

Where is the career thinking of our young people? Developing a new way to find out.

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Biography:

Col McCowan OAM is a registered psychologist, teacher and counsellor who worked for the Queensland Government for over 20 years from guidance counsellor through to principal policy officer. He became an academic in fields related to psychology and counselling and then Manager of the highly successful Careers & Employment Service at the Queensland University of Technology for over 15 years. He has won numerous awards including the Vice Chancellor's Excellence Award, Hobson's Press National Career Counselling Award and the International ePortfolio Award in Maastricht. In 2008 he was awarded the Order of Australia Medal (OAM) for services to the career industry in Australia. He is Director of the company Cromach Careers, and has authored or co-authored a number of publications including in 2017; *Introducing Career Education and Development: A guide for personnel in educational institutions in developed and developing countries*. www.cromachcareers.com/publications. He is an International Fellow of the UK-based National Institute of Career Education and Counselling (NICEC) and has worked extensively as a consultant for organisations such as UNESCO, UNDP, ADB and AusAID in Bhutan, India, Mongolia, Oman, Thailand and Vietnam, where he has also managed a wide range of projects.

Dr Peter McIlveen PhD is a professor and Research Director of ACCELL (the Australian Collaboratory for Career, Employability, and Learning for Living). Dr McIlveen is based at the University of Southern Queensland. His academic work is focused on the psychology of working and careers. He is a member of the Australian Psychological Society's College of Counselling Psychologists, a Fellow of the Career Development Association of Australia, and an International Fellow of the National Institute for Career Education and Counselling in the UK. He serves on the editorial boards of the Journal of Vocational Behavior, Journal of Career Assessment, The Career Development Quarterly, and the International Journal of Educational and Vocational Guidance. Correspondence: peter.mcilveen@usq.edu.au

Those of us working in schools are finding it increasingly difficult to advocate for the inclusion of careers work in crowded school curriculums. We know careers work is important, but can we demonstrate this to the school hierarchy? Can we determine the level of career thinking in our students and how can we evaluate our career interventions? There are a number of instruments to assess students' career thinking and to evaluate interventions. Unfortunately, there has been minimal use of these and related instruments by career practitioners to inform their practice and to evaluate interventions. McCowan et al developed an updated career curriculum framework in 2017 which some schools and school systems across Asia and Australia are now using. This new curriculum framework is supported by three Career Education and Development Scales (CEDs) for use in Primary, Lower Secondary and Upper Secondary Grades. The CEDs are used to determine levels of career thinking, to identify areas of need, and to evaluate career interventions. This workshop will take you through the development of the three CEDs, the assessment and measurement properties, and their usefulness for career practitioners in school settings. Further developments and possible usages will also be canvassed and explored.