

Careers Work in Schools: Integrating Theory, Research and Practice

Dr Catherine Hughes¹

¹Grow Careers

Biography:

Dr Catherine Hughes has over 30 years experience in delivering career services in schools. She has a PhD in vocational psychology and two post-graduate qualifications in career education. Catherine is the Founder of the Grow Careers website, International Adviser to CareerMe in Sri Lanka, Career Development Consultant and author of two 'Careers Work in Schools' booklets to support school career development facilitators with the delivery of career services. Both books were selected as finalists in the 2018 Australian Careers Book Award. Catherine has been invited to write content for national career websites and online courses to support student career development, professional learning materials for teachers delivering career education courses and she has been a member of writing teams for national and state career development curriculum. Catherine and has delivered professional learning workshops for teachers delivering career education and career services and workshops at national and international career conferences. She was the recipient of the Career Development Association of Australia 2013 Researcher of the Year Award. More recently her work in career development was recognised when she was selected as a finalist in the 2018 Tasmanian Community Service Awards, Outstanding Achiever Award category.

The cognitive information processing differentiated career service delivery model is a cost-effective way for schools to integrate career development theory and career intervention and research into practice high school career services.

Workshop Approach and Sequence

Theory (20 minutes)

This workshop will inform participants about the Cognitive Information Processing career theory (CIP; Sampson, et al., 2004) differentiated career service delivery model, including individual case-managed career services, brief staff-assisted career services and self-help career services. Participants will be introduced to career choice readiness screening as a mechanism for assisting in allocating students to an appropriate initial level of career service. Freely available instruments to measure career choice readiness will be introduced. The CAAS as an instrument for readiness screening will be described.

Research (10 minutes)

Participants will be introduced to the research on the relative effectiveness of career interventions (Brown et al, 2003; Lui, Huang, & Wang, 2014; Whiston et al., 2017).

Practise (40 minutes)

Workshop participants will receive a resource pack with a copy of the CAAS, Year 10 norms that the workshop presenter has developed for the CAAS and each subscale, completed CAAS forms, Career Learning Plans for each CAAS subscale.

Using the information in the resource pack, workshop participants will:

- Examine the CAAS, Year 10 norms and Individual Learning Plans for each subscale.

- Score and interpret the CAAS together with contextual information to allocate individual students to an appropriate initial level of career service.
- Plan career interventions by aligning level of readiness, level of career service and impact of career intervention.
- Select suitable Career Learning Plans aligned with each CAAS subscale.
- Develop Individual Learning Plans to foster career adaptability gains and enhance readiness.

Reflection (20 minutes)

1. Participants reflect on their learning and how they can apply it to their own context.
2. Q&A.