

Transition Adviser Guidelines

2023-2024

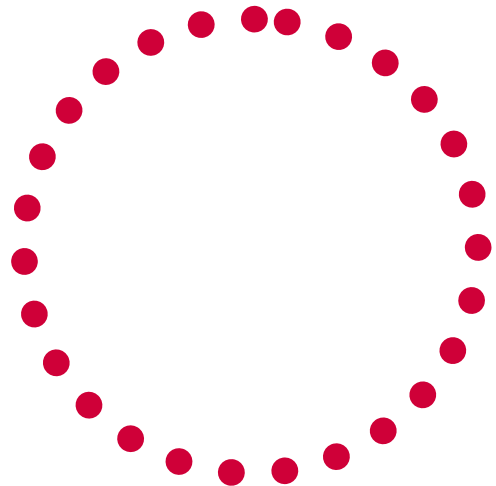
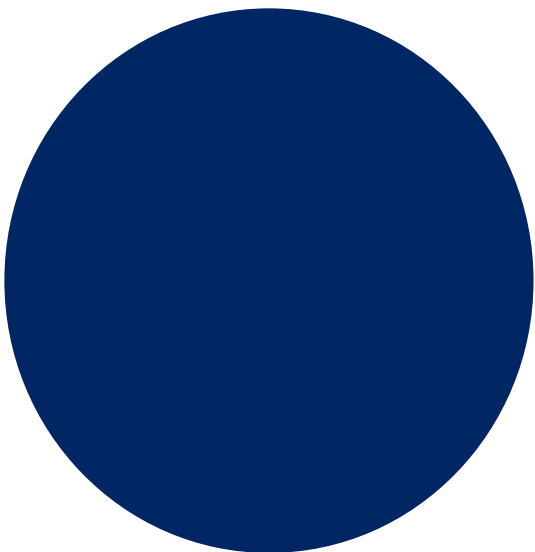
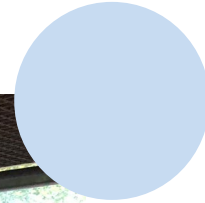


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Advice for principals

Transition advisers support the school in ensuring that all students are known, valued and have the opportunity to engage in activities and programs to prepare them for successful transitions to further education, training or employment. Transition advisers acknowledge that all NSW public school students have a right to an [inclusive learning environment](#) and to feel happy and safe at school.

The transition advisers collaborate with local community, industry organisations and government agencies to deliver and support innovative and engaging programs that meet the needs and aspirations of the school's identified groups of students.

The transition adviser and career adviser roles are complementary.

The transition adviser's work supports the following policy and strategies:

- Support the [Department of Education Strategic Plan 2018-2023](#) to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. In particular:
 - a) Our education system reduces the impact of disadvantage.
 - b) Every student is known, valued and cared for in our schools.
 - c) All young people finish school well prepared for higher education, training and work.
 - d) All learners gain the skills they need to be employable and adaptable and contribute to the productivity and prosperity of NSW.
- Transition Adviser Training provides teachers and staff with the skills and knowledge to support the school in meeting [student post school transition targets](#).
- Transition Adviser Training supports the [Pathways for Secondary Students Strategy](#).
- Contribute to the [School Excellence Framework](#) by ensuring career and transition activities and programs implemented through the School to Work Program support excellence in learning and teaching that align with school plans. The program supports students to plan their successful transition through school and to post-school education, training and employment.
- Contribute to the [Strategic Improvement Plan](#), a working document detailing the steps schools take to improve learning outcomes and the achievement and growth of all students. Preparing students for future pathways can be an example of an identified student outcome developed in consultation with the school community to be achieved.
- Promote [Rural and Remote Education Strategy 2021-2024](#) by leveraging more productive partnerships with higher education providers, vocational education

providers and local industry to increase rural and remote student achievement, ambition and access to post-school opportunities.

- Commit to [Aboriginal Education Policy](#) by improving lifelong learning pathways for Aboriginal learners transitions from school into further study and learning.
- Engage with the [Multicultural Education Policy](#), ensuring Language Background Other Than English (LBOTE), English as an additional language or dialect (EAL/D) and refugee students are well supported in their transition to school, further education and employment, and achieve positive educational outcomes.

