

Parents As Career Transition Support



TM

Workshop Handbook 2021

For Multicultural Communities



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All information provided in this handbook is correct at the time of composition



Moving from school and planning for the world of work is exciting. But it can be confusing too. There are lots of choices and many decisions to make. Studies in Australia and other countries show that young people often look to their parents for support and advice about work, careers and education.

Many parents are keen to help but are not sure about what choices there are and what help is available for their children.

The Parents As Career Transition Support (PACTS) workshops will give you up to date information about different paths your children can take to achieve their dreams and goals for their careers. After attending the workshop you will know more about what the options are for different kinds of work and study as well as how to get support and help for your children so they can make the best decisions for their future.

In this book we use the word 'parent' to include all carers, including grandparents, aunts and uncles, family friends, adoptive and foster parents. We also use the word 'family' widely, to include relatives, friends and all other significant people in the young person's life.

‘This has opened our eyes to what’s out there, now we know more to help our two younger children’

Parent of a Year 8 student who participated in PACTS workshops

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Contents

Workshop One – How to help your child to choose a career	5
Workshop Guidelines	5
Introductions.....	5
A Career: A lifelong journey	6
The 7 Roles of Parents	8
Talking with your child about education and careers	8
Thinking about your child - dreams, interests and skills	10
Creating a List of Interest Areas	12
Types of work in Australia	13
Places to get help	14
Workshop Two – Career pathways and transition services.....	15
What do I want to do when I leave school?	15
Where can I find information?	15
Education and Training Options	16
Post school	18
Give Them Five	21
Workshop Three – Jobs	22
Job hunting - how to do it	22
Young People and Telephones	29
Agencies and services that assist with job searching.....	30
Careers and transition programs	31
Skills Shortages.....	31
The first job - what every young worker should know	31
Protection and support in case things go wrong	32
Bullying, violence & discrimination in the workplace	33
Glossary.....	36
Useful Websites	37

NOTE: All workshop activities are highlighted with this symbol



Workshop One – How to help your child to choose a career

- 1. Workshop Guidelines**
- 2. Introductions**
- 3. A career: a lifelong journey**
- 4. The 7 roles for parents**
- 5. Talking with your child about education and careers**
- 6. Thinking about your child - their dreams, interests and skills**
- 7. Types of work in Australia**
- 8. Places to get help**

Workshop Guidelines

It's important that all of us understand some basic principles for meeting as a group and how we can best work together and help each other.

The following statements outline the guidelines for each PACTS workshop:

- Our goal is to work together to achieve the objectives for this workshop in an enjoyable and fun way
- Each of us has unique experiences to share
- Each of us has something to teach and to learn. It will help if we can be open to new experiences and ideas and to be resources to one another
- Full participation will help meet our goals, but the option to pass always exists
- Taking small risks to challenge yourself will increase your learning and that of the group
- Confidentiality about what we discuss will ensure a sense of trust
- Feel free to ask questions

Introductions



Let's find out a little bit about each other and our children.

1. Your name and your child's name?
2. What is your child's favourite subject at school?
3. What is your child's favourite thing to do outside school?
4. In your opinion, what is your child's greatest strength - the best quality/talent they have? (Are they honest, kind, creative, good at sport/art? etc - choose only one!)
5. What is your child's greatest skill - the thing that they do really well? Dance, play soccer, helping others, good at maths, good speaker?

A Career: A lifelong journey

In Australia and many other countries in the 21st century, choosing a career is no longer something you do just once when you leave school and that's it. Instead, it's a lifelong journey. It is now common for people to change careers several times.

Some lucky people know from a young age what they want to do as a career but most of us are never 100 % certain. For any person, finding the right career takes time. It starts with lots of ideas and needs **lots of exploration** along the way.

A career is something much larger than a job or an occupation. It is about the learning and work (both unpaid and paid) that we do throughout our lifetime. Let's touch on some of the key words we'll use so we're all on the same page.

Career: all of the paid and unpaid work, learning and life roles we do throughout our life.

Occupation: a group of similar jobs in different industries or organisations.

Job: a position in which we do tasks for payment.

Career field: a group of occupations and industries.

Our careers are influenced by many things, such as our interests, our age, our education, our families, our cultural values and economic, geographical and social conditions.

There are two ways to have a career. You can plan ahead and then start to build a career or you can just let it happen.

It's up to each young person to actively manage the process of building their career, rather than just letting it happen. They will need to plan and manage their lifelong career journey with your help.



Whilst your child is the best person to make career choices based on their interests and skills they need help to plan ahead and set goals for work and study, they need your help and support to start planning.



Three Common Career Myths & Facts

Myth 1: If my child does not complete a course straight after they leave school, they will not get that opportunity again and they have ruined the opportunity to pursue that career option.

Fact 1: Sometimes young people don't know what they want to do or they're not ready to do more schooling. Or they may simply prefer to earn money doing a job first or travel. As you can see from the example below, in Australia it's common for people to return to study later in life. Learning can be lifelong in Australia, whenever people feel ready to study or decide to change their career direction - sometimes this happens when they're 25, 35, 45 or even 55.

This doesn't mean that you may not feel concerned about whether they've made the right decision and it may cause some conflict between you and your child. It's important for you to talk this through with your supports and accept that your child may have made the right decision for themselves, not necessarily as a way of rejecting what dreams you may have for them. Each generation has to create and live their own dreams.

Sam's Journey

Sam likes to play with cars. He wants to be a racing car driver. He gets a job at a Go Kart track. As he gets older he realises he wants to help people. He decides to become an ambulance officer. After several years, Sam gets married. He decides he wants to stop doing shift work, as he would like to spend more time with his family. He returns to study and becomes a Social Worker.

Myth 2: Most people have one career for the most of their working life. Not staying in the one job is an indication of a person's lack of commitment.

Fact 2: Most people in Australia now change not just jobs but careers on average of five times in their working lives. Sam's example above is an example of this. In the past, people did stay in jobs for a long time and would sometimes get a gold watch for their service, but those kinds of jobs are now rare. These days, moving to different companies doing the same job or to entirely different jobs, shows people's interest in developing new skills, broadening their experiences and this variety can lead them to management positions.



Myth 3: The school will work out what my child's career path should be.

Fact 3: Your child will have to work this out with help from school, parents and the community. Schools can help with information. Most schools have a Careers Advisor. In Australia, parents have a role in both supporting their children with their school work as well as playing a very important role in helping their child plan for the career they would like. This may be different from your home country, where the school or teacher was the only person who had this responsibility. Schools in Australia expect you to play a role too.

Our kids are always our kids whether they are 4 or 24. As parents we can be caregiver, encourager and coach. We can be there to listen and ask the right questions of them to help them plan ahead and to act to achieve their plans.

The 7 Roles of Parents

How we talk to our children about careers depends on who they are, their age and the situation. As parents we need to be able to give them support in different ways.

1. TEACH

We teach children skills and knowledge to help them in life.

2. LISTEN

We listen to and understand children from their point of view. We use our ears and eyes so we know what is going on in our children's lives and listen to their problems and concerns.

3. PROTECT

We care for and protect children from a young age. We solve problems for them that they are not old enough to manage.

4. SUPPORT

We support and care for them and help them when needed. We let children learn from their experiences and from difficult things in life.

