A CAREER INTERVENTION FOR HUMANITARIAN ENTRANT STUDENTS
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Overview:
With predicted rising unemployment and an increasing pool of candidates competing for jobs, what will be the plight of high school leavers from refugee backgrounds living in regional Australia? This question prompted a career intervention for a small group of non-university bound senior high school students who were relatively recent humanitarian entry arrivals. With limited English language skills, Australian cultural knowledge and community connections, these students are at risk of poor school-to-work transitions. The development of career management skills is much needed for this group.

Key Learning Objectives:
Workshop participants will:

1. Learn about the objectives, content, process and outcomes of a theory and evidence based career intervention developed to enhance the career management skills of humanitarian entrant senior high school students.
2. Consider the implications for the National Career Development Strategy’s focus on supporting all individuals to gain skills, knowledge and competencies necessary to successfully manage their careers.

Theoretical Background/Evidence Base, and Workshop Approach
This workshop draws upon Systems Theory Framework Theory of Career Development (STF; Patton & McMahon, 1999, 2006), specifically the influence of the societal/environment system including the employment market, geographic location and political decisions subsystems and chance events on the career development of high school students from a refugee background. The career development intervention incorporated:

2. Selected activities from the Guiding Circles self-understanding and career exploration workbooks (McCormick, Amundson & Poehnell, 2006; 2012).
3. Research findings on critical ingredients of career interventions (Brown et al., 2003).

Workshop Approach
1. The rationale for the career intervention with reference to the STF.
2. Selected career intervention content and processes with reference to cultural factors and meta-analytic career intervention research.
3. The influence of the career intervention on vocational identity, career decidedness, labour market entry and student personal perceptions.

Theme
Career Development Practice

Keywords
COMMUNITY BASED PRACTITIONERS, GOVERNMENT PRACTITIONERS/POLICY MAKERS, HIGHER EDUCATION PRACTITIONERS/PROVIDERS, SCHOOL PRACTITIONERS