Training

To have a teacher trained as a transition adviser schools need to consider:

Suitability

This position suits a teacher who:

- makes strong connections with students
- inspires students to learn and engage with school
- collaborates with other staff members and
- can forge links with industry, business and the community.

Schools context

Does the school have:

- capacity and commitment to allocate adequate time to facilitate the role, no less than 0.4 non-teaching time for a high school for two years
- a willingness to ensure the Transition Adviser is an active member of the School to Work team and collaboratively work with the career adviser
- a willingness to participate in on-going evaluation of the role of Transition Adviser.

The principal identifies and nominates an interested teacher who is a permanent member of the school's staff.

Career and Workplace Learning facilitates a three-day residential training program. Teacher relief, accommodation and all training costs are provided by Career and Workplace Learning.

Before the training, nominated teachers complete a self-directed action research/environmental scan examining the school, its community and employment, education and training opportunities.

The work of a transition adviser

The transition adviser works as a member of a School to Work team by actively working in the following areas:

- promoting the active engagement and retention of targeted students
- collaborating with targeted students to develop a personalised program of career and transition support
- collaborating with staff and students to develop programs for the important transition points in and out of school
- developing and strengthening partnerships between schools, industry, business, government and non-government organisations, to provide identified students with authentic career learning opportunities
- promoting effective communication strategies between schools, employers and local communities
- seeking opportunities through community support agencies for students most likely to be experiencing disengagement from learning
- connecting with the student wellbeing team
- linking with community youth and wellbeing support organisations and other local initiatives available to the school community.

The School to Work team

The team may include the careers adviser, transition adviser, year advisers, the School to Work coordinator, curriculum coordinators, home school liaison officer, student and community representatives, executive team member/s and other welfare and support staff who have the skills, training and commitment to provide career and transition support to students.

The School to Work team is responsible for the overall coordination, delivery and facilitation of career and transition support for students, including connecting young people with quality career and transition provision in and beyond the school.

Establishing a transition adviser position

The school principal has the capacity to make best use of their staffing resources. This extends to allocating a transition adviser role in the school. Principals currently demonstrate significant flexibility in their staffing and timetabling allocations. Decisions about the use of concessional periods, supplementary staffing, executive release time, funding and the allocation of teaching periods, are driven by school and community needs and have the potential to facilitate involvement in this initiative.

Suggested models that facilitate the establishment of a transition adviser position include:

- the use of staffing entitlements and concessional periods which best meet the needs of targeted students and their transition planning
- a school collegiate where a group of careers advisers make up a careers team, thus freeing periods for allocation to a transition adviser
- the use of some of the school executive allowance where the careers adviser is a head teacher or where there are two deputy principal positions
- a newly opened school that could embed the position within the School to Work team.

Identifying and selecting a transition adviser

The following advice may assist principals as they consider selecting a potential transition adviser for their school. The teacher may have:

- a background in supporting students, supplementary to their teacher role, for example, as a year adviser, welfare team member or school to work team member
- demonstrated an interest in working with the careers adviser
- strong connections with their local community and/or previous experiences in industry settings with an understanding of the business environment
- strong communication skills with a range of stakeholders, for example, parents, students, employers and volunteers
- good interpersonal and listening skills
- demonstrated a commitment to providing students with quality career and transition support through involvement with the School to Work program and implementing vocational and career learning in their classroom
- an understanding of the significance of community, industry, business and workplace learning for students' career pathways planning.

Other initiatives that the transition adviser program supports:

- builds on the [Great Teaching, Inspired Learning: a blueprint for action](#) through accredited training to better support students' transitions
- aligns to the department's [Multicultural Plan 2019-2022](#) by supporting students from culturally and linguistically diverse backgrounds to better participate in education, training and employment
- aligns to the department's [Rural and Remote Education Strategy 2021-2024](#) to improve student's access to quality transition pathways and the [Connected Communities Strategy](#) to improve learning outcomes for Aboriginal students as well as [Every Student, Every School](#) to improve learning and support for students with disability
- builds the capacity of schools to use their resources more flexibly to support the career and transition needs of students, particularly those students most likely to disengage early from education or training
- uses intervention strategies to support the initial career and transition needs of students in the middle years of schooling.

More information

Go to the Career and Workplace Learning website:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet>

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