<p>1.6 Rights</p> <p>The student is aware of their right to access education and employment opportunities on the same basis as their peers without disability and is able to self-advocate or seek support to do so</p> <p>▶ See reflective questions, page 17</p>	No knowledge.	Referral to information about rights.	The student is provided with information about their education and employment rights.	The student is provided with accessible information about their education and employment rights and supported to develop advocacy skills.	The student is provided with accessible information about their education and employment rights, supported to develop self-advocacy skills and provided safe opportunities to practice self-advocacy at school with opportunities for feedback and reflection.
<p>1.7 Career Action Plan (CAP)</p> <p>The student has a CAP that they have actively contributed to, updated each term / semester</p> <p>▶ See reflective questions, page 17</p>	No CAP.	CAP updated annually, with no reference to disability specific content.	CAP with some sections on disability.	CAP with some sections on support and information about disability services.	CAP with detailed sections on individual supports, rights and assistive devices including links to relevant information and referrals to relevant services.

Rating	1	2	3	4	5
<p>1.8 Transition</p> <p>The student has a transition / exit plan with a complete Career Action Plan (CAP) and pathways into further study or open employment</p> <p>▶ See reflective questions, page 18</p>	No plan.	Plan with limited information.	Plan with some relevant information but no linkages with external services.	Detailed plan developed in partnership with student and parents and supporters, and referrals to external services.	<p>Detailed plan developed in partnership with student and parents and supporters. Any post school services have inputted into plan.</p> <p>When they leave school, the students has an “inventory” outlining achievements, interests and strengths that will support long-range career development.</p> <p>School supports and keeps track of the young person post school and monitors the effectiveness of services.</p>
<p>1.9 Work exposure, exploration Experience</p> <p>The student has taken part in a range of industry and open employment related experiences.</p> <p>The student has undertaken two open employment work placements with support if required to be successful.</p> <p>▶ See reflective questions, page 19</p>	No work experiences.	Work experience, exposure within the school.	One work experience placement or work exposure activity.	Two open employment work experience placements or exposures.	<p>At least two work exposure and explorations activities in areas of interest for the young person.</p> <p>At least two open employment work experience placements that is in the interests of the individual.</p> <p>Experiences and exposure are followed up with career sessions to discuss strengths and challenges and/ relevance of placement.</p>

Rating	1	2	3	4	5
<p>1.10 Student Good News Stories and Pathway Examples</p> <p>Stories are a useful opportunity to read and share examples about the inclusion of people with disability in education, training and employment. It is important to support students, employers and parents to tell their stories regarding their transition into further education and employment.</p> <p>► See reflective questions, page 20</p>	No stories and pathway examples recorded.	Some stories and pathway examples recorded but not on a regular basis.	Stories, images and pathway examples recorded each year and shared with students or parents.	Stories, images and pathway examples recorded each year with student contributing to the development of their story. Stories shared with students or parents and supporters.	Stories, images and pathway examples recorded each year and showcased to other students and parents, published in articles or newsletters, shared with the wider community (local newspaper, industry event), and in a Community of Practice with other Career Practitioners. Students telling their stories to other students / teachers.
<p>Rating Column Total Add up each column</p>					
<p>Component 1 overall rating Now add up each Rating Column Total</p>					

School – Reflective Questions for Planning Improvements and Implementing Change

1.1

Individual Learning Plan

► Benchmarking tool 1.1

Is there a section on career goals and actions?

Is there a section on independent skill development and mastery, relevant to career goals, each stage of schooling and developmental age?

How are yearly or termly meetings with the student and career practitioner organised to discuss aspirations and career goals, and are these documented in the student's ILP?

How are parents and carers included in the development of the students ILP?

How is advice from the student's external supports included in the ILP and ILP meetings e.g; allied health professionals, National Disability Insurance Scheme (NDIS) employment and transition supports, Disability Employment Services, training organisation.

How is the ILP updated regularly to include any changes or additional supports that the student may need?

What other support can be provided to support student's learning goals?

Does the ILP identify the student's interests and strengths and how these apply to their learning and career goals?

