

## 7. Using labour market information

### Australian blueprint for career development

Career Management Competency											
1	2	3	4	5	6	7	8	9	10	11	12

### Learning intention

Students will understand how to use labour market information to gain an insight into labour market conditions and identify careers of interest.

### Success criteria

Students can:

- identify the labour market conditions for occupations of interest
- identify whether selected occupations are growing or in decline
- explain how future trends in their occupations of interest jobs may affect choices.

### Resources

- Australian Jobs 2023. Paper copies can be ordered from the National Careers Institute by sending an email request to [NCI@dewr.gov.au](mailto:NCI@dewr.gov.au) or downloaded as a pdf at <https://www.yourcareer.gov.au/resources/australian-jobs-report>.
- Access to the Jobs and Skills Atlas at <https://www.jobsandskills.gov.au/jobs-and-skills-atlas-dashboard?nav=state&tab=state-map&region=aus>
- Worksheet – Exploring my career choices.

### Classroom organisation

- Whole class
- Groups
- Individual

### Preparation

- Teachers should familiarise themselves with:
  - the Australian Jobs Report 2023, specifically the Occupation Matrix on page 56
  - the contents and navigation of the Jobs and Skills Atlas website.
- Print the Exploring my career choices worksheet for each student

## Activity 1

- Explicitly teach what is meant by labour market information (LMI)  
Labour market information refers to data and details about the job market, and it helps us understand the employment landscape. LMI tells you about different jobs, their salaries, and the skills you need to succeed.
- Explain that understanding labour market information can help inform a young person's career interests, develop career pathways, and find employment opportunities.
- Instruct students to turn to page 126 of *Australian Jobs 2023*. This is the first page of the Occupation Matrix. Give a brief overview of what the headings above each column mean. Focus on the final 3 headings: Unemployment Rate 2023, Median Earnings and Skill Level.
- Ask students to read the list of occupations on pages 57 to 65 and highlight or record 3 to 5 jobs or careers that interest them and transfer these into the Exploring my career choices worksheet.
- Instruct the students to identify the skill level required for each occupation they have chosen and write down the level of training they will need to undertake (Higher Education, VET, etc.).
- Optional: For more information on the link between post-school education and jobs, students can read the section called Education and Employment which starts at page 21. Students should be encouraged to focus on the type of education or training most relevant to them depending on their current pathway.

## Activity 2

- Ask students to navigate to [www.jobsandskills.gov.au](http://www.jobsandskills.gov.au) and follow the link on the homepage to the Jobs and Skills Atlas dashboard.
- Ask students to click on the National and State view. Students should choose the state in which they will be seeking work.
- There are 5 buttons on the left of the page, Overview, Labour Market, Industries, Occupations and Downloads.
- Instruct students to click on Occupations.
- Ask students to choose from the drop-down lists provided or use the search function to find each of the occupations they have recorded in Activity 1.
- For each of their occupations, ask students to explore the labour market information provided. Record this information in the table. Suggested questions include:
  - What is the trend of estimated vacancies (increasing or decreasing)?
  - Is the occupation identified as being a clean energy critical occupation?
  - Is there an identified shortage of career?
  - What is the expected future demand of this career?
  - Are any of my listed professions on the *Skills Priority List*?
- Ask students to rank their chosen jobs or careers from 1-5, where one means 'I have made a realistic choice and this is a job or career that will still be in a strong position when I enter the workforce' and 5 means 'This is aspirational and possibly outside of my skill level' and/or 'this is a career that may not have many openings by time I qualify'.

## Reflection

- Ask students to share their top-ranked occupation with a partner. Instruct them to discuss:
  - why this is their highest choice
  - what the labour market information suggests for the future of this occupation
  - the level of skill or training required
  - potential earnings.
- Encourage students to use listening and questioning skills to get their partner to go into greater detail about their choice.

## Worksheet: Exploring my career choices

Occupation	Skill Level	Training/Education required	Labour market information: For example, shortage and future demand, vacancy rates, etc.	My order of preference (rank 1-5 with 1 being most preferred).