5. ENCOURAGE

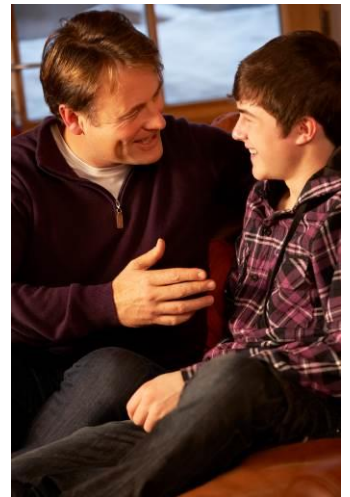
We help children develop the confidence to learn improve and grow.

6. SET LIMITS

We set limits for children that help them to be safe and to behave well with others in the community.

7. PLAY & HAVE FUN

We play and have fun with our children to build good relationships with them and to enjoy time together.



When you are supporting your child with their career planning think about the best way to support them at that time!

Adapted from Parenting Ideas; see www.parentingideas.com.au

A resource for parents facing challenging issues with their teenagers: www.strongbonds.jss.org.au

Talking with your child about education and careers

Most teenagers will want your support and advice when thinking about their future lives. They won't want you to tell them what to do, but they will welcome the chance to sit down and talk with you about their dreams, goals and plans.

While some parents may not have had the same opportunity for education, it does not mean that you don't have any insights you can offer. The journey that your family members have taken have still led you to learn different things - not all of us learn via formal education or courses. Life experience is a valuable teacher too!

Whilst your child has many privileges and opportunities for education in Australia, ultimately they need to decide what the best way is to achieve what they want to do for the rest of their lives.



The most important thing is to listen to your children's thoughts and ideas. Generally, if you let them find out for themselves, rather than telling them things like "it's not a good job," "that job doesn't pay well" they will come to that same conclusion - on their own. Help them learn responsibility, good decision making and remind them that if it doesn't seem to work out at first, to find another way and keep trying.

How to help your child plan their career

Sit down with your child and talk about, draw or write some ideas down together and then think about the best ways to achieve them. Encourage your child to find out about opportunities and ideas. What courses could they do? How long will the training take? How much will the courses cost?



If your child doesn't know what they want to do, help them think about the things they most like to do at school and outside school. If you are stuck: don't worry, you can get help. In the same way, when our car breaks down, we ask others to help us. Support is available for this task too.

Get help and ideas from your school or local council youth service. This is a good idea anyway, because having suggestions and ideas from other people can be helpful. It will also take the pressure off you! Your careers advisor at school might know about other options you haven't heard of.

From the ages of five until ten years, a parent's role changes from doing everything to teaching their child how to do things for themselves.

When a child becomes a teenager a parent's role changes again, from teaching to being an encourager and a guide. This is a good time to step back a bit and let teenagers do things for themselves.

The most important things:

1. *Let your child take responsibility.* Making decisions about jobs and study is a significant step towards becoming an adult.
2. *Encourage your child to volunteer* (donate their free time) with local community organisations, sports clubs or other activities in your community, religious institute (mosque, church etc) or helping your community's group. This can be a great way of getting to know more about a particular area of work, and what their strengths and weaknesses are, as well as having someone to speak on their behalf for a future job.
3. *Help your teenager to think about planning for the future.* Most goals require some planning. Saving up for a car or enrolling in a course means working out how to plan.
4. You are always a role model – be aware of how you talk at home about work.
5. *Show your child you are interested in their goals and dreams.* Talk with them and encourage them to set goals and work towards them. Encourage them to ask important questions about themselves and the world of work. *Be optimistic about the future.*



Let family and friends help you

One of the most helpful ways to help your child is to ask your friends, family members and personal contacts about whether they have any volunteering or work for your child. Many studies show that it is mainly through personal connections or networks that people get their first job.

Travelling to reach your goals

Not all course options are offered at the local TAFE or universities. Many jobs are located in other areas. Young people may have to consider travelling outside their region to access further education and/or employment.

Visit your state or territory public transport website for more information.



LET'S DISCUSS

1. What decisions does your child make for him or herself now?
2. What suburbs or places would your child look for work first?
3. What universities or TAFE colleges are near your home?
4. List some other TAFE colleges or universities in your home town, city or in other states?
5. What would your family have to do if your child wanted to study or work in another suburb of your city? What about if they wanted to move to another town or state? What would you do?
6. List three people you could contact to see if they have work experience or volunteering opportunities for your child. Think about your neighbours, family friends or community leaders or people they may know.

Thinking about your child - dreams, interests and skills

We can help our children think about their interests and skills, so they can find a career which will fit well with their interests, abilities and values (what they think is important in life).

What are your child's interests?

Clues may be found in:

- Hobbies/collections
- Games played (including online)
- Favourite programs/ internet downloads
- What money is saved for and spent on
- Interests over a lifetime
- Sporting interests
- Friendships
- Requests for presents
- Favourite school subjects
- Instagram, Pinterest etc

Group activity:

Think of your child and where they would fit on the following lines. You can do this exercise with other people in your group. In your room, stand on an imaginary line in the spot you think matches where you child would be between the two 'extremes' below:

Doing things<-->.....Thinking about things
Being with people.....<-->..... Being alone
Being outdoors.....<-->.....Being indoors

Compile your own list using the ideas below – Your list might include statements like these:

- Enjoy being with people
- Like fixing things
- Like writing and/or reading
- Prefer working outdoors
- Like caring for plants/animals
- Like going for a walk by myself

Zara's List

- Skateboarding
- Spending time with friends
- Listening to friend's problems
- English and Art
- Streaming favourite songs
- Going to concerts with friends
- Fashion – shopping
- Keeping room tidy



Zara's list shows interests in creating and designing and working with people. She also has some interest in the clerical work category.

She decides to research being a DJ (Disc Jockey) or work in the music industry

Thinking about your child's skills

The average teenager has many skills, which they use every day at school and at home. Employers will pay for these skills. Knowing what your skills are, as well as how to talk and write about your skills and how they transfer from job, workplace and from one job to another, is REALLY IMPORTANT in getting a job.

What are your child's skills?

People are often good at different things and have skills in many different areas. Tick off the skills you are good at in the right hand column and then tick off the skills your child is good at in the left hand column.

TICK (✓) for YOUR CHILD	SKILLS	TICK for YOU ✓
	Information Skills	
	Good at thinking through problems, good at observing ('brainy'; 'smart'; 'clever')	
	Good at imagining and thinking big ('creative')	
	Good at speaking and reading and explaining ('clever')	
	Good with numbers and maths	
	Good with details - follows directions, listens carefully ('perfectionist')	
	Good with graphs and measuring - good at building things	
	People Skills	
	The leader - cooperating, helping people, organising people	
	The energiser - inspiring others, teaching others how to do things, good at selling things, enthusiastic	
	The listener - good at communicating, has friends and works well in groups	
	Practical Skills	
	Agile and quick on feet - good at sport, coordinated, fixing things, making things, good at sport	
	Strong and tough - able to lift heavy things, work hard, might be a fast runner, good at driving or riding bikes	

Adapted from 'The Skills Connection', by Lee-Ann Bernier-Clark

Creating a List of Interest Areas

Interests and Abilities List

Make a list of your interests, and another list of areas you are NOT interested in. Then match the seven occupational categories to your list of interests.

Areas of Interest	Occupational Category	Areas of no interest	Occupational Category

From the interest list above, find the occupations that you mentioned the most.

- 1.
- 2.
- 3.
- 4.
- 5.

Interests and Abilities List *(Additional space for your teenager's use)*

Make a list of your interests, and another list of areas you are NOT interested in. Then match the seven occupational categories to your list of interests.

Areas of Interest	Occupational Category	Areas of no interest	Occupational Category

From the interest list above, find the occupations that you mentioned the most.

- 1.
- 2.
- 3.
- 4.
- 5.

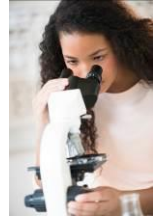
Types of work in Australia

People's interests often do not lie in just one area and specific jobs usually involve a combination of interests. Occupations are often grouped based on the skills required to perform those jobs. The following are seven broad categories of occupations often used in careers resources and testing materials. Other groupings exist eg: Foundation For Young Australians 7 Job Clusters: www.fya.org.au

Analytical or Scientific

Working with ideas to investigate or seek solutions to scientific, technical, social or other issues. Tasks include observing, researching, analysing, developing theories and exploring abstract ideas.

- Forensic scientist
- Automotive electrician
- Nurse
- Computer engineer
- Market researcher



Artistic and Creative

These occupations involve working with ideas to creatively express, present or perform them. Creativity can be used in developing innovative solutions to problems.

- Actor
- Cake decorator
- Art or music teacher
- Clothing patternmaker
- Jeweller
- Writer/ publisher
- Fashion designer



Helping or Advising

These occupations involve working directly with people. Good communication skills to help, inform, teach or treat others are needed.

- Teachers
- Social workers
- Lawyer
- Fitness instructor
- Personal care worker
- Pharmacist



Practical or Mechanical

Occupations involve working with tangible objects, such as tools, machines, and instruments. Tasks may include fixing, making, installing, operating machinery.

- Army officer
- Baker
- Construction worker
- Fire-fighter
- Hairdresser
- Physiotherapist
- Panel beater



Nature or Recreation

This work involves working with things in the natural world. Activities include growing crops, raising livestock and caring for animals and the environment. Involvement with sport and leisure fall into this category.

- Botanist
- Dog trainer
- Farm hand
- Fisheries officer
- Marine biologist
- Sports coach.



Organising or Clerical

This work involves processing data, retrieving facts and figures, developing administrative policies and procedures. Activities include organising, planning and budgeting.

- Accountant
- Bank officer
- Events coordinator
- Interpreter
- Librarian
- Secretary



Persuading or Service

Working with people to sell, influence, motivate, negotiate, or serve. Tasks include selling, promoting goods and services, bargaining or presenting a point of view.

- Hairdresser
- Interior decorator
- Cleaner
- Baker
- Travel consultant



General work skills

There are skills that everyone needs to work.

- We need to be able to manage career and work life - being on time, following directions and being polite and respectful with managers and work colleagues, dressing properly.
- We need to interact with others - talking with people at work, cooperating with people at work, recognising other people's strengths and contributions.
- We need to be able to get our work tasks done - planning, organising, making decisions, solving problems, working with computers or equipment.

You can talk with your child each day about what they did at school or at sport or out with friends. Help them to think about their different strengths, the things they do well.

Places to get help

There are places to get help in work and careers planning in Australia. Your child's school may have a Careers teacher or advisor who can help talk with your child and with you. Your child may be asked questions to see what careers will match their interests, skills and abilities. These are sometimes called careers assessments or vocational assessments.

Careers or vocational tests can help your child:

- know more about their interests and the jobs which match them
- select the best job category for them and the subject areas that they need to study
- get new ideas about possible career and study areas to choose from

These tests can't:

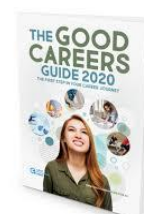
- tell your child what career they need to choose
- predict whether you will succeed or fail in your career
- measure intelligence or ability



While it's important that your child feels supported by you, be careful that they don't feel this as pressure to pursue a particular job or career path.

Careers sites (there's more at the end of this book)

- **The Job Search website:** www.joboutlook.gov.au click on the Career Quiz. (Free)
- **Your Career:** www.yourcareer.gov.au Information and links
- **My Future:** www.myfuture.edu.au/ The site offers a range of information, including a free career quiz.
- **Alife:** www.alife.net.au click on 'Need Direction?' for a quick, free quiz that leads to career videos.
- **My Big Tomorrow:** www.mybigtomorrow.com.au
- **Jobs and Careers:** www.jobjumpstart.gov.au
- **Skills Road:** www.skillsroad.com.au
- **Course Guide:** www.gooduniversitiesguide.com.au
- **Year 13: Post year 12 options** www.year13.com.au
- **The Good Careers Guide:** www.goodcareersguide.com.au



The Good Careers Guide provides an in-depth look at a range of occupations, and their education and training pathways. Available as a hard copy and online.

Workshop Two – Career Pathways and Transition Services

1. What do I want to do when I leave school?
2. Where can I find information?
3. Education and Training Options

Framework for Career Development

- 1. Self Awareness:** what you like (your interests), what you are good at (your skills and abilities), what is important to you (values)
- 2. Opportunity Awareness:** Understanding the world of work – finding out what's out there through formal education and exposure through a variety of extra curricula activities
- 3. Decision Making:** Learning how to make informed decisions based on personal requirements, research re the job/course requirements and practicalities
- 4. Taking Action:** working through a transition plan: addressing a skills gap, starting the application process, writing a resume, learning interview skills, etc. managing a smooth transition to reach desired goals.

(Adapted from Tony Watts, 2006)

What do I want to do when I leave school?

Pathways Plans are a way to help young people to think about their future and to plan for learning throughout their lives. A Pathways Plan may be called a Learning Plan, a MIPs (Managed Individual Pathways) plan, a Transition Plan or something similar. A Pathways Plan helps young people set goals and find activities for achieving them. Parents can help and support their teenager by talking about the plans with them.

Where can I find information?

Most schools have a staff member to help young people think about their interests and find out about different courses and employment options. These staff can be called; Careers Advisers, Guidance officers, Transition Advisers, Careers/Transitions team. You or the young person can contact the staff by phone, or you can make an appointment. Organisations sometimes come into the school and help young people think about their pathway plans.

The schools careers/transition team can help young people:

- think about their needs, interests, things that are important to them, things they do well, and their goals for the future in education, training and work
- find out about careers by looking for local, national, and international opportunities in education, training and work
- find work experience in an area of work they are interested in
- develop a plan about what they want to do when they leave school
- find information, organisations and people outside of the school that can help
- help young people to learn skills needed when they leave school and move to further education, training or employment eg: completing application forms, writing a resume, applying for a course, interview skills

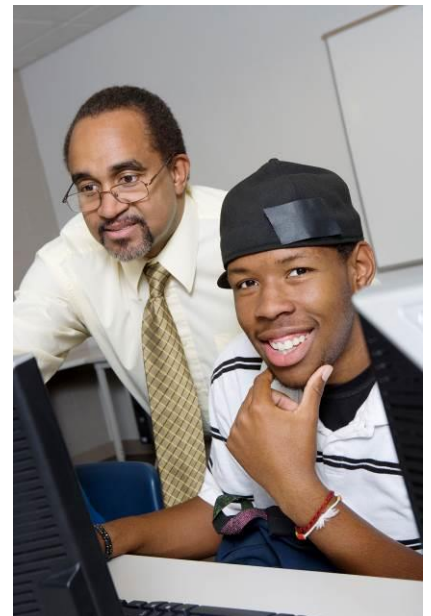
Most schools will have an area that has lots of information for young people on Pathways and Careers.

Education and Training Options

In Australia there are lots of ways to get education and training. Many parents think young people must stay at school until they finish Year 12 and then they would like them to go to university.

In Australia there are many education and training choices that can help young people get the job or career they would like. In the following pages, we are going to explain all these terms (e.g. Year 12, TAFE, apprenticeship) and options:

- Staying at school until Year 12 and going on to study at TAFE, university or other training organisations
- Completing secondary school at TAFE and in some community settings
- Studying courses at TAFE and then going to University
- Completing an apprenticeship at TAFE
- Getting a job and studying at TAFE or university later
- Finding a job and studying at TAFE, university or other training organisations at the same time
- Applying to study at university as a mature age student (over 21 years of age)



Australian Curriculum

The Australian Curriculum includes seven general abilities which all young people need to live and work successfully. They should learn these abilities at school. These are:

1. Literacy (reading and writing)
2. Numeracy (math and figures)
3. Information and communication technology capability (working with computers)
4. Critical and creative thinking
5. Personal and social capability (making friends and being able to talk with others)
6. Ethical understanding (knowing what is right and wrong and acting the right way)
7. Intercultural understanding (knowing and understanding other's cultures)



For more information go to the Australian Curriculum Assessment and Reporting Authority (ACARA) website: www.acara.edu.au

International Baccalaureate Diploma (IB)

The International Baccalaureate Diploma is offered in some registered schools. It leads to a qualification that is widely recognized by universities here and overseas. For more information on IB go to: www.ibo.org

Vocational Education & Training (VET in Schools)

VET helps young people learn about work skills while they are at school. Students can study for a work related certificate and also finish VCE at the same time.

VET in Schools can lead to study at TAFE or University or employment. Students can make a choice in year 10 about what VET subjects they would like to study in Years 11 & 12.

VET courses give students practical learning both in school and in a workplace.

The best way to find out about your teenager's options is to contact your school VET coordinator or Career/Transitions team.



VET in Schools - Success Story

Mohamed was always interested in how things worked. 'I used to pull things apart and put them back together to see if they'd still work. That interest moved to electrical appliances and just grew from there.' In 2017 Mohamed commenced his Certificate III in Electro technology through VET in School during Year 10. Mohamed emerged at the end of Year 12 with an industry qualification and an offer to of an apprenticeship with Morris Electrical in Kent Town, Adelaide where he had done his work placement. 'I originally did work placement with Morris Electrical, got offered an apprenticeship and wanted to start straight away. Doing VET Electro technology was great because I could it got me started and lead to an apprenticeship' Mohamed says.

School Based Apprenticeships and Traineeships (SBAT)

Some schools let students start an Apprenticeship while at school. School based apprenticeships mean young people can get a national vocational qualification while studying at school.

Young people completing a school based apprenticeship or traineeship will:

- Attend school and work
- Study for a senior secondary certificate and a vocational education and training (VET) qualification
- Earn a wage for the time spent working in a related job.

Contact your school careers/transitions team or an Australian Apprenticeships Centre in your region to find out if this is possible in your area, or visit www.australianapprenticeships.gov.au.

A success story from the School Based Apprenticeships and Traineeships (SBAT) program

Salon owner Lil, who had previously hosted students for work experience, was looking for young people to incorporate into her workplace. A local student was sourced-Jessica, who was passionate about working in the industry and had been contemplating leaving her studies to take up a full time hairdressing apprenticeship. Jessica proved to be an excellent fit at the salon and, after one year she has successfully completed both her SBAT and her studies at school. Jessica was nominated for an Australian Vocational prize and Lil has taken her on as a full time apprenticeship.

Post school

Australian Apprenticeships

If your teenager does not think staying at school is suitable for them or they have already left, apprenticeships are still possible. They are a great way to get a good job and get the training needed to build a career, in almost any industry.

Australian apprenticeships offer practical work and training in many different work areas. For example: building, cooking, gardening and hair dressing. Australian apprenticeships can be both apprenticeships and traineeships. They both combine practical work with structured training to provide a nationally recognised qualification together with the experience needed to get into a selected field. As we mentioned before, schools offer the option for students to start an apprenticeship while attending school, known as a School Based Apprenticeships & Traineeships.



The employer and the apprentice or trainee signs a Training Agreement. Paid work is carried out while the apprentice or trainee is being trained either with a TAFE College or other training provider. The apprenticeship training can be delivered on-the-job, off-the-job, or a combination of both. Off-the-job training is done with TAFE colleges, business colleges or other approved training providers.

Any job seeker 15 years and over who is a Permanent Resident can apply for an Australian Apprenticeship. You do not have to be registered with Centrelink or be unemployed. Australian Apprenticeships qualifications are nationally recognised, so an Apprenticeship in a local area will be recognised across Australia. Australian Apprenticeships can be a pathway to further education and training opportunities, such as a university degree or other tertiary qualifications.

For more information on Australian Apprenticeships see:

www.australianapprenticeships.gov.au
www.mygain.com.au

www.aapathways.com.au

Group Training Organisations

Group Training Organisations employ apprentices and trainees and then find employers to give these people work for all or part of their training. Group Training Organisations help the employees and employers during the young person's training. For more information about group training see: www.grouptraining.com.au

TAFE (Technical and Further Education)

TAFEs offer courses in many areas, including training for apprenticeships.

Courses may be fulltime, part time, day and evening classes, long and short courses. TAFE colleges provide Certificate II, III & IV, Diploma and Advanced Diploma level. Young people may be able to enter TAFE:

- After year 12
- After year 10 or 11 (for some courses)
- As a young adult without completing year 12 (aged 18-21 years)

TAFE courses can be a good choice for young people who want:

- a learning environment where they are treated like adults
- courses to help with their English, literacy and numeracy skills
- employment/work focussed training
- a pathway to university



If your teenager has a Health Care card the cost of courses may be less than for other students. TAFEs are found in each state and territory in Australia, for more information on TAFE learning opportunities visit your state/territories TAFE website.

PLEASE NOTE: All students enrolling or continuing in a training course must apply for a Unique Student Identifier-**USI**. The USI will help keep training records and results together in an online account. Go to: www.usi.gov.au

University

Universities offer qualifications such as; Diploma, Advanced Diploma and Bachelor Degrees. Many professions such as teachers, doctors, engineers, lawyers and nurses need university qualifications. As you saw on page 17, in Australia, there are many more professions than those that may have existed in your home country.

University students must have high levels of English, reading, writing listening and speaking. Students also need problem solving and independent learning and research skills. Some universities help refugee background students by offering them scholarships. Contact the university you are interested in to find out more or use the contacts below.

Further information is available on the following websites:

Information about Government assistance for financing tertiary study: www.studyassist.gov.au

Open Universities Australia: www.open.edu.au

Private Providers

Some registered Training Organisations are privately run companies. They also offer nationally recognised qualifications: from Certificate I to Advanced Diploma level as well as Degrees in a wide range of fields. Course fees may be higher than those of TAFE institutes.

Before enrolling in a course at a private institution, you should make sure that the courses are recognised by the Government. For information about choosing a provider go to: www.training.gov.au

Community Education

Community Education is learning in community settings like neighbourhood houses, community and learning centres. Some courses are like TAFE courses eg: business management, building and construction, engineering, farming, health and fitness, hospitality.

Other courses can help with computer skills, English language, literacy and numeracy and skills for finding a job.



Differences between University and TAFE/RTO

	University	TAFE/RTO
Type of course	Theory driven/research	Hands on/job related
Style of teaching	Lectures and tutorials	Classroom based
Contact hours	Varies from 12 – 25 hours	4 days a week, 9 - 5
Length of course	Minimum 3 years	From 6 months to 2 years

Free Online Learning

Some courses can be studied free online. Some universities offer courses online. Information about online courses can be found at: www.mooc-list.com

www.coursera.org

www.open2study.com/courses

The GAP Year

Many young people are not sure what they want to do when they finish school. They need time to think about what they really want to do in the future. Some young people do this by taking a 'gap year'. This is a year between school and further study or training.

Activities some young people participate in to help them think about what they want to in the future are:

- Voluntary work: both local and overseas
- Travel
- Short courses
- A variety of jobs e.g. family businesses, fruit picking, kitchen hand, waitress



Useful volunteer websites:

www.govolunteer.com.au

www.volunteer.com.au

www.projects-abroad.com.au

Support for students with a disability

Students with a disability requiring support with the transition from school to further education or training can contact their local NDCO: National Disability Coordination Officer.

Students with a Disability can also contact the Disability Liaison Officer (DLO) employed at each TAFE to identify the supports available to them.

Give Them Five

What are you going to be when you grow up?



If your teenager doesn't know the answer to this question you can help them by talking with them about the 'High Five' messages below:

1: Change is constant

Be prepared to change your plans when there are changes in your life - new opportunities will develop

2: Follow your heart

Encourage a young person to dream of a future full of different types of career choices.

3: Focus on the journey

Finding out about different careers and helping your child try out different paths will help your child and can be lots of fun

4: Keep learning

Learning comes from many experiences; not only working and training but also from everyday activities such as using social network sites, being part of a community group, sporting teams and family members.

5: Be an Ally

An ally is someone who cares. We want young people to feel part of a community that cares for them while they are thinking about their career path. People who can support young people includes: YOU as their parent, youth workers, neighbours, family, friends and employers or elders in your community.

(Acknowledgement: The High Five of Career Development were developed by Dave Redekopp and others)



Workshop Three – Jobs

1. Job hunting - how to do it
2. Young people and telephones
3. Agencies and services that assist with job searching
4. Career and transition programs
5. Skills shortages
6. The first job – what every young worker should know
7. Bullying, violence & discrimination in the workplace

Job hunting - how to do it

Looking for work can be hard work and can take a long time. There may be many 'No's before there is a 'Yes'. Help your child to stay positive and to keep trying. When looking for a job you need to:

- Find job vacancies
- Find out as much as you can about the job
- Apply for the job
- Attend an interview

To support your child in their job hunting, you will need patience and a clear idea about the different things they need to do to get a job and the different stages in finding work. There are many ideas and hints at this website: <https://myfuture.edu.au/career-articles/>

Finding Job Vacancies

There are many places young people can look for job vacancies:

- **Friends and relatives:** Remember to ask your friends and relatives to see whether they might know of any positions which are coming up.
In Australia, 80% of jobs are not advertised and 70 % of those jobs are through your networks!
- **Employers:** Telephone, email or visit organisations they would like to work for and ask if there are any vacancies.
- **Newspapers:** Local newspapers are still a source of local jobs.
- **Centrelink:** Go to the local Centrelink office or Jobactive provider and use the computers and printers for your job search activities.
- **Career advice services:** Employers often tell schools of positions for school leavers. Career teachers should know of any job vacancies that the school has been told about.
- **Employment agencies:** Apart from the free services from a Jobactive provider, there are also agencies who, for a fee, match job seekers with job vacancies. Agencies can be found on the Jobsearch website. If you want to find a good local agency to help your child, contact your local council youth services department. Most agencies will ask applicants to complete a registration



or application form. Sometimes you must also do short tests to check your computer, English and maths skills.

- **Notices:** Check notices in shop windows, on community notice boards, on signs at the front entrance to a business and outside factory gates.
- **Internet:** There are many websites that list job vacancies. Most sites let people lodge their resume online and your child can also sign up to get emails when there are job vacancies.
- **Social media:** Social media is another place to search for jobs. Young people can promote themselves on their own pages and also monitor the social media accounts of organisations they're interested in working for. Often job vacancies are posted in an organisation's social media accounts (twitter, LinkedIn etc)

Australian Job Search
www.jobsearch.gov.au

Career One
www.careerone.com.au

Adzuna
www.adzuna.com.au

Positions Vacant
www.positionsvacant.com.au

Disability Employment Services
www.jobaccess.gov.au

SEEK Employment
www.seek.com.au

Indeed
www.indeed.com.au

Skills Road
www.skillsroad.com.au/apply-for-jobs/jobs-board

Apply for jobs directly with an employer
www.applydirect.com.au

Casual, part time and entry level jobs
www.spotjobs.com

- **Company websites:** Many companies and organisations have job vacancies on their websites. Look at the home pages for a link to 'recruitment', 'careers' or 'human resources'.
- **Government jobs:** are also listed online. Vacancies in federal government departments are advertised online and can be accessed at www.apsjobs.gov.au

Vacancies in all states can be viewed at:
www.publicservicejobs.com.au

Vacancies in state and territory government departments are listed on the following sites:

NSW - www.iworkfor.nsw.gov.au

NT - www.careers.nt.gov.au

QLD - www.smartjobs.qld.gov.au

SA - <https://iworkfor.sa.gov.au/>

TAS - www.jobs.tas.gov.au

VIC - www.careers.vic.gov.au

WA - www.jobs.wa.gov.au



Finding out about the job

It is important to find out as much as you can about the job you are applying for. It can also help you work out if this is the job you want. Find out about the job by going to the organisation's website or by phoning to talk to the contact person.

Parents, make sure your teenager makes the phone call. Employers might wonder why your teenager is not making the call if you phone instead. It allows them to demonstrate initiative - that is, that they are keen to do the job and also can confidently ask for what they want. All skills they will need in the job.

Help your young person to plan what questions they want to ask before they call. **Always** read the position description if there is one. Position descriptions give lots of information about the job and the skills you need to be able to do the job.

Applying for the job

When you apply for most positions, you will need to write a **cover letter**. This is a formal letter explaining your interest in the role and briefly outlining your qualifications for the role.

You need to meet the **Key Selection Criteria** for the role. The key selection criteria are usually listed in the position description. They are the necessary qualifications and skills that someone will need before they can do the job.

You need either a **resume** (a summary of your career or work history to the present time).

How to write a cover letter

Either you or another family member/friend, neighbour or elder can help your teenager with their job application. Here are some tips for your teenager to help them.

Before writing the letter:

1. Find out if there is a position description, and go through the 'key selection criteria' point by point. Get them to write down how they meet each requirement. This will also help prepare for the job interview. If there is no selection criteria listed, your teenager could contact the employer and ask whether there are any
2. Find some sample or template cover letters. There are some great examples at www.youthcentral.vic.gov.au under "Applying for Jobs". In essence, it follows the order below:
 - **Opening paragraph:** explain your purpose and give the reader a reason to keep reading. State which position you are applying for and give the reference number if there is one. Mention how you found out about the vacancy (ie, in the local paper, on which website, etc) and briefly explain why you are interested in the position.
 - **Second paragraph:** demonstrate that you can do the job. Match your experience, skills and qualifications with what the employer has asked for. Use two or three selling points and focus on what you have to offer.
 - **Third paragraph:** show that you are willing to do the job and can fit into the organisation. Address any remaining details from the advertisement, such as availability, transport requirements or start date, e.g. *I am available to work weekends or evenings as required and can start work with two weeks' notice to my current employer.*
 - **Fourth paragraph:** thank the reader for considering the application and refer to your enclosed resume and other attachments. Indicate that you would appreciate an interview to discuss your application.

- **Closing:** if your salutation was *Dear Sir/Madam*, end with *Yours faithfully*. If it was *Dear Mr/Ms/Dr Smith*, end with *Yours sincerely*. Leave a couple of lines for your signature, and below that, type your full name.

4. Check for the 'closing date' — this is the date that the employer must receive your application by.

After your young person has written the letter, make sure they:

1. Get two people to read over it.
2. Be 100 % sure that there are no spelling or grammar mistakes.
3. Always keep an electronic copy of cover letters. This will help prepare for the interview. It also means a head start for future letters!

How to write a Resume

In most cases your teenager will need a resume, rather than Curriculum Vitae. But you can also do a combination of the two, usually by including hobbies and interests outside work and school at the beginning or end of the work resume.

Resume	Curriculum Vitae
<ul style="list-style-type: none"> • A summary of your career over the last 10 – 15 years used as a marketing tool • Written in first person without use of 'I' (except for in Career Objective section) • Written in direct statements formatted with bullet points • Reverse chronological order (going backwards from the present time) • Can be 1, 2 or up to 4 pages if up to 15 years experience 	<ul style="list-style-type: none"> • Written in 1st person (use 'I' throughout) and in essay form • Summary of individuals entire life, both professional and personal • May be written in chronological or reversed order • Suited to research, academic, scientific, medical or CEO positions • Several pages long

Adapted from How to Write a Winning Resume by R. Fraser

Focus on Resumes:

A resume is a great starting point for young people, who have limited work histories. Make sure you change your resume slightly to match different requirements for different jobs.

Employment agencies and youth services can help young people write resumes free of charge.

You can access FREE resume templates at these websites:

www.youthcentral.vic.gov.au www.seek.com.au
www.myfuture.edu.au/career-articles

Use a simple, consistent format and style of writing. Use easy-to-read fonts such as Arial or Times, and have the font size between 10 and 14.

Here are some suggested headings and the kind of information that should go under them:

- **Contact details:** your name, address, telephone number and email address (make sure the email address is appropriate).



- **Education and training:** show the highest educational level you have reached, where and when you studied. You can include subjects you have studied and their results. Include First Aid training, RSA certificates, whether you have a drivers' licence, etc.
- **Other skills:** any other relevant skills that you possess, especially speaking languages other than English, typing speed and accuracy, driving and equipment operating licences, or maths skills. Your skills show a prospective employer your range of abilities.
- **Work history:** explain your past and present employment and what you have done or achieved. List your most recent experience first. Include job title, employer's name and location, dates of employment, a description of your responsibilities and duties, and a description of your achievements in each position.
- **Activities and interests:** include things like community activities, sports you participate in and other hobbies. This section is optional. However, it helps an employer build a picture of you.
- **Referees:** it is usual to list three referees, who can give details of your experience and comment on your personal qualities. Include each referee's name, title, employer, work phone number and email address, and job title. Be sure to ask permission to list them and make sure you let them know which jobs you are going for.



Who would you use as a referee?

Write a list of potential people your teenager could use as referees. It is great to use a former or current manager. But you can also think of sports coaches, community or religious leaders who know you well, former teachers, etc.

What to do before the interview

- *Research* the company, job and type of business or service. Interviewers will often ask questions to find out how much the applicant knows about the role and the company. The company's website is a great place to start, as well as talking to people who work there if possible.
- *Practise* answering interview questions. You must be able to talk about your skills and what you bring to the company and job.
- *Prepare* some questions which you will ask the interviewer. At the end of the interview you will be asked 'do you have any questions you'd like to ask us'? Some things your teenager might like to know:
 - Is there a dress code?
 - Where would my work location be?
 - How many people are there in the team I'd be working in?
 - What training and development opportunities are there in this position?
 - How many people are being interviewed for this position?
 - When are you likely to make a decision?
- Make sure you dress properly for the interview and are very well presented:
 - Wear clean, ironed, simple clothes like dark colour trousers or skirt, a shirt or top and dependent on the type of job, a jacket.
 - Make sure your clothes are modest and shoes are clean or polished. Check that nails are clean, hair is tidy or styled and make-up is subtle.
- Plan the journey. Arrive early to make a good impression and to relax before the interview. State your name and explain why you are there.

Common interview questions and ways to respond

Too many job seekers stumble through interviews because they haven't prepared beforehand. Your teenager will feel much better in the interview if they spend a small amount of time thinking about the kind of questions they might be asked and practising their answers. Common interview questions and ways to respond are listed below, with tips for your teenager. Either yourself or a trusted elder could practice these with them - this is known as doing a "mock interview".



So, tell me about yourself?

This question is vague, but you can spin it in your favour. The key is not to say too much - many young job seekers turn the answer to this question into a recitation of their life story. Include some information in your answer which relates directly to the job you're applying for. 'I've always been fascinated by ...'; 'I'm really good at...' 'I want to have a career in this area', etc.

Why do you want to work here?

Answering this question is easy if you've done your homework about the organisation etc. Know what they do, and where you'd fit, then explain concisely what about the organisation attracts you. Focus primarily on the product or service that the company or organisation offers.

What are your skills?

Here's your chance to shine. In advance, choose two or three skills that you think are really your strengths and provide examples-make sure they are relevant to the job. Refer to your resume. You can give examples from school, or in extra curricula activities such as sport.

Can you give an example of a mistake you've made at work or school, and how you corrected it?

Give a concrete example of something you did (not too terrible, but a mistake nonetheless) and then explain how you were able to fix it, or – if you weren't – what you did to make sure it wouldn't happen again.

Is there anything else you'd like to tell me?

This is your opportunity to leave a positive impression. Maybe there's a question for which you've prepared a great answer that hasn't been asked yet. Or you could make a short closing statement about why they need you in the job. In any case, this one is optional – it's fine to say that no, there's nothing else, but you have some questions you'd like to ask.

What are your weaknesses?

This can be a difficult question as you don't want to give a bad impression. Identify a weakness and turn it into a positive by explaining what you are doing to overcome it. 'I can be a bit shy when I'm in a new environment but I'm making an effort to improve my confidence by asking questions and getting to know people'.

Why should we hire you?

Summarise your experiences and personal attributes: "I'm confident, hard working and keen to work with you and your company. I would be a great addition to your team."

Why do you want to work here?

The interviewer is listening for an answer that indicates you have researched the company and want to work there. For example, "My family has always shopped here and I think you offer a great service". "I've selected key companies whose mission statements are in line with my values, where I know I could be excited about what the company does, and this company is very high on my list of desirable choices."

What are your goals?

It's often best to talk about short-term and intermediate goals rather than locking yourself into the distant future. For example, "My immediate goal is to get a job in this industry. My long-term goal will depend on where the company goes. I hope to eventually grow into a position of responsibility."

Why did you leave (are you leaving) your previous (or current) job?

If you're unemployed, state your reason for leaving in a positive context: If you are employed, focus on what you want in your next job: "After two years, I made the decision to look for a company that is team-focused, where I can add to my experience."

When were you most satisfied in your job?

The interviewer wants to know what motivates you. If you can relay an example of a job or project when you were excited, the interviewer will get an idea of your preferences. "I was very satisfied in my last job, because I got to work directly with customers - I get on well with people and like helping solve problems."

What can you do for us that other candidates can't?

What makes you unique? To answer this, you'll have to think about yourself - your experiences, skills and character. Summarise concisely: "I have a combination of strong technical skills, and the ability to build strong customer relationships. This allows me to use my knowledge to explain things to people really clearly".

What are three positive things your last boss would say about you?

If you had a performance review at your previous job, it's time to get it out and read it. This is a great way to brag about yourself through someone else's words: "My boss has told me that I am the best designer he has ever had. He knows he can rely on me, and he likes my sense of humour."

What salary are you seeking?

It is to your advantage if the employer tells you the range first. Prepare by knowing the going rate in your area. One possible answer would be: "In what range do you typically pay someone with my background?"

These questions were adapted from an article by Carole Martin

Practising interview skills

Use a real job and position description. Working in pairs or groups of three, write a list of questions you might ask if you were interviewing a potential applicant.

Imagine yourself as the employer. What is it that you'd like to know about applicants for your position?

Choose 3-6 questions from above. Once you've done this, each of you will take turns to be:

- ✓ The applicant
- ✓ The interviewer
- ✓ The observer



Points to consider:

- What body language did you notice? E.g. Eye contact, posture and other non-verbal communication.
- How did the applicant feel throughout the process?
- How did the interviewer feel throughout the process?
- How easy will it be to do this practice with your teenager?

What to do after the interview

Take some time to talk about the interview with your teenager.

What did s/he feel she did best? Were there any questions s/he found challenging to answer? Which questions were easiest to answer?

If your teenager hasn't heard back within the specified time frame, get them to call the employer and ask how the selection process is going. Calling too often may irritate an employer, but calling back after an interview lets an employer know they are eager to get the job.

Job Hunting Activity



- 1) Break into small teams and from the list below, choose a job to apply for
- 2) Write a quick list of all the places you might check to find vacancies for this position
- 3) What resources are available to help you find and apply for this job?

What is the job your team selected?

What are the places your team decided they would check for vacancies of this type?

What resources are available to help you find and apply for this job?

Are there any other things could you do to help find employment vacancies in this occupation?

JOB LIST

- | | |
|-----------------------------|------------------------|
| • Air-force – general entry | • Nurse |
| • Pharmacist | • Building contractor |
| • Cheese maker | • Surveyor |
| • Vehicle painter | • Visual merchandiser |
| • Library assistant | • Apprentice carpenter |

Young People and Telephones

Learning to speak well on telephones is an important job skill. Always get your teenager to make any telephone calls about employment or training themselves. You can help them by:

1. Making a list of questions they will need to ask.
2. Practicing a 'phone script' together. This is what they will need to say from the moment the person at the receiving end answers the call. Once it is finished, sit with your teenager and listen to them practice



their own script before they make the phone call. (Parents can take on the role of employer).

An example script is set out below.

1. Hello, my name is.....and I'm calling to speak with.....about the position of.....(e.g. Retail Assistant)
2. When that person comes to the phone then say ... Hello, my name is.....and I'm calling about the position of Retail Assistant.
3. The employer might say – Oh, yes what would you like to know? The applicant can say...Thank you, I have some questions I'd like to ask.
4. Have the list of questions written down in front of you, they might be things like:
 - Is there a position description?
 - What responsibilities are involved?
 - What skills or experience would the successful person have?
 - What are the hours of work?
 - When do you plan on interviewing?
 - When would the position start?
5. You might like to offer some information about yourself, and why you're interested in the job.
6. Thank the employer for their time.

Practising telephone coaching

In pairs and using the example script above, take a turn each of being the young person making the call and the person (employer) who receives the call.

Agencies and services that assist with job searching

Centrelink

Centrelink is an Australian government agency. It offers a range of services, including:

- Unemployment and student benefit payments
- Forms for claiming Youth Allowance and other government benefits
- Information and referral to education, training and employment programs and services
- Health Care Cards
- Information about, and registration for Job Services Australia
- A Social Worker is available if you are claiming the 'unable to live at home' criteria of Youth Allowance (formerly known as Homeless Allowance)

NOTE: Even if young people are not eligible for Youth Allowance, they should register at Centrelink, as they may still be eligible for other services such as the Jobactive.

More information about Centrelink is on this website:

www.servicesaustralia.gov.au/individuals/centrelink

Jobactive

Jobactive is a one stop shop for help in finding employment. Centrelink is the gateway to this service.

More info about Jobactive is on this website: www.jobsearch.gov.au Ph: 13 62 68



Other help for young people

- **Payments for students and trainees**

For information about financial help for eligible students, trainees and apprentices go to:

www.servicesaustralia.gov.au/individuals/subjects/payments-students-and-trainees

- **Transition to Independent Living Allowance** – Transition to Independent Living Allowance (TILA) provides financial support for people leaving formal state-based care. TILA helps with the costs associated with moving from care to independent living. www.dss.gov.au/tila

Private Careers Practitioners

The Career Development Association of Australia (CDAA) is the organisation of career development professional and advisors. They have a website which lists careers counsellors. CDAA members are qualified to help with career planning and decision making and resume preparation. You will have to pay these people a fee for their service. Go to www.cdaa.org.au

Careers and Transition Programs

The New Enterprise Incentive Scheme (NEIS)

The New Enterprise Incentive Scheme is run by the Australian government to train eligible unemployed people to start and run their own new small business. NEIS trains and supports participants through an accredited three month small business management course and then provides one year of business advice and support. Phone: 13 62 68 www.dese.gov.au/new-business-assistance-neis

Transition to Work (TTW)

This is a Federal Government funded program for young people age 15-21 targeting in particular early school leavers or those experiencing difficulty transitioning from education to employment. Participants can receive intensive pre-employment support to help them achieve their goals. Referrals can come from Centrelink, Jobactive providers or can be self-referred.

For more information about eligibility and to find a local TTW provider go to:

www.dese.gov.au/transition-work

Skills for Education and Employment (SEE program)

The Skills for Education and Employment Program assists job seekers when basic English, reading, writing or mathematics skills are making it difficult for them to get a job.

For more information call DHS: 13 28 50.

Or go to: www.dese.gov.au/skills-education-and-employment

Australia's top growing industries

Australia's top growing industries

Due to the interruption of COVID 19, previous projections of jobs of the future might be out of date.

For information about the labour market go to: www.dese.gov.au/nsc/australian-jobs-report

The first job - what every young worker should know

Young people need support and care when starting off in their first job. They need to have a tax file number, a bank account and a superannuation account.

Understanding work awards & conditions

Studies also show that young people are more likely to be exploited at work than older workers. Make sure that you know about how your teenager is going at work and that they know where to go for help if there are problems.

Encourage your child to check their employment agreements before they sign on. Remember that a first job could be:

- As a volunteer
- Work experience
- Work placement
- Part-time
- Casual
- Full-time



The Fair Work system is Australia's national workplace system. For information about young people's employment rights visit www.fairwork.gov.au/

Superannuation

Your teenager's employer must pay a minimum of 9.5% of your earnings of ordinary hours of work into the super account of your choice if you are:

- At least 18 years of age and under 70
- Paid at least \$450 (before tax) in a calendar month, and
- Working full time, part time, or on a casual basis
- If you are under 18, and are being paid \$450 or more (before tax) in a calendar month and work more than 30 hours in a week.

For information contact:

Superannuation Infoline: 13 10 20 or **The Australian Taxation Office:** 13 28 61

More information is available at: www.ato.gov.au

Tax and tax file numbers

Your teenager will need a tax file number before they can start work. For all the necessary information about this and other taxation requirements for young people, go to the Australian Tax Office website: www.ato.gov.au **The Australian Taxation Office:** 13 28 61

Protection and support in case things go wrong

The Fair Work Ombudsman

The Fair Work Ombudsman can assist people with problems or questions relating to workplaces. They can investigate workplace complaints and help resolve problems in workplaces. They can also make sure that employers obey Australia's workplace laws.

Fair Work Info Line: 13 13 94 Mon-Fri 8am -5.30pm Web: www.fairwork.gov.au

Visit the Fair Work Ombudsman YouTube site for videos that will help your young person understand their rights. www.youtube.com/user/FairWorkGovAu

Unions

Unions can give employees a voice within their workplaces. They do this by assisting them to gain better pay, improved working standards, safe working environments and employment security, through collective bargaining and strength in the workplace. It is the right of every Australian worker to join a union.

Contact: Australian Council of Trade Unions Phone: 1300 362 223

Website: www.actu.org.au

Bullying, violence & discrimination in the workplace

What is workplace bullying?

Workplace bullying is repeated, unreasonable behaviour directed toward an employee, or group of employees, that creates a risk to health and safety. Examples of bullying behaviour include:

- Verbal abuse
- Excluding or isolating employees
- Psychological harassment
- Giving workers meaningless tasks unrelated to their jobs
- Giving workers impossible assignments
- Deliberately changing work rosters to inconvenience particular employees
- Deliberately withholding information that is vital for effective work performance

If you think that you or someone you know is being bullied in your workplace, you can contact your state Workcover authority or the Fair Work Ombudsman, for further information go to:

www.fairwork.gov.au



What is workplace violence?

Workplace violence is totally unacceptable. No job is worth tolerating violence. Physical and emotional health is far more important than the job.

What Can You Do?

- **Tell people about it** - colleagues, friends, family
- **Tell the employer** (or manager or supervisor or human resources department) Ask them to do something to stop it and for the incidents to be recorded. (Get a copy)
- **Record** the dates and times of violent incidents. Write down what happened and who did it. If possible record the telephone numbers and addresses of witnesses.
- **Contact your doctor**- Ask the doctor for a Work Cover medical certificate.
- **Complete a Work Cover claim form** (if necessary).
- **Contact the police** as soon as possible after violence at work so they can record evidence.

You can contact your state Workcover authority or the Fair Work Ombudsman, for further information go to: www.fairwork.gov.au

What is workplace discrimination?

Workplace discrimination is unfair treatment based on someone's personal characteristics. It can be direct or indirect. It is against the law for someone to treat you unfairly (discriminate) or harass (hassle or pick on) you because of the following:

- race
- colour
- sex
- sexual preference
- age
- physical or mental disability
- marital status
- family or carer's responsibilities
- pregnancy
- religion
- political opinion
- national extraction
- social origin

You can contact your state Workcover authority, for state specific protections or the Fair Work Ombudsman, visit: www.fairwork.gov.au

Or the Australian Human Rights Commission, visit www.humanrights.gov.au/ or call 1300 656 419

One last thing to remember

Successful people fail like everyone else. It's just that they learn from their failures and after that failing, they keep going.

[illegible]



Glossary

AA: Australian Apprenticeship

ATAR: Australian Tertiary Admissions Rank

CDAA: Career Development Association of Australia

DESE: Department of Education Skills and Employment

DLO: Disability Liaison Officer

GTO: Group Training Organisation

NAEN: National Apprenticeship Employment Network

NDCO: National Disability Coordination Officer

RTO: Registered Training Organisation

SBAT: School based Apprenticeship & Traineeships (also known as ASBA)

TAFE: Technical and Further Education

VET: Vocational Education and Training

Career: all of the paid and unpaid work, learning and life roles we do throughout our life.

Occupation: a group of similar jobs in different industries or organisations.

Job: a position in which we do tasks for payment.

Career field: a group of occupations and industries.

Career Planning: Career planning consists of activities and actions that you take to achieve your individual career goals.

Youth Transitions: participation in education which leads to further training or engagement in employment

Pathways: Where someone navigates their learning, skill development and life expertise through education, training, the community and personal life which leads to an employment destination.

useful websites



Useful Websites

Careers Information

www.yourcareer.gov.au
www.myfuture.edu.au
www.alife.net.au
www.goodcareersguide.com.au
www.youthcentral.vic.gov.au
www.skillsone.com.au
www.skillsroad.com.au
www.mybigtomorrow.com.au
www.skillsroad.com.au
www.joboutlook.gov.au
www.plumbingcareer.com.au
www.thejobilove.com.au

www.defencejobs.gov.au
www.carecareers.com.au
www.careerswithstem.com.au

A one stop shop for all career related topics

Good for all careers related research
Video based careers information & a quiz
400 occupations and pathways described plus more
Click on Career Profiles
100s of videos about getting a trade or skill
A broad careers & job website
Good career site for students
Good general careers information site
Labour market information
Plumbing careers
For info about community services, hospitality, beauty, sport & rec, tourism, hairdressing,
Careers in the Defence forces
Careers in Health & Community Services
Science, technology, engineering, maths

Education & Training

www.open.edu.au
www.year13.com.au
www.gooduniversitiesguide.com.au
www.training.gov.au
www.dese.gov.au/

Open Universities Australia
Young people making the transition from year 12
Research careers & tertiary courses
Information regarding training
Government Education and training site

Australian Apprenticeship sites

www.australianapprenticeships.gov.au Information about apprenticeships
www.aapathways.com.au Details about apprenticeships
www.grouptraining.com.au Find a relevant group training company
www.mygain.com.au Videos of apprenticeships

Employment

www.jobsearch.gov.au
www.jobjumpstart.gov.au
www.adzuna.com.au
www.careerone.com.au
www.youthcentral.vic.gov.au
www.applydirect.com.au
www.spotjobs.com
www.indeed.com

Useful for researching jobs & the labour market
Good for employment preparation
Vacancies in Australia & overseas
Local paper vacancies, also has resources for job seekers
Advice for young job seekers under 'Jobs & Careers'
Apply for jobs directly with an employer
Casual, part time and entry level jobs
Worldwide employment website

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