How are student's individual access needs assessed and when are they reviewed and added to their ILP?

Have all of the student's teachers been given the opportunity to determine how the ILP can be implemented in their classrooms?

How can the ILP be engaged with as a support tool, rather than a behavioural management strategy?

How are student's successes and achievements acknowledged in the ILP?

Does the ILP outline how the student will be supported to achieve their learning goals?

Does the student have a user friendly, accessible copy of the ILP to refer to? Is this available to them when they transition out of school?

1.2

Career Interests Inventory

► Benchmarking tool 1.2

Has the student completed a relevant Career Interest Inventory by the end of year 9 that considers what is most appropriate for the student and their context?

Has the student received professional career guidance to explore and research the results of their Career Interest Inventory?

Does the student have a copy of their results and understand what they mean and how it relates to their interests, values, and goals?

How are students educated on how to research suggested occupations from their vocational career tool results?

How can you involve parents, community, and industry to support exploration of various occupations and to test out career ideas from their vocational career tool results?

How are students' results aligned to subject selection and future career goals and aspirations?

Has the student been supported to understand the Inherent Requirements of the career areas they are interested in?

Has the student shared their results with their parents/supporters?

What have students learnt about themselves and their interests? and how is this information being embedded in their learning, Individual Learning Plan, and Career Action Plan?

What conversations have students had with their parents and supporters about their results, interests, career ideas/ suggestions?

How were parents and supporters included in this process before and after the career tool?

What evaluations have been done to provide evidence of the benefits from using a career tool?

What satisfaction evaluations have been conducted with students to find out how useful the career tool has been for students in identifying strengths, interests, career options, and pathways?

Uses other techniques where career tools are ineffective, such as 'discovery' process from customised employment.

1.3 Subject Selection Support

▶ Benchmarking tool 1.3

How are your students being prepared for subject selection? Information sessions, parent and supporter sessions, in class activities, career tool reflection related to subject selection.....

How are students' interests developed and aligned to subject selection and future career goals and aspirations?

Has the student received professional career guidance in preparation for subject selection choices at each year level?

Has the student been provided with resources to support them in selecting subjects that are right for them?

Has the student been asked what reasonable adjustments would support their learning?

Are all subject being offered including Vocational education and School based Apprenticeships and Traineeships.

Are external Training organisation delivering Vocational education informed and support to address the learning needs of Young people with disability

How are students being provided with reasonable adjustments for their subjects so they can demonstrate their skills and learning potential?

How are students educated on the kind of work they can do related to subjects?

1.4 Self-Empowerment

▶ Benchmarking tool 1.4

How does the school create opportunities for students to develop individualised independent skills to address disability-related barriers? e.g. Access to adaptive technology training to ensure use of independent reading and writing tools

How are students and their family informed about relevant disability-related support services and funding sources?

How are referrals made to disability-specialist services for skill development and inclusive equipment funding? Work with your disability inclusion coordinator to identify relevant services if required.

How is the school collaborating with the student's current external supports e.g. National Disability Insurance Scheme, allied health professionals, support workers etc.?

How are students assessed to identify difficulty with skills e.g. reading and writing that will support the students career plans?

How do assessments differentiate between actual skill level and lack of engagement in the assessment process? How can engagement be encouraged?

1.4 Self-Empowerment

► Benchmarking tool 1.4

What training or support is provided to assist students in learning and using adaptive technology to improve their skills e.g. learning, reading, and writing skills?

What additional support is provided to improve academic skills, including literacy?

How are students assessed to identify social engagement, organisational skills, soft skills, daily living skills?

What additional support is provided to improve social engagement, organisational skills, soft skills, daily living skills?

1.5 Sharing information about disability

► Benchmarking tool 1.5

How are students provided with opportunities to develop skills to share information about their disability and to have conversations about their barriers they face and inclusion strategies or adjustments? Using positive strength-based language, highlighting capacity, using accurate language around disability and inclusion strategies

Are the school staff aware of rights when sharing information about disability and how to support students to know their rights in sharing information about their disability/additional support needs?

Are students provided with information to support them to make an informed decision about sharing information about their disability with employers or education providers?

How can the school better support students to describe any additional support needs or workplace accommodation needs they may have? Would it be useful to document these for potential employers?

How are students provided with opportunities to practice having conversations about inclusion strategies that suit their needs in preparation for work experience placements?

How confident are your students in sharing information about their disability to an employer or training organisation?

How can the school provide opportunities to practice sharing disability information in role plays or mock scenarios or with real employers or industry representatives?

Have parents and supporters been provided with information and support to assist students with sharing information about their disability?

How can parents and supporters be supported to understand the need to respect their young person's decisions about sharing information about their disability?

How can the school educate and provide additional support so school staff, students, and parents and supporters to understand rights in relation to sharing information about disability at work and how to indicate any requirement or adjustment they may have?

1.6 Rights

▶ Benchmarking tool 1.6

How are students made aware of their rights and responsibilities?

How can education and understanding be embedded in the curriculum so students can learn and understand their rights and responsibilities in the workplace or training environment?

How can gaps in understanding of workplace rights and responsibilities be assessed for each student?

How can resources and information be made available or provided so staff, students and parents and supporters to know where to find out about work rights and responsibilities?

How can students be made aware of who to ask for help in the workplace or study environment if they don't understand their rights and responsibilities in various situations?

How can students be educated on where to find information about pay rates and working conditions?

How can students be provided with safe opportunities to practice self-advocacy with opportunities for feedback and reflection

How are students made aware of services and systems that can support them to advocate for their education and employment rights?

1.7 Career Action Plan (CAP)

▶ Benchmarking tool 1.7

How can students each have a CAP that focuses on their strengths, goals, values and skills?

How is the student encouraged to be involved in the development of their CAP?

How can a CAP be completed at each year level?

How can student CAPs be reviewed and updated each year?

How can student's CAP be linked to their Individual Learning Plan (ILP)?

How can student's CAPs be shared at parent and supporters support group meeting?

How are students being supported to identify and document strategies and supports to address disability-related barriers?

When and how often are goals or plans that are important to the students reviewed and included in their Career Action Plan? I.e., Improve my study skills...? Improve in my...? subject, improve my travel skills, improve my time management skills, improve my social skills, finish Yr.?, get a part-time job related to...?, do work experience at ...?, volunteer work in ...?

When and how often are the students' choices about what they do after finishing school reviewed and included in their CAP? (Continue studying, work, work experience, volunteering, community work)

1.7 Career Action Plan (CAP)

▶ Benchmarking tool 1.7

How can the goals that students would like to achieve reviewed and included in their CAP?

How and when can students' parents and supporters be included in their CAP? Or what kind of supports would be helpful in supporting students in achieving their career goals?

How are students and parents and supporters supported to have conversations about students' goals and plans?

1.8 Transition

▶ Benchmarking tool 1.8

How can all students receive an exit folder at the point where they are preparing to leave school?

How can the student's exit folder include their Career Action Plan, records of support and reasonable adjustments provided at school, work experience, referees and workplace adjustments?

Does the student leave school with a document/inventory outlining achievements, interests and strengths, what is important to them and what the student aspires to achieve that will be relevant to long-range career development.? The focus is on skills and preferences, rather than labels and deficits.

How can students be introduced and enlist relevant services and funding sources to support seamless exit from school?

How can the school develop partnership with other kind of support would assist students in transitioning?

How can a school find out if there are any funded or financial supports to assist the student when transitioning (National Disability Insurance Scheme, Disability Employment Services, Disability Support Pension, Job Access etc.)?

How can the school ensure the students has a transition plan with some practical steps of how to achieve their goals, and have lists/ referrals to relevant services?

How can the school ensure that students are confident with writing an application for a job? (Resume, cover letter, how to search for jobs)

How can job application and job search skills be embedded in the curriculum prior to students transitioning?

How can interview skills be developed in school prior to students transitioning?

How can an understanding of pathway options and how to apply for courses be embedded in the curriculum before students' transition?

What information and education can be provided to support staff, parents and supporters in understanding the process when applying for further study and access to support in TAFE and university?

How can the school facilitate introductions to support services at TAFE and university for students well before the student leaves school?

1.9

Work Experience

▶ Benchmarking tool 1.9

How are students with disability supported to have at least two opportunities for work experience, work exposure or job trials, external to the school, in open employment throughout their schooling?

How are students supported to find open employment work experience or work exposure opportunities in line with their goals and aspirations, that are accessible and supportive?

How are students supported to have an after-school job?

How is the 'Safe@Work' or "A Job Well Done" training delivered to students?

How are access barriers removed so students with disability can complete the mainstream work experience "Safe at Work"? For students where access barrier cannot be removed, how are students supported to complete or have been provided with "A Job Well Done" work experience safety resource (where relevant)?

How can gaps in understanding or application of Safe work practices assessed to ensure students are safe when engaging in work experience?

How are students prepared for work experience in an open employment setting or how are other industry and employment related experiences and exposures been organised? Industry guest speakers, industry immersion days, workplace or industry tours, job shadowing

How can the school support students with disability to explore opportunities for School based Apprenticeships and Traineeships?

How can the school support students with disability to explore opportunity to do vocational education and work placements.

How can individual student's potential workplace/ environment challenges be assessed prior to engaging in work experience?

How can employers be supported to understand students' workplace accommodation needs?

How are students and host employers supported to negotiate reasonable adjustments to work environments and practices during work experience placements?

How can travel support needs be assessed to assist students getting to and from their work experience workplace?

How are students assessed to see if they have any additional funded support that could be utilised to provide additional supports (outside what the school is required to provide) on the work experience or additional work experiences (e.g. National Disability Insurance Scheme funding)

What strategies does the school have in place to support work experiences that are not going well?

What opportunities does the school provide students to reflect on what accommodations worked well, or could have been helpful?

1.10

Student Good News Stories and Pathway Examples

▶ Benchmarking tool 1.10

How can stories, images and successes be recorded and shared more broadly to inspire and raise aspirations with other students, teachers, parents, the community and employers?

How can your school create and provide a range of stories of past students with disabilities documenting their career development journey?

How can your school have past students and their families to present to current students and families regarding their journey from school?

How have students been successful in achieving their goals and career aspirations?

How have students been successful in transitioning?

What internal or external supports were utilised in creating their success story?

How was the student supported to identify their interests and strengths and to overcome challenges?

What other factors contributed to the student's success?

What experiences enabled the student to develop skills and abilities to support a successful transition?

What could the school or student have improved or done differently?

Student: Self Determination – Strategic Plan for Improvement

How will the improvements and changes be implemented

Area for Improvement Rank Areas for improvement – with the area you would like to work on first at the top.	Action steps required	Person/s responsible for action items	Other support needed to implement the changes	Target completion date
1				
2				
3				
4				
5				

School, Family & Community Engagement

Rating	1	2	3	4	5
School Careers Services	No engagement	Emerging practice	Some engagement (with scope for deeper family and community engagement)	A typical level of engagement for school size / type (with scope for deeper engagement)	A high level of engagement for school size / type (with engagement built into school systems and monitored by career practitioner in partnership with disability coordinator)

2.1 Whole School Engagement

Inclusive Career Education is fully integrated into the school curriculum. There is adequate budget for careers across all year levels and a whole school approach. The responsibility of Career Education is shared across the school and supported by the Principal and all staff including; Teachers, Disability Inclusion Coordinators and Team, Student Support Staff, Transition Staff and Student Wellbeing Staff.

Career Education is solely delivered by the school career practitioner.

The responsibility of Career Education is shared with the careers team and one or two teachers and is delivered in a class each term.

The responsibility of Career Education is shared with some school staff and delivered regularly. Teachers provide some support to deliver Career Education in one or more classes.

Career Education is fully integrated into the school curriculum in all subject areas. With a budget for Careers and a whole school strategy and approach to Career Education.

Career Education is fully integrated into the school curriculum in all subject areas. With a strong budget for Careers and a whole school strategy and approach to Career Education with careers services delivered in partnership with inclusion and support staff where relevant.

► See reflective questions, page 24

2.2 Qualified Careers Practitioner

The school has one or more qualified career practitioners that meets with students with a disability each term / semester.

No career practitioner.

Career practitioner or transition / pathway coordinator without career development qualifications.

One qualified career practitioner with a part time allocation to career services.

One or more full time career practitioners with sufficient time for regular student meetings.

One or more full time career practitioners with sufficient time for regular student meetings delivered in partnership with disability coordinator where relevant.

► See reflective questions, page 24

Rating	1	2	3	4	5
<p>2.3 Parent Engagement</p> <p>Parents and supporters play an active role in meetings, career planning and work experience.</p> <p>▶ See reflective questions, page 25</p>	No engagement with parents and supporters.	Information sent to parents and supporters.	Parents and supporters are invited to meetings.	Parents and supporters attend regular meetings but do not engage with the career practitioner	Parents and supporters attend regular meetings and information sessions with the career practitioner to engage in career conversations.
<p>2.4 Community Engagement</p> <p>There is a positive connection between the school, local disability services, community programs, further education providers and employers.</p> <p>▶ See reflective questions, page 26</p>	No engagement.	Some limited engagement.	Connections maintained with existing services and networks.	Connections maintained with existing services and networks and students encouraged to seek out other services.	Connections maintained with existing services and networks and the school seeks out new connections to meet student demand.
<p>Rating Column Total Add up each column</p>					
<p>Component 1 overall rating Now add up each Rating Column Total</p>					

School – Reflective Questions for Planning Improvements and Implementing Change

2.1 Whole School Engagement

► Benchmarking tool 2.1

What services do you provide that are working well?

What services can be built upon?

What are the current gaps and possible services to address these gaps?

How can the school establish systems that ensure career practitioners and inclusion support staff engage on a regular basis?

How can the school ensure full engagement across school staff?

How can the school facilitate career expos hosted within the school with whole staff involvement?

How can administration staff support with career department activities?

How can career investigation and development topics integrated within all subjects?

How can the school ensure all staff have up to date information about the rights and supports and services that can be accessed by students and employees with disability?

2.2 Qualified Careers Practitioner

► Benchmarking tool 2.2

How can students with a disability have regular term / semester / yearly meetings with a qualified career practitioner?

What strategies or plans are in place to ensure students have regular and easy access to a qualified career practitioner?

How can your school develop a whole school approach to the importance of career guidance?

How can career education be embedded in the teaching and curriculum?

How can teachers embed and support career education in the school?

How can the careers service be measured to ensure students with disabilities needs are being met?

How can the successful transition of students be measured?

How well is the school ensuring the careers, inclusion support staff, and teachers are all working together?

2.3

Parent Engagement

► Benchmarking tool 2.3

How can the school support parents:

- in relation to their child working towards their career goals?
- in raising aspirations for their child?
- in engaging in career conversations with their child?
- to engage in school careers events, presentations, and information to support their child?
- to understand the importance of their child experiencing work environments through industry visits, work experience and School based Apprenticeships and Traineeships?
- understanding of all work and study pathways available (not just disability pathways and services)?
- with career education, industry, and labour market information?
- with guidance on advocacy and to be aware of employment rights and available support services and programs?
- from diverse backgrounds?
- who do/cannot attend the school or engage in parent meetings or information sessions?

How can the school maximise parent networks for work experience and job trials? Are there regular opportunities for parents to engage in career conversations at school?

2.4 Community Engagement

► Benchmarking tool 2.4

How can your school maintain regular engagement or have a partnership, with clearly defined roles with local employment/disability service providers such as employment services and the National Disability Insurance Scheme and relevant providers and support services?

How can your school identify and engage with other community services that would support the school, staff, students, and parents and supporters?

How can the school know and maintain and sustain relationships with local employers interested in employing people with disability?

How can the school develop new relationships with local employers to broaden opportunities for students?

How can the school develop new relationships with disability employment services to broaden opportunities for students?

How can the school maintain existing relationships with local employers and community services?

How can the school develop relationships with local sporting or recreational organisations?

How can the school develop strong partnerships between school and local further education providers and industry groups to facilitate experiences of these environments for students?

How can the school be active part of local networks that support career and transition for young people with disability?

How can the school establish and maintain relationships with further education institutions and their services?

How can the school establish and maintain relationships with other community services such as youth programs to broaden opportunities for their students with disability?

School, Family & Community Engagement – Strategic Plan for Improvement

How will the improvements and changes be implemented

Area for Improvement Rank Areas for improvement – with the area you would like to work on first at the top.	Action steps required	Person/s responsible for action items	Other support needed to implement the changes	Target completion date
1				
2				
3				
4				
5				

Networks And Systems

Rating	1	2	3	4	5
Community Engagement & Support	No established networks or systems	Emerging development of networks and systems	Some networks and systems (with scope for improvement)	A typical level of networks and systems for school size / type (with scope for further improvement)	A high level of networks and systems for school size / type used by student, embedded in school systems, and monitored by professional career practitioner in partnership with other school staff and relevant community members

3.1 Key Coordinator/intermediary	1	2	3	4	5
<p>The school has a clear support system in place that identifies relevant staff who work together as a team and have clear roles in supporting students with disability that are led by an identified Key Coordinator.</p> <p>▶ See reflective questions, page 30</p>	No Key coordinator.	Occasional Key coordinator.	Key coordinator style coordination provided on request.	An embedded system of co-ordination for students with disability, involving key school staff.	An embedded system of coordination for students with disability, should involve community training and employment supports, inclusion staff, allied health, career practitioners, employers and school leadership.

3.2 Community of Learning and Improvement	1	2	3	4	5
<p>Active involvement in an Inclusive Career Development Community of Practice or local place-based network.</p> <p>▶ See reflective questions, page 30</p>	No Community of Practice network.	Community of Practice network with limited engagement.	Regular engagement with Community of Practice.	Regular engagement and occasional leadership support within Community of Practice.	Leadership role with Community of Practice.

Rating	1	2	3	4	5
<p>3.3 Services and Funding Sources</p> <p>The school informs students about services and funding sources available to them including disability specific services, specialists, Disability Employment Service (DES) providers and National Disability Insurance Scheme (NDIS).</p> <p>▶ See reflective questions, page 31</p>	No information provided.	Information sent to students, parents, and supporters.	Information sessions and handouts provided to students, parents, and supporters.	Information about services and funding sources provided to students, parents and supporters as part of transition information provided to all students.	Information about services and funding sources provided to students, parents and supporters as part of transition information provided to all students. Targeted information provided to students, parents and supporters, meetings held with students, parents and supporters to share information Coordination and partnerships facilitated between student, parents and supporters and services and funding sources.

<p>3.4 Resources</p> <p>Resources sourced, reviewed within a Community of Practice or place-based network. The school has identified the most relevant resources to support young people with disability and their parents and supporters. Resources may include career tools, websites, brochures from Services Australia (formally Centrelink), JobAccess, employment clips, tertiary admission centre guides, Disability Employment Services information, Traineeship and Apprenticeship.</p> <p>▶ See reflective questions, page 31</p>	No resources reviewed or shared.	Links provided to resources.	Relevant resources to support young people with disability and their parents are reviewed within the school, used internally, and shared.	Resources presented and discussed, within a Community of Practice or place-based network.	Resources reviewed with detailed information about their relevance to students with disability. Resources are presented and discussed within a Community of Practice or place-based network. Reviewed with a list of strengths and weaknesses, and relevance for students with disability and shared within the Community of Practice or place-based network. Any gaps in supports are identified and addressed.
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Rating Column Total

Add up each column

Component 3 overall rating

Now add up each Rating Column Total

School – Reflective Questions for Planning Improvements and Implementing Change

3.1 Key Coordinator/ Intermediary

► Benchmarking tool 3.1

How can your school establish regular team meetings with relevant staff including the careers practitioner and inclusion support staff, to discuss career planning for students with disability?

How are other school staff involved?

How can career practitioners be included in Individual Learning Plan meetings?

How can the disability inclusion support staff be included in career meetings?

How can inclusive career meetings be built into the school system?

Is there a shared database where the career practitioner, allied health, community staff, inclusion and support staff, and teachers can access relevant student information and communicate?

3.2 Community of Learning and Improvement

► Benchmarking tool 3.2

How can time allocation and access be created for the school staff, career practitioner and transition staff to join, engage and contribute to an Inclusive Career Development Community of Practice or place-based network?

How can your school participate in or hold regular meetings in an Inclusive Career Development Community of Practice or place-based network?

How can your school ensure leadership with qualified career practitioners engage in the Inclusive Career Development Community of Practice or place-based network as a means of professional development where learnings can be shared with the whole school, parents and the community?

How can your school's Community of Practice or place-based network be supported by The Australian Centre for Career Education (previously Career Education Association of Victoria CEAV Inc)?

Does this Community of Practice or place-based network include guest speakers on topics selected by group?

Does the Community of Practice or place-based network have an interactive website / Facebook page on Inclusive Career Development?

Does the Community of Practice or place-based network share and discuss available and relevant resources?

How would a Community of Practice or place-based network support your school?

What would be the potential barriers to engagement in a Community of Practice or place-based network?

3.2 Community of Learning and Improvement

▶ Benchmarking tool 3.2

What needs to be done for the school and staff to be involved in an Inclusive Career Development Community of Practice or place-based network?

What would the school like to improve or learn from the Community of Practice or place-based network?

How can we involve students as guest speakers in the Community of Practice or place-based network to share their experiences and stories?

How would the school like to contribute to the Community of Practice or place-based network?

3.3 Services and Funding Sources

▶ Benchmarking tool 3.3

Are students and their parents / guardians informed about supports and funding sources available to them such as National Disability Insurance Scheme (NDIS), Disability Employment Service providers (DES) and disability supports at university or TAFE?

How could the school improve distribution of information about services and funding sources to parents and carers?

How is the school ensuring they are utilising all services and funding sources available to students with disability?

How can the school facilitate referrals and introductions between students, family and supporters and services and funding sources?

How can the school take a key coordination role and develop partnership approach with student, parents and supporters and services and employers.

3.4 Resources

▶ Benchmarking tool 3.4

How are valuable resources identified and sourced and is your school confident with the current careers resources that you are using at your school?

How are the benefits of career tools and instructions to use each resource described and disseminated to teachers, parents and students with disability?

How can your school access more relevant disability-specific resources?

How can your school use other career and disability inclusion and support staff to support access to relevant resources?

How can your school assess whether your current resources meet the needs of students with disability?

Any local gaps in supports or services are identified and addressed.

Networks And Systems – Strategic Plan for Improvement

How will the improvements and changes be implemented?

Area for Improvement Rank Areas for improvement – with the area you would like to work on first at the top.	Action steps required	Person/s responsible for action items	Other support needed to implement the changes	Target completion date
1				
2				
3				
4				
5				

Calculate your Schools Overall Rating

Record each component's overall rating below, add up to give you a Total Overall Rating for your school. Refer to Overall Rating Guidelines below to rate your school.

Component 1 Overall Rating
Component 2 Overall Rating
Component 3 Overall Rating
Total Overall Rating

Use this tool to support your progression towards inclusive career development practice and ultimately, improved career and life outcomes for your students with disability.

Total Overall Rating Range	Inclusive Career Development	Progression towards inclusive career development practice Using the Strategic Plan for improvement table after each section, identify targeted areas for improvement that are realistic for your school.
18–36	Minimal	Identify supporting staff who will assist in creating change and improving inclusiveness for your school's career service. Present recommendations for improvement to the school leadership team for consideration.
37–54	Developing	Further improvement to move from Developing to Establishing may require additional commitment and resource support. Identify what other resources, changes and development is required to move to the next level of inclusiveness. Consider information and support for teachers and parents.
56–72	Establishing	Further improvement to move from Establishing to Embedded Excellence will require additional commitment and resource support, a whole school and community approach. Identify the resources, changes and development required to move to the next level of inclusiveness. Consider further engagement of school leadership, teachers, parents, community and employers, and involvement in Community of Practice.
73–90	Embedded Excellence	At this level your school has strong inclusive career development practices. You may like to continue to improve certain areas or grow your connections and engagement with school leadership, new staff, existing teachers, parents, community and employers. Continued involvement and contribution to Community of Practice or creation of your own with other schools. Identify any areas for review to further embed, expand or develop student, parent, and community engagement and connection. Share practices, resources, successes, and case stories in the Community of Practice.

Glossary of Terms

Advantaged Thinking	Advantaged Thinking promotes people's strengths rather than defining them by their deficits. It understands that working towards people's aspirations and dreams is just as important as meeting their immediate needs. An Advantaged Thinking approach is one that creates sustainable solutions and practices, building for the future as well as the here and now. It invests smartly in people's potential.
Career Action Plan (CAP)	A dynamic planning document owned and managed by young people intended to reflect their increased career development learning. The plan helps young people to set their goals, clarify the actions needed to achieve these goals and commit to participating in the planned activities.
Career Practitioner	A career development specialist, ideally with post-graduate qualifications in career education and development.
Community of Practice (CoP)	A network of people who share an interest in a topic and who come together to share resources and best practice, create new knowledge, and to explore how their connections/relationships can support better practice.
Customised Employment	A person-centred approach to employment that aims to tailor a job to fit the skills, interests, strengths and support needs of a person with disability whilst meeting the needs of business.
Disclosure	Disability disclosure is when a person shares information about their disability with other people. Sharing information about a disability is a voluntary and very personal decision. A person may disclose to receive accommodations at work or school.
Disability Employment Service (DES)	The Australian Government's employment service that helps people with disability find work and keep a job. Through DES, eligible people with disability, injury or health conditions can receive help to prepare for, find and keep a job.
Inclusive Career Development (ICD)	An approach to career development that is inclusive of all students, including students with disability. This approach incorporates the mainstreaming of disability inclusion throughout all career activities as well as a range of relevant disability focused initiatives to cater for the specific priorities and access barriers of students with disability.
Individual Learning Plan (ILP)	ILPs, also known as Individual Education Plans or Inclusion Plans document supports and goals for students with disability. ILPs are typically written by disability specialist staff with the student, parents, disability specialists and other people interested in the mainstream inclusion of the student.

Inherent Requirements	The tasks or skills that are essential to an employment role and workplace. The requirements should focus more on the 'what' than the 'how'. For example, an 'essential' part of an Administrative Assistant's job may be to communicate effectively with customers (the what); a person who is deaf and non-verbal could use email, instant messaging or Teletypewriting (TTY) to achieve this (the how).
Intermediaries	align and broker multiple services across institutional and funding sources, play a critical role in improving school to work outcomes for young people with disability.
JobAccess	The national hub for workplace and employment information for people with disability, employers and service providers. Administrators of the Employment Assistance Fund
National Disability Insurance Scheme (NDIS)	Individualised Government funding to support people with a permanent and significant disability to access the supports required to achieve goals in independence, involvement in community, education, employment and health and wellbeing, includes support in "Finding and Keeping a Job" and to "Transition to Further Education".
Open Employment	Employment that can be undertaken by any person. It's a term that's often used when someone with disability works in a mainstream workforce, alongside employees without disability.
Place-Based Network	Career Educators or Ticket to Work network in a particular region to share learnings and continual improvement.
Summary of Performance (SOP)	A SOP is important to assist a student in the transition from secondary school to post school options. It provides vital information that will support a student's smooth transition and ensure continual skill development. This information can also support education and training providers in determining what reasonable adjustment are required under The Disability Discrimination Act (DDA) Education Standards 2006
Strength Based Approach	A strength-based approach is a way of working that focuses on abilities, knowledge and capacities rather than deficits, or things that are lacking. The approach recognises that children and families are resilient and are capable of growth, learning and change.
Work Experience	An open employment work placement, congruent with a student's career goals, where the individual is provided with the opportunity to engage in work-related activities in the workplace.
Work Exposure	An opportunity to visit and observe an open employment workplace, shadowing paid staff with the aim of increasing awareness about a particular career and work setting.