

Workshop Handbook



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Research shows that parents are important influencers when it comes to helping children make career decisions. It can be a confusing time for both parents and young people. A 2018 Victoria Parliamentary inquiry reinforced that **'Parents are the greatest influence on young people's career choices'**. Young people turn to parents for support before careers teachers or advisers. PACTS: Parents As Career Transition Support was developed by the Brotherhood of St Laurence based on their own research which revealed that:

- 100% of parents think it is important to be involved with their child's transition
- 80% of young people said they would seek help from parents for making decisions
- Only 20% of parents feel they currently have sufficient knowledge of employment and training options to help their child make a decision about what to do after leaving school

These findings inspired the development of the PACTS workshops. Parents are keen to help but are unsure of how to. They often do not have the most recent information about opportunities and pathways available to young people.

The aim of PACTS workshops

PACTS workshops aim to inform parents about the landscape of career transition and to help build confidence to have supportive careers conversations with their children.

The fundamental aim of PACTS is to bridge the knowledge gap for parents on what the options are today and to provide them with the skills to support their young person to find their direction.

The approach used in PACTS workshops

We've learnt that one of the better ways for parents to learn about something is to have a conversation and then experience it if possible. This way there is practical understanding. This is the approach we use in the three PACTS workshops – have a chat about it and then put it into practice.

*‘This has opened our eyes to what’s out there,
now we know more to help our two younger children’*
Parents of a Year 8 student who participated in PACTS workshops



Note on language: Every attempt has been made to make this booklet inclusive and readable. The word 'parent' is taken to include all carers, whether they are biologically related, adoptive or foster parents, workers or older friends. The word 'family' is used in the widest sense to include partners of parents and all other significant people in the young person's life

Workshop One – Beginning to Explore

- What is a career? A lifelong journey
- Communicating with your teenager about careers
- Identifying interests and values
- Occupational categories
- Career interest tests
- Career resources and websites


Workshop Two – Career and Transition Services

- Careers services at school
- More resources
- Education and training options
- Apprenticeships & Traineeships
- What is Group Training?

Workshop Three – Jobs

- Tackling the employment market
- Preparing for interviews
- Telephone skills for job seeking
- Employment services
- The first job

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Workshop One – Beginning to Explore

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4. The 7 hats of confident parents
5. Communicating with young people about careers
6. Interests and values
7. Occupational categories
8. The skills connection
9. Careers/Vocational assessment tests
10. Careers resources

*"We all have possibilities we don't know about.
We can do things we don't even dream we can do"*
- Dale Carnegie

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 by sharing a few things we remember about our own career transitions.

- ★ **What did you want to 'be' when you were around 16?**
- ★ **What did you do after you left school?**
- ★ **Who influenced you?**
- ★ **What happened next? What life events have had an impact on your career direction?**



Are things different for young people now?

If so, in what way?

What is a career?

Choosing a career is a lifelong journey with the possibility of several changes as opportunities and events occur along the way. Some people know from a young age what it is they want to do as a career; others are never 100% certain they have made the right choice. For any individual, finding the right career is a process of trial and error that starts with an idea and requires **lots of exploration** along the way.

A career is something much larger than a job or an occupation. It is the variety of experiences of learning and work (both unpaid and paid) that we undertake throughout our lifetime.

The following can contribute to a career:

- Education and training: including short courses, accredited training, online courses etc
- Work experience
- Participating in community activities
- Enterprise activities
- Paid employment including full time, part time, casual
- Life roles eg parenting
- Voluntary work
- Leisure activities including travel and hobbies

Our careers are influenced by many things, such as our interests, our age, our education, our families, our cultural values and economic, geographical and societal conditions, most of which change over time.

In the 21st century, very few people will have one job for life. Young people can expect to make several changes and reconfigure their career throughout their life.

Young people are encouraged to actively manage their own career, rather than just letting it happen. Career decisions will need to be made over a lifetime. Although they will seek assistance, ultimately they will need to make their own decisions based on their skills, knowledge, interests and values.



Two common career myths & facts

Myth: Most people have one career for the majority of their working life.

Fact: Research shows that the majority of people entering the workforce now will likely navigate 17 changes in employer across 5 different careers.

Sam's Journey

Sam likes to play with cars. He wants to be a racing car driver. He gets a job at a go cart 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: The school will work out what my child's career path should be.

Fact: Designing or planning a career is the responsibility of the individual – no person or organisation is going to do it for you. However, schools do provide details about where to access careers information and most have a school Careers Adviser. The young person needs to take the steps towards achieving their chosen career path, so this is the time when parents can play a key role.

Pathways plans

Schools in most states have some type of Career Pathways Planning, to teach and encourage young people about lifelong learning and planning. Most schools have a system in place to facilitate the development and reviewing of pathways plans for students, often starting at Year 8 level. This is done differently depending on the school, and may be called Learning Plans, Pathways Plans, a Transition Plan or something similar.

A pathways plan encourages the student to set goals and identify activities for achieving them. The pathways plan can be in a written or electronic format. The focus should be on working through the activities in the plan and reviewing it at times. Parents can assist and support their teenager by discussing their plans with them. Simply being aware of it can help the young person to stay on track.



**Our kids are always our kids whether they are 4 or 24,
so at times it is hard to shift our parenting role from caregiver to coach.
As a coach we can be there to listen, encourage
and ask the right questions of them to help plan strategies and take action.**

The 7 hats of confident parents

We need to take a flexible approach when discussing careers with our children. This is dependent on their temperament, ages and situations. As parents we can get stuck in one or two modes and can't change. Often this requires us to wear one or more different hats.

Teaching hat

We wear this hat constantly from a child's early age. As parents, we teach children skills and knowledge to gain independence as well as deal with a whole range of issues and challenges.



Listening hat

This is when we actively listen to understand children from their point of view. We use this hat to know what is going on in our children's lives and to listen to their problems and concerns.



Protective hat

The nurturing, caring hat that is difficult to take off. Children need to be cared for and given parental protection and reassurance from a young age. They need to be shielded from problems that they are neither old enough for nor socially or emotionally equipped to handle.



Supportive hat

The hat that parents wear when their children experience some of life's difficulties and frustrations. Children need to feel emotionally supported and know that someone cares for them and are ready to assist them if needed.



Encouraging hat

The hat that we wear when we want children to believe in themselves and develop the confidence to learn, improve and grow. Parents need to be optimistic and have faith in children's abilities to improve when they wear this hat.



Firm Parent hat

This hat is generally needed to help set the behavioral limits that children need to assist them to act in accordance with social conventions and also to be safe.



Playful/fun hat

Parents wear this hat to build relationships with their children and ensure that time spent together has an enjoyable element for both.



The challenge for parents is to make sure we wear the right hat in the appropriate situation. We intuitively know how we should react with our children but often mood or indecision gets in the way. Step back and look at which hat you are wearing during a careers conversation and think which of the seven "hats" the situation really requires.

*Adapted from Parenting Ideas; see www.parentingideas.com.au
A resource for parents facing challenging issues with their teenagers: www.strongbonds.jss.org.au*

Communicating with young people about careers

Most teenagers will not want you to plan their lives FOR them, but will appreciate your help to explore career ideas and help them with the transitions. Listen to their thoughts and ideas, help them explore the options, and let them determine if they have found something they would like to pursue.

Generally, if you let them find out for themselves, as opposed to telling them, i.e. “it’s not a good job, doesn’t pay well etc” they will come to that same conclusion - on their own. Help them learn responsibility, good decision-making and to develop resilience.

Our role is to be a career coach for them, not make the decisions for them!

To help the communication process:

- **Be aware of your reactions** to your teenager’s ideas, and their extracurricular interests and activities. These can play an important part in increasing a young person’s self-awareness and a developing sense of identity.
- Make sure your teenager feels that **any decisions are theirs with your support**.
- **It’s OK not to know!** It’s normal-we develop a sense of direction over time, in our own time.
- Encourage your teenager to **research opportunities** and take advantage of help available from school and outside services. Connect them with other adults who can open their eyes to more possibilities. The careers advisor at school is there to help.
- Encourage your teenager to **participate in community activities** through **volunteer work, sporting clubs and other organisations**. This can be a great way of getting to know more about a particular area of work, and what their strengths and weaknesses are.
- **Help your teenager to think about planning for the future**. Most goals require some planning, even things like a new phone, a new skateboard etc. Saving up for a car or enrolling in a course means *working out how to plan*.
- **The way parents talk about jobs at home** can impact enormously on teenagers. If parents are negative about their work, teenagers may think that work is an awful place.
- Young people need us to be **optimistic** about them and their futures.
- Let your teenager know **you are interested in their goals and dreams**. Your support will encourage them to value their individual goals, and realise that they are worth working towards. Encourage them to ask important questions about themselves and the world of work.



The most important thing that parents can teach their children is how to get along without them

GROUP THINK

Given the information discussed consider the following questions:

- 1) What might be the difficulties as a parent in handing over the decision-making responsibilities to our teenager?
- 2) How can you let your teenager know you are interested in their goals and dreams without imposing your own views upon them?



How to start making career decisions

Interests and values

To find satisfying careers young people need to know their own interests, abilities and values. As parents we can assist them to identify these to increase their self-awareness so relevant career directions can be explored.

Clues for identifying interests may be found in their:

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

Examples of values might include:

- I enjoy being with people
- Like fixing things
- Want to make a difference
- Prefer working outdoors
- Like caring for plants/animals
- Opportunities for travel
- Want to be my own boss

Kate's List

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



Kate'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

Occupational categories

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. Here are seven broad categories of occupations often used in careers resources and testing materials. Other groupings of occupations exist eg; Foundation For Young Australians 7 job clusters: www.fya.org.au

1. 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



2. 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. Eg:

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



3. Helping or Advising

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

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



4. Practical or Mechanical

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

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



5. 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. Eg:

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



6. Organising or Clerical

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

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



7. 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. Eg:

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



Creating a list of interest areas

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, indicate the occupation categories that occurred most frequently.

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

Does this correspond with what you thought may have occurred the most?

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, indicate the occupation categories that occurred most frequently.

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



The skills connection

The average teenager uses a multitude of skills every day while pursuing their school and leisure activities. Employers are willing to pay for these skills, but teenagers have no idea how skilled they are.

Once an activity has been completed, it means that person has demonstrated they have ability - and that ability is a skill.



Teenagers have often not made this important connection. There is no denying the fact that our kids are learning skills in school. They also need to develop a skills language with which to describe what they've learned and explain what they are able to do.

Employers complain that at interviews, students often tell them what courses they've taken, but find it hard to explain what they've learned or how it might apply to the position in question.

Knowing your skill set, 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 critical.

There are a number of ways to group skills. Transferable skills can fall into 3 main categories: Data, People and Practical. There are ten basic aptitude areas under these headings.

Data skills

- **Logical intelligence:** think, observe, analyse, evaluate, understand, problem solve, organise work, perform complex operations, make logical decisions
- **Intuitive intelligence:** imagine, perceive, compare, innovate, be creative, show global vision, make instinctive decisions
- **Verbal ability:** read, comprehend, write, research, listen, document, discuss, instruct, communicate, explain
- **Numerical ability:** figure, calculate, estimate, assess, track, record, budget, analyse numbers
- **Detail:** follow directions, examine, proofread, audit, measure, edit, adjust, balance
- **Multidimensional ability:** interpret graphics, perceive depth, visualise and understand relationships between spaces, discriminate between colour and shade

People skills

- **Leadership ability:** manage, supervise, organise, lead, entertain, train, evaluate, encourage, negotiate, cooperate, solve problems
- **Motivational ability:** motivate, energise, persuade, inspire, sell, teach, interpret, influence

Practical skills

- **Manual agility:** make, repair, fabricate, process, test, manufacture, assemble and operate various products/machines/tools
- **Physical ability:** handle, carry, lift, move, balance, coordinate, support, drive, transport, load, run, play

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

Generic employability skills

The following transferable skills are valued by employers across industries and will be necessary for young people as they navigate an increasingly dynamic and complex world of work:

- Communication skills
- Teamwork
- Problem solving
- Critical thinking
- Creativity
- Digital literacy
- Financial literacy
- Presentation skills



Young people demonstrate many of these skills in their everyday life in school work, extra curricula activities and hobbies. They need parents need to help to identify them and to further develop these important areas.

(Source: Foundation For Young Australian 'The New Basics')

Careers/vocational assessment instruments

There are a range of tools and activities available to help young people begin to think about a career. Career or vocational assessments give participants a way of reflecting on their own skills, interests, values and knowledge to help determine a career that might be a 'good fit' for the person.



Career tests...

Can help to:

- Provide information about their interests and the jobs that match them
- Provide tools and clues to assist with further career discussions
- Narrow down major academic and career options
- Provide new directions to explore or reinforce what you already suspect

Are not:

- Tests that tell you which career you should pursue
- Meant to limit you to one or two career fields - keep exploring
- Meant to keep you from considering any particular academic major or career field
- Measures of your abilities, aptitudes or intelligence
- Able to give you everything you need to make an informed career decision

Free career assessments

1. **The Good Careers Guide:** www.goodcareersguide.com.au/aptitude-test/
2. **My Future:** www.myfuture.edu.au/ A Career Information and Exploration site which includes a free career assessment-'My Career Profile'
3. **Alife:** www.alife.net.au Click on 'Need Direction?' for a quick, free quiz that leads to career videos.
4. **My Big Tomorrow:** www.mybigtomorrow.com.au
5. **Apprenticeships website:** www.aapathways.com.au/explorer
6. **Skills Road:** <https://skillsroad.com.au/careers/career-quiz>

Find out what career test your school uses and when, so you can discuss the findings with your child.



Careers Resources



Bullseye Posters

These posters link occupations and training requirements to subjects studied at school. This is a great way of linking favourite subjects to career ideas. They are also available for download at:

<https://myfuture.edu.au/bullseyes> occupations on these posters can then be researched in The Good Careers Guide.

The Good Careers Guide

This publication contains descriptions of 400 occupations including education and training required to do the job, as well as lots of other useful information. It now includes the Good Universities Guide. It's available as a hard copy, on the internet and as an App. Go to: www.goodcareersguide.com.au

Careers and general information websites

There are numerous websites offering careers, education and employment information. Internet access is also available at public libraries. (More at the end of this book).

My Future

www.myfuture.edu.au

Career Videos & information

www.alife.net.au

My Big Tomorrow

www.mybigtomorrow.com.au

Good Careers Guide

www.goodcareersguide.com.au

Careers Online

www.careersonline.com.au

Videos on getting a trade or skill

www.skillsone.com.au

Skills Road

www.skillsroad.com.au

Course Guide

www.gooduniversitiesguide.com.au

Your Career

www.yourcareer.gov.au

National Training Directory

www.myskills.gov.au

Year 13: Post year 12 options & Info

www.year13.com.au

Website about careers & jobs

www.jobjumpstart.gov.au



Resources with disability focus:

www.westernsydney.edu.au/getreadyforstudyandwork

www.tickettowork.org.au

One stop shop for all career related topics: www.yourcareer.gov.au

Workshop Two – Career and Transition Services

- 1. Framework for Career Development**
- 2. What careers services are at school?**
- 3. Education and training options**
- 4. Apprenticeships and Traineeships**
- 5. What is Group Training?**



A Framework for Career Development

These 4 steps can assist with managing change at any age or stage in a career journey

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 careers services are at school?

Most schools will have at least one staff member employed to help young people identify their interests and research into various courses and employment options. These staff may be Careers Advisers, Guidance officers, Transition Advisers, external agencies and other staff employed to support young people in career transition.

The schools careers/transition team aims to help young people in the following ways:

- Develop an understanding of their needs, interests, values, aptitudes, and aspirations with respect to education, training and work.
- Investigate careers and opportunities, by assisting them to find out about opportunities in education, training and work.
- Gain work experience which can be a great way to find out more about a particular field of work.
- Develop and implement their career plans and helping them gain access to external resources.
- Acquire the skills for making an effective transition from school to further education, training or employment such as completing application forms, writing a resume, applying for a course, interview skills.

Most schools will have an area which is dedicated to Pathways and Careers. Information on career options, employment opportunities and further education opportunities are generally available and is a great starting point for the young person to begin their research.

As a parent you are able to contact the careers service area at your school. Find out about the career information area at your child's school, and make sure your child knows where to go for support and information.

For information about career services in NSW schools go to: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/educational-pathways-program/program-initiatives/innovating-careers-education>

More helpful resources

The NSW Education Department

Website: <https://education.nsw.gov.au/>

Phone: 1300 679 332

Twitter: [@NSWEducation](https://twitter.com/NSWEducation)

Facebook: [@NSWDepartmentofEducation](https://www.facebook.com/NSWDepartmentofEducation)

YouTube: [NSWDepartmentofEducation](https://www.youtube.com/NSWDepartmentofEducation)

Instagram: [@NSWEducation](https://www.instagram.com/NSWEducation)

Distance Education: <https://education.nsw.gov.au/teaching-and-learning/curriculum/rural-and-distance-education/distance-education>

The NSW Courses Directory and more

Website: <https://education.nsw.gov.au/skills-nsw>

Phone: 131 601 (TAFE NSW)

University Admissions Centre: www.uac.edu.au

NSW Education Standards Authority: NESA www.educationstandards.nsw.edu.au

Federal Education Department: www.education.gov.au/

Resources for parents: <https://education.nsw.gov.au/parents-and-carers/pathways-after-school>



Education & further training options

NSW Education

Schooling in NSW commences with Kindergarten followed by twelve years of Primary and Secondary school. In the final year of secondary school, Year 12, there are a range of government endorsed certificates that are recognised by all Australian Universities and Vocational Education and Training institutions.



NESA: NSW Education Standards Authority

It sets the core curriculum Kindergarten to Year 12 and administers the NSW Higher School Certificate: www.educationstandards.nsw.edu.au

Educational Qualifications

School	TAFE	University
*Year 10 onwards RoSA (see below)	Certificate I	Associate Degree
*Year 11 (Preliminary HSC)	Certificate II	Bachelor Degree
*Year 12 HSC	Certificate III	Graduate Certificate
	Certificate IV	Graduate Diploma
*Can include a VET or SBAT course	Diploma	Masters Degree
	Advanced Diploma	Doctoral Degree

RoSA: Record of Student Achievement

- If students leave school before completing Year 12, the RoSA is the credential to use when applying for employment, further education or training.
- Schools are responsible for requesting the RoSA which students download from the NESA website.
- The RoSA records grades or participation in courses from Year 10 up to when the young person leaves. Even Year 12 graduates who don't meet all the requirements of the HSC can receive a RoSA.

For more information: <https://education.nsw.gov.au/teaching-and-learning/student-assessment/rosa>

HSC: Higher School Certificate

Students in Years 11 and 12 are usually working towards their Higher School Certificate-the highest level of attainment in the secondary school system. The HSC is administered by the NESA (see above).

Students need to successfully complete the required number of units at Year 11 & 12 level to gain the HSC. Students also need to meet minimum standards in literacy and numeracy before the HSC is awarded. The HSC is usually completed over 2 years but it can take up to 5 years to meet the requirements.

Here is a resource to assist with choosing HSC subjects: www.uac.edu.au/subject-compass/#/

For more information about the HSC go to: www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC and www.hsclub.nsw.edu.au/

The Australian Tertiary Admission Rank (ATAR) is a ranking number, not a mark, that is used by institutions to select students for admission into courses.

For more information go to: www.uac.edu.au/future-applicants/parents

VET: Vocational Education and Training (in schools)

VET allows school students to participate in and complete a nationally recognised vocational certificate while at school. It is provided by TAFE NSW or other registered training organisations. VET is available in a wide range of industries, and most schools offer a range of VET courses to its students.

In NSW students can participate in a VET program in Years 9-12. These students will receive a Statement of Attainment for a partially completed VET course, or a Certificate level qualification if they complete it successfully. This will be included on their RoSA or HSC statement.



VET courses provide the student with practical industry specific skills, and can possibly contribute towards the ATAR. VET in Schools qualifications can put a young person on an education pathway through the VET sector (such as TAFE), through the higher education sector, or take them directly into the workforce.

This is only a few of the VET industry areas available to students:

- | | | |
|--------------------------|--------------------------|-------------------|
| • Business Services | • Information Technology | • Hospitality |
| • Construction Pathways | • Metal & Engineering | • Retail Services |
| • Entertainment Industry | • Primary Industries | • Health |

To find out about your teenager's options, contact the careers advisor at your school.

www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet

VET in Schools Success Story

Jo was a budding musician, passionate about a career in the music industry. Apart from studying music in his senior school certificate he took on VET Music-Technical Production. This enabled him to acquire skills and understanding that are necessary to build a career in the music industry such as recording, marketing, understanding copyright laws and much more. Jo achieved his highest study score in this subject and he was awarded a VET Student of the Year prize to help him on his way.

School Based Apprenticeships and Traineeships (SBATs)

Students are able to start an Apprenticeship while still at school. They have a number of features including:

- Attendance at school and work.
- Attainment of a senior secondary certificate and a vocational education and training (VET) qualification
- Students earn a wage for the time spent in productive work.

For more information: www.australianapprenticeships.gov.au/school-based-apprenticeships

And: www.education.nsw.gov.au/public-schools/career-and-study-pathways/educational-pathways-program/resources/all-about-sbats

SBAT success story

Salon owner Lil was looking for young people to incorporate into her workplace. Jessica, a student who was passionate about hairdressing and had been contemplating leaving school to take up a full time hairdressing apprenticeship applied. 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.

International Baccalaureate Diploma (IB)

The International Baccalaureate Diploma is an accredited senior secondary qualification approved for delivery nationally. The Diploma Programme prepares students for university. It is a challenging two-year curriculum. For more information go to: www.ibo.org



TAFE (Technical and Further Education)

TAFE NSW provides vocational education and training in a tertiary setting. These courses equip students with skills for specific industries.

The courses range from Foundation studies to Certificate II, III & IV, Diploma and Advanced Diploma level. Many TAFEs now offer degrees.

Entry to TAFE courses may require completion of year 12, however, some courses require different levels of secondary education. A number of courses permit entry as a mature age student without completing year 12.

Courses at TAFE can be as short as eight weeks, or as long as three years. Many can be studied during the day or evening, part-time or full-time and may include some on-line coursework. TAFE NSW now offers a range of accredited courses online

TAFE offers courses in many areas, including training for apprenticeships. TAFE students are treated as adults so students require a degree of maturity, to succeed in this environment.

TAFE courses can be innovative, interactive and thorough. They are by no means a 'second best' option to university. Many TAFE courses are highly regarded in industry and by employers.

TAFE courses are also recognised by Universities and can be used as a 'pathway' into university. This is called 'articulation'. For example, completion of a two year Diploma in Media Studies at TAFE might lead to a Degree at university in Media Studies at second year level.

Please note: Students need to check the cost of courses.

For more information go to: www.tafensw.edu.au/ **Phone: 131 601**

For information about Fee Free courses: www.tafensw.edu.au/fee-free-short-courses

TAFE NSW courses online: www.tafensw.edu.au/digital

Students with a disability: Contact Student Services at the TAFE so the necessary adjustments can be made. Contact the NDIS: National Disability Insurance Scheme for assistance with pathways planning: www.ndis.gov.au

Helpful information here: www.adcet.edu.au/students-with-disability/current-students/disability-services-tafe#VIC



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

Differences between university and TAFE

	University	TAFE
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

University

A university is an institution of higher education and research, which grants academic degrees and focuses on equipping graduates to work as professionals in their chosen fields. University level qualifications are usually Associate Degree, Bachelor Degree and Post Graduate qualifications. Each university has the freedom to design its own courses so courses from different universities will have different emphasis. All courses expect high levels of written communication, problem solving and independent learning and research skills. Assessments will be designed to ensure that students can demonstrate they have a strong grasp of the theory behind the skills.



Students should attend university open days to research their suitability for a course and the university environment. Go to: www.openday.com.au/

Further information is available on the following websites:

Find a course or provider: www.gooduniversitiesguide.com.au www.courseseeker.com.au

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

Open Universities Australia: www.open.edu.au

Alternative Pathways into tertiary courses: www.uac.edu.au/index.php/future-applicants/admission-criteria/pathways-to-university

Students with disability requiring support with the transition to further education contact Student Services at the university. Contact the NDIS for support. www.ndis.gov.au

Helpful resources can be found here: www.adcet.edu.au/students-with-disability/current-students/disability-services-university and www.westernsydney.edu.au/getreadyforuni

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. Course fees may be higher than those of TAFE institutes. Many of these institutions focus on studies in particular areas eg: business, psychology or fine arts.

Before enrolling in a course at a private institution, you should ensure that the institution and its courses are properly accredited by the relevant government department.

For more information go to: www.gooduniversitiesguide.com.au/education-blogs/tertiary-study/the-facts-about-private-providers

Scholarships

Some TAFES, universities and private RTOs have scholarships to assist with the cost of training. Most universities offer scholarships to assist potential students from a wide range of backgrounds and circumstances. For more information contact the institution directly or visit: www.studyassist.gov.au/you-study/scholarships

Community education

Community Education is a broad title to describe learning in community settings like community and learning centres. Various training programs and short courses (some of them accredited just like a TAFE college) are offered, and might be cheaper than larger institutions. Also look into short courses at your local TAFE.

Courses offered may include job seeking, building and construction, engineering, farming, health and fitness, hospitality and more. Go to: <https://ala.asn.au/>



Free online learning

People across the globe are now enrolling in free online courses. Universities across the country are now offering Massive Open Online Courses (MOOCs). Information about these courses can be found at:

www.mooc-list.com and www.coursera.org

The gap year

Many young people feel burnt out after year 12 and need a break before taking on the responsibilities of full time study or work. Some of them need a year to work out what they really want to do in the future and taking a 'gap year' gives them the time and space to do this. Some activities young people participate in are:

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



Useful websites:

www.govolunteer.com.au

www.projects-abroad.com.au

www.defencejobs.gov.au/students-and-education/gap-year

www.year13.com.au



Australian Apprenticeships



Australian Apprenticeships is the umbrella term used to describe 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.

Australian Apprenticeships are available in over 500 occupations in an increasing range of industries. Traditionally, apprenticeships are full time jobs that combine on the job training with part time TAFE training.

A traineeship is generally shorter than an apprenticeship; 1 to 2 years & is offered in areas such as office administration, childcare, or as a specialised area such as radiator repairs or roof plumbing. Traineeships can be part time and may be started when a young person is employed at fast food or other retail outlets.

As previously mentioned, many schools now offer the option for students to start an Apprenticeship while attending school, known as a School based Apprenticeships & Traineeships (SBAT).

Apprenticeships are a great way to land a good job and get the training needed to build a chosen career, in almost any industry. All Apprenticeships are competency based, so in some cases this means it is possible to complete the training once the required skills level is reached.

Australian Apprenticeships are covered by formal agreements known as either Training Agreements or Contracts of Training. These agreements set out the training and supervision an employer must provide as well as the obligations of the new apprentice. The 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.

Australian Apprenticeships can be a pathway to further education and training opportunities, such as a university degree or other tertiary qualifications.

Australian Apprenticeship Employment Network (AASN): The Apprenticeship Network provides information and support to employers, apprentices and trainees.

Phone: Australian Apprenticeships referral line on 13 38 73

Websites:

Apprenticeship information: www.australianapprenticeships.gov.au

Site with info about specific apprenticeships: www.aapathways.com.au

Youtube videos of apprenticeships: www.mygain.com.au

Group Training Organisations

Group Training Organisations employ apprentices and trainees and then place these people with suitable host employers on a lease basis for all or part of the training period. It is a unique form of labour contract in which the employer (GTO) provides no work directly but does so through leasing the apprentice/trainee to one or more host employers.

Apprentices and trainee employed by a GTO have the security of continuing employment throughout the training period and support from a coordinator from the GTO.


Go To: www.grouptraining.com.au/



Travelling outside our comfort zone



Young people may have to consider travelling outside their region to access further education and/or employment. Not all course options are offered at the local TAFE or University and many jobs are located in other areas. They should be encouraged to explore all education and training options, not just the ones that they are comfortable with. Some young people already understand and are confident using public transport while others will require some help to get to their chosen course or job.

 What can you as a parent do to increase your teenager's awareness & understanding of:

a) Career and transition options outside their known area?

.....

b) Confidently using public transport

.....

Ph: 131 5000 www.transportnsw.info/



Workshop 2 reminders

Give Them Five

The “High Five” of Career Development, will help if the young person you are assisting doesn’t yet have an answer to the question: What are you going to be when you grow up?

1: Change is constant

Taking a flexible approach when planning a new career can greatly assist when unexpected changes happen. Making plans is great - adjusting them along the way can also assist in creating new opportunities.

2: Follow your heart

Encouraging a young person to dream of a future full of different types of career choices enables them to explore and expand their career possibilities. What may appear to be an unconventional or unrealistic choice may just be the very thing that materialises into a career.

3: Focus on the journey

Enjoying the journey to your child’s career destination is vital. Whilst outcomes are important, remembering to explore and experiment with different career paths can be productive and lots of fun.

4: Keep learning

Learning comes from many experiences not only workplace 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

Being a career “ally” is part of being a support network for those who are exploring career paths. These support networks can consist of parents, youth workers, neighbours, family, friends and employers and can be a terrific support for a young person when making career choices

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



Workshop Three – Jobs

- 1. The stages of job hunting**
- 2. Employment websites**
- 3. Preparing for interviews**
- 4. Young people and telephones**
- 5. Centrelink Youth and Student Services**
- 6. Employment services**
- 7. Career and Transition programs**
- 8. The first job – what every young worker should know**



Job categories

We classify jobs into four major categories. The category into which a job falls into is determined not by the type of position, but by how the individual views the job in relation to his/her career path. A career strategy will include a combination of some or all of these:

Survival Jobs are positions which offer only a means to survive with little opportunity for advancement. They are not in the individual's field of interest (career field). Survival jobs are useful while in school or for immediate short-term employment and can provide transferable skills for other jobs

Positional Jobs are undertaken when you are not yet ready or able to move into your preferred job so you position yourself within a career field, industry or organisation so that you gain insight into a field that interests you, develop networks and the knowledge that prepares you to move into your preferred job. E.g. You aspire to be a Nurse so you work as an Orderly and learn about helping patients, hospital systems and culture.

Entry-Level Career Jobs are positions which allow the individual to begin a career path within a chosen career field. The level of entry will vary based on the individual's experience, education/qualification and current network, as well as what is available within the industry and local job market. The individual can use an entry-level career job to begin building a professional network, find a mentor and prove that he/she is the type of employee the company/organisation needs.



Transition Jobs are positions which the individual holds as he/she moves from his entry-level job to his dream job. They are always a step beyond the last position held, or a side or down move to develop a new skill set needed to support progression toward the dream job.

Dream Jobs are positions which match the individual's interests, utilize the skills he/she loves to use and helps to attain *personal goals*. They are jobs which are fun for the individual. Also, it is true that if one loves their job they will work harder, learn faster and be more promotable. The dream job generally helps to determine the choice of entry-level career job and transition jobs.

Adapted from No-one is Unemployable by E. Harney & D. Angel

The stages of job hunting

Young people looking for work need encouragement to stay positive, confident and resilient. Teaching them to become wise to the stages of job seeking can assist with resolving future work/ life issues and increase their career self-resiliency for coping better with future career events. Looking for work can be a time consuming, lengthy process that can affect people's self-esteem, so be there with encouragement and practical help.

See <https://myfuture.edu.au/career-articles> for advice re: job seeking.



Job-hunting can be broken up into several stages:

- Locating job vacancies
- Researching the job
- Preparing your application documents
- Attending an interview

There are many ways young people can look for job vacancies, including:

- **Employers:** Telephone, email or visit organisations they would like to work for and ask if there are any suitable vacancies.
- **Networking:** Letting friends and relatives and others known to you know that you are looking for work. Many jobs are not advertised so talking to people can uncover opportunities for work.
- **Newspapers:** Local newspapers are still a source of local jobs.
- **Centrelink Service Centres:** Provide information about Employment Services Providers and brochures on careers, study options, job search and more.
- **Career advice services:** Employers often notify schools of positions for school leavers. Check in with the careers advisor.
- **Employment agencies:** Agencies match job seekers with employers' vacancies. Agencies can be found on the Workforce website.
- **Notices:** Check notices in shop windows, on community notice boards, on signs at the front entrance to a business, near on-site projects and outside factory gates.
- **Internet:** There are many websites that list job vacancies. Some now have Apps for more access.
- **Social media:** Social media is an active and dynamic 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.workforce.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

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

Indeed
www.indeed.com.au

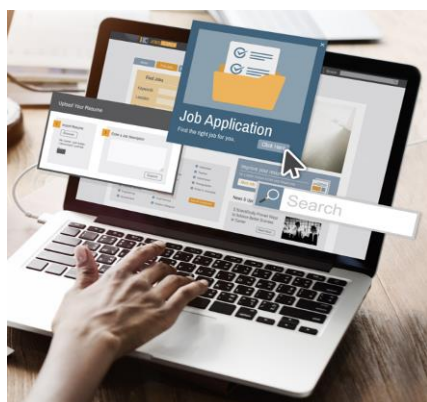
Skillsroad
<https://skillsroad.com.au/jobs/search>

Ethical Jobs
www.ethicaljobs.com.au

Most sites allow applicants to lodge a resume online and subscribe to email alerts about job vacancies in your area of interest. More and more sites now have downloadable Apps for increased access and resources.

Companies and organisations have career information and job vacancy listings on their websites. Check the home page or 'about us' section for a link to 'recruitment', 'careers' or 'human resources'. Most companies, such as large retailers, now do all their recruiting online.

- **Government jobs** are also listed online and can be accessed at www.apsjobs.gov.au
Vacancies in all states can be viewed at www.publicservicejobs.com.au



Researching a job

It is important that your teenager research any position they are applying for. This will help with the application and interview process.

1. Check the company website for information about what they do, the culture and values.
2. Encourage them to phone the contact person in the advertisement to find out as much information as possible about the job. If there is no contact person mentioned ask to speak with the relevant person in the organisation. Remind your teenager to have all their questions ready.
3. Some advertisements mention position descriptions. This is an important area to research in preparation for a cover letter, resume and interviews. See below:

Preparing a Resume or Curriculum Vitae

Businesses sometimes use these terms interchangeably because they do not understand that there is a difference between these two documents. You may be asked to submit a CV however in most situations what is meant is a **Resume**. It is useful to understand the core differences so that you can work out what is actually required of you.



Resume	Curriculum Vitae
<ul style="list-style-type: none">• A synopsis 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• 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 history and education. Start by creating a generic resume that lists all skills and experiences. This base document can then be tailored to meet the specific requirements for a particular role by highlighting relevant skills and experience. Employment agencies and related services can assist with this free of charge. There are other businesses that specialise in resume preparation, but there will be a fee attached. See www.cdac.org.au

Online resources for resumes: <https://skillsroad.com.au/advice/resume-and-cover-letter/download-resume-templates> www.seek.com.au <https://myfuture.edu.au/career-articles>

The layout of resumes varies, however, you need to use a consistent format and style of writing within your resume. Use easy-to-read fonts such as Arial or Times, with the font size between 10 and 14. Here are some suggested headings and the kind of information that should go under these headings.

- **Contact details:** Clearly state your name, telephone number/s and email address. The email address needs to be professional (no slang or nicknames and not too long).

- **Education and training:** show the highest educational level you have reached, where and when you studied. You may wish to include subjects you have studied and their results. Include First Aid training, RSA certificates etc.
- **Employability skills:** it is important to provide evidence of these skills.
- **Other skills:** as speaking another language, IT skills, driving and equipment operating licences, or mathematical skills. Your skills show a prospective employer your range of abilities but they need to be related to the job. Include skills gained or demonstrated in volunteer roles.
- **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. Consider what the activities and interests you include say about you and your values. 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, job title, employer, work phone number and email address. Be sure to ask permission to list them and make sure they are comfortable with recommending you.

Writing a cover letter

The cover letter introduces you to the employer. It is usually a summary of how your skills and experience meet the requirements of the job. There are templates online to assist with this. Go to www.youthcentral.vic.gov.au under Applying for Jobs.



1. Use the cover letter to demonstrate you meet the selection criteria. The Key Selection Criteria will often form the basis of the job interview so it is very important. If there is no selection criterion, you could contact the employer and ask them.
2. Always keep a record of cover letters-so you can review what you sent if you are invited for an interview, and to establish a file for future reference. Often, cover letters have only slight changes to them dependent on the position being applied for, so having one on file to use can save you time. Check for the 'closing date' of the position and make sure the application is submitted by this date.

A cover letter may include:

- **Opening paragraph:** explain your purpose and give the reader a reason to read on. State which position you are applying for, giving a reference number if applicable; mention how you found out about the vacancy and briefly explain why you are interested in the position.
- **Second paragraph:** demonstrate that you can do the job by matching 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 at one week's 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 then type your full name.

Types of job interviews

With the many different employers around, preparing for various types of job interviews becomes a crucial step in the job seeking process. Here are a few things to know about the different types of job interviews that exist.



1. **Interviews occur at different stages in the hiring process.**
 - **First interview or screening interview** – This interview type aims to trim down the number of interviewees. Most often, the human resources department of the company is usually in charge of this type of interviews, and may be conducted via phone.
 - **On-the-spot interviews** – When cold calling young people should be prepared to be interviewed on the spot. This is common among retail, customer service, and hospitality sectors and when applying at a job fair. Being prepared includes wearing the appropriate attire, even if you're just submitting applications.
2. **Interviews may be conducted via any means of communication.**
 - **In-person or person-to-person interviews** – Person-to-person is the traditional means of communication used when conducting an interview.
 - **Phone interviews** – Interviewing is a time-consuming process and more and more companies want to narrow down candidates more quickly. Phone interviews may happen spontaneously or according to a timeframe scheduled by the employer.
 - **Skype and Zoom interviews** – similar to telephone interviews, is a cost-cutting measure of employers to the hiring process or may be required for remote or distant applicants.
3. **Interviews take place at different places and situations.**
 - **On-site interviews** – These interviews take place at your future workplace – the employer's site.
 - **On-campus interviews** – Recruitment agencies/employers may visit schools/TAFE/Universities to interview young people.
4. **Interviews may be conducted with different number of people involved.**
 - **One-on-one interviews** – This traditional type of interview which involves one interviewer and one interviewee.
 - **Group interviews** – One or more interviewers may interview multiple candidates simultaneously.
 - **Panel interviews** – In a panel interview, one interviewee is being interviewed by the hiring panel simultaneously. It is advisable to maintain your eye contact with everyone in the panel when answering questions of any panellist.
 - **Serial interviews** – Rather than being interviewed by a group of people at the same time, interviewee goes through a series of interviews conducted by different interviewers, one at a time.



What to do before the interview

Preparation checklist.

- *Research the company well.* Interviewers will often ask questions to find out how much the applicant knows about the role and the company.
- *Practise* answering interview questions as it will become apparent in the interview if you are prepared to discuss your skills and attributes.
- *Prepare* some questions for the interviewers. At the end of the interview, you will be asked 'do you have any questions you'd like to ask us'? Some appropriate questions include:
 - 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?
- Your teenager should think about their personal presentation for the interview. Consider:
 - Clean, ironed, simple clothes like dark colour pants/skirt, a shirt or top and dependent on the type of job, a jacket. Make sure shoes are clean.
 - Check that nails are clean, midriffs not exposed, hair is tidy or styled and make-up is subtle.
 - Tattoos or piercings should be minimised or hidden
- Plan the journey. Arrive early to make a positive impression and to allow time to relax the nerves.

Common interview questions and ways to respond

Too many job seekers stumble through interviews due to a lack of preparation. Just a small amount of time dedicated to thinking about the kind of questions you might be asked, and how you might respond can enhance confidence once in the interview room.

The following outlines some of the most common interview questions and suggested ways of responding to them:

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.

Why do you want to work here? / Why did you apply for this job?

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

What are your weaknesses?

This can be a difficult question as you don't want to give the interviewer a negative impression. Identify a weakness and turn it into a positive by explaining how you are overcoming 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."

What are your goals?

Sometimes it's 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 goals are still forming but I hope to eventually.....'

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

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?"

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

Maybe there's a question for which you've prepared a killer answer that hasn't been asked yet. Or maybe you'd just like to make a short closing argument on your own behalf. In any case, this one is optional – it's perfectly appropriate to say that no, there's nothing else, but you have some questions you'd like to ask.

TIP: Use the STAR Technique for giving examples

The STAR technique (or similar) is a way to structure your answer in a logical way

- S: Situation** Describe event you were part of
- T: Task** Describe the task/s you had to complete
- A: Actions** Describe the actions you took to complete that
- R: Results** Focus on what you achieved

Practicing interview skills

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 this person applying as it relates to the job? 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, non-verbals
- 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 reflect on the interview with your teenager. What did s/he feel s/he did best? Were there any questions s/he found challenging to answer? If your teenager hasn't heard back within the specified time frame, encourage 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.

Always seek feedback after an interview whether you get the job or not. It can be as simple as 'how can I improve next time?' or 'what did I do well?'



Young people and telephones

Learning how to speak on the telephone is a skill that needs to be learned by many people. Always get your teenager to make any telephone calls about employment or training themselves. You can help them by getting them to make a list of questions they will need to ask, and together you can prepare a 'phone script'. This is simply writing down what they will need to say from the moment the person at the receiving end answers the call.

An example script is set out below. Most importantly, once it's all written down, **practice the script together well in advance** of them making a phone call.

1. Hello, my name is.....and I'm calling to speak with.....
about the position of.....(eg. 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 response might be – Oh, yes what would you like to know, OR Yes, what would you like to know? You 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 them for their time.



Practicing 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.

Social media: how this can help (or hurt) a jobseeker

When screening job candidates, one in four employers uses the Internet to acquire personal information, and one in 10 uses or has used social networking sites (like Facebook or Instagram) for the same purpose, according to a survey released by Careerbuilder.com

Employers are browsing potential employee's personal social media pages to discover any related information that was not exposed in the interview. Some employers even declare that checking a potential candidate's social networking site is basically a pre-interview process.

Find out more about social media types and cyber safety

www.esafety.gov.au

Social media dos and don'ts for the young jobseeker



The dos	The don'ts
<ul style="list-style-type: none">• Do a quick Google search on yourself. What comes up? If there's anything you are slightly unsure about, set it to private or delete it.• Set your social and personal communications to private!• Ditch the 'party shot' and ask a friend to take a professional looking profile picture!• For young people in years 12 and upwards, make and USE a LinkedIn profile. You can search for post secondary school job opportunities and grow your professional networks.• Keep any online professional profiles current.• Follow your mentors! Twitter and LinkedIn are perfect opportunities to keep current with the people who inspire you most. Connect with them, retweet them, and give yourself a professional presence.• Keep tight control over who views your social media sites. You want companies to find your LinkedIn profile, but you might want to keep your Facebook profile private.• Be sure everything publicly viewable has been proofread, spell-checked and written with correct grammar.• Explain to your friends you're job hunting & ask them not to tag you in inappropriate posts.	<ul style="list-style-type: none">• Don't post <i>ANYTHING</i> about politics, religion, or personal drama. Keep your private issues and debates private. Also in the privacy category—your address, phone number, and personal information• Don't post without thinking about the appropriateness and who you may offend.• Don't give out your log in details to social media sites.• Don't post photos of yourself doing anything unseemly or looking unprofessional.• Don't neglect your social media accounts. If your profile looks abandoned, potential employers may pass you over or unable to contact you. Log-in to your accounts at least once a week or, even better, daily to keep your profile fresh.

Agencies and services that assist with pathways to employment

Centrelink

Youth and Student Services Ph 13 24 90

Centrelink is a government agency overseen by Services Australia. Services include:

- Delivery of social security payments eg Youth Allowance, JobSeeker and more.
- Connect you to Workforce Services if you are unemployed and receiving income support payments
- Access to a social worker if you need extra support: www.servicesaustralia.gov.au/social-work-services

NOTE: you need to create a MyGov account to access Centrelink online.

For more information go to: www.servicesaustralia.gov.au/centrelink

Workforce Australia Employment Services

Workforce is the Australian Government's employment service (replaced Jobactive)

It has 2 streams:

1. **Workforce Australia Online:** Where you can find training modules, resources and the jobsearch board
2. **Workforce Australia Employment Service:** provides face to face tailored support to individuals and can assist with:
 - Help with looking for work, writing a resume, and preparing for an interview
 - Career guidance and access to relevant training
 - Work experience, job placement and post-employment support.

The logo for Workforce Australia, featuring the text "Workforce Australia" in a bold, sans-serif font. The text is contained within a blue rectangular frame that has a small blue circle at the top right corner.

National Customer Service Line: 1800 805 260

Email: nationalcustomerserviceline@dewr.gov.au

WEBSITE with relevant links and resources: www.workforceaustralia.gov.au/individuals/

- **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, such as moving, education and transport costs. www.dss.gov.au/tila

Support for 2023 School Leavers: School Leavers Information Kit and Hotline:

The kit is here: www.yourcareer.gov.au/school-leavers-support/

For parents: www.yourcareer.gov.au/media/111fn3at/parentsandguardiansguideforschoolleavers.pdf

Includes some translated versions:

- Chinese - Traditional
- Chinese - Simplified
- Vietnamese
- Arabic

School Leavers Information Service: for young people aged between 15 and 24 years

Call: 1800 227 337

SMS: 0429 009 435

Ticket to Work- information for parents with a young people with disability:

<https://tickettowork.org.au/resources/parents/>

Career and transition programs (Federally funded)

Transition to Work (TTW): a program for young people age 15-24. Participants can receive pre-employment support to help them achieve their goals.

For more information go to: www.workforceaustralia.gov.au/individuals/coaching/assistance/transition-to-work

The New Enterprise Incentive Scheme (NEIS): helps eligible unemployed people (age 18+) to start and run their own new, viable small business. NEIS is there to train, support and help the participants to become self-supporting and independent.

www.dewr.gov.au/new-business-assistance-neis

Skills for Education and Employment (SEE Program): assists registered job seekers from the age of 15 to improve English reading, writing and maths skills. This is to increase confidence to study or build a better pathway to employment.

Go to: www.dewr.gov.au/skills-education-and-employment

For the information on the above Federal programs and more, phone the National Customer Service Line on [1800 805 260](tel:1800805260).

Private careers practitioners

The Career Development Association of Australia (CDAA) is Australia's largest association of career development professionals. You can search the online database of qualified careers counsellors who deliver on a fee-for-service arrangement. CDAA members are qualified to assist with career coaching, professional resume preparation, retirement planning and much more. Go to www.cdaa.org.au

Australia's top growing industries

According the National skills Commission Report 2022, the following industries are growing:

- Healthcare and social assistance
- Scientific and technical services (especially apprenticeship areas)
- Retail trade
- Construction
- Financial insurance service industries

For information go to: www.dewr.gov.au/nsc

The first job - what every young worker should know

Workplaces have changed so it's helpful to know what your teenager should be aware of when they start in their first job. Keep in mind that a first job could be: Volunteer, Work Experience, Work Placement, Part-time, Casual, Full-time.

The following information provides resources about work related items that everyone should be aware of, especially young people in their first job.



Superannuation

Under the superannuation guarantee, employers have to pay superannuation contributions of 10.5% of an employee's ordinary time earnings when an employee is: over 18 years, or, under 18 years and works over 30 hours a week.

For information contact:

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

Websites: www.ato.gov.au or www.ato.gov.au/calculators-and-tools/am-i-entitled-to-super/

The Fair Work Ombudsman

Gives advice and helps you understand your workplace rights and responsibilities and to assist with problems or questions relating to your workplace. They investigate workplace complaints and enforce compliance with Australia's workplace laws.

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

For young people: www.fairwork.gov.au/find-help-for/young-workers-and-students

For Youth Employment Rights:

www.jobjumpstart.gov.au/article/know-your-workplace-rights-and-responsibilities

Unions

Within the workplace, the union gives the employees a voice. 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:** ACTU 300 486 466 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
- Assigning meaningless tasks unrelated to the job
- Giving employees 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, contact Fairwork:

Phone: 13 13 94

What is workplace violence?

Workplace violence is totally unacceptable. No job is worth tolerating violence, your 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 the following organisations for further information and assistance:

Safework NSW

Phone: **13 10 50**

Website: www.safework.nsw.gov.au

Federation of Community Legal Centres (for your closest centre)

Phone: **03 9652 1501**

Website: www.fclc.org.au

Your Union (if you are a member)

Phone ACTU: **1300 362 223** Website: www.actu.org.au

What is workplace discrimination?

Workplace discrimination is unfair treatment based on a personal characteristic protected by law. It can be direct or indirect. In Victoria it is against the law for someone to treat you unfairly (discriminate) or harass (hassle or pick on) you because of your actual or assumed:

Race	Sex	Age
Sexual orientation	Disability/impairment	Religious belief or activity
	Pregnancy	

Contact: Australian Human Rights Commission

Phone: **1300 369 711** **Website:** www.humanrights.gov.au/

A.C.R.O.N.Y.M.S



AAEN: Australian Apprenticeship Employment Network

ATAR: Australian Tertiary Admissions Rank

CDAA: Career Development Association of Australia

CGEA: Certificate of General Education for Adults

DEWR: Department of Employment and Workplace Relations (Federal)

DoE: Department of Education (NSW)

GTO: Group Training Organisation, also known as GTCs- (Companies)

HSC: Higher School Certificate

NDCO: National Disability Coordination Officer

NDIS: National Disability Insurance Scheme

NESA: NSW Education Standards Authority

RoSA: Record of Student Achievement

RTO: Registered Training Organisation

SBAT: School based Apprenticeships & Traineeships (replaced ASBA)

TAFE: Technical and Further Education

UAC: University Admission Centre

USI: Unique Student Identifier

VET: Vocational Education Training, also known as VE&T

NSW Ed Dept Acronyms: <https://education.nsw.gov.au/parents-and-carers/education-jargon>

- **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



Careers Information including resources for transition to work

www.yourcareer.gov.au

A one stop shop for all topics career related

www.dewr.gov.au/nci

National Careers Institute

www.myfuture.edu.au

Good for all careers related research

www.goodcareersguide.com.au

Information about 400 jobs & lots more

www.careersonline.com.au

Helpful resources and links

www.alife.net.au

Video based careers information & a quiz

www.Coursecamel.com

Links interest to courses

www.youthcentral.vic.gov.au

Click on 'Jobs and Careers' for information

www.skillsone.com.au

100s of videos about getting a trade or skill

www.skillsroad.com.au

A broad careers & job website

www.jobjumpstart.gov.au

Website about careers and job seeking resources

<https://labourmarketinsights.gov.au/>

For labour market information

www.gooduniversitiesguide.com.au

Research careers & tertiary courses

www.thejobilove.com.au

Info about careers in the service industries

www.defencejobs.gov.au

Careers in the Defence forces

www.carecareers.com.au

Careers in Health & Community Services

www.workforceaustralia.gov.au/

Access to Government services

www.digitalskillsorg.com.au/learners

Digital careers

Education & Training

<https://www.tafensw.edu.au/>

For all TAFE courses in NSW

www.yourcareer.gov.au/fee-free-tafe

Access to all government funded courses

www.education.nsw.gov.au

Information on education & training

www.open.edu.au

Open Universities Australia

www.gooduniversitiesguide.com.au

Research tertiary courses

www.year13.com.au

Young people making the transition from year 12

www.adcet.edu.au/students-with-disability

Information for students with disability

Australian Apprenticeship sites

www.australianapprenticeships.gov.au

Information about apprenticeships

www.aapathways.com.au

Details about apprenticeships

www.mygain.com.au

Videos of apprenticeships

www.grouptrainingdirectory.com.au

Find a relevant group training company

Employment

www.workforceaustralia.gov.au/

Access to the national jobs board

www.seek.com.au

Good tips & advice for jobseekers as well as vacancies

www.careerone.com.au

Local paper vacancies, also has resources for job seekers

Disability specific resources

NDCO: www.ndcovictoria.net.au/ndcoresources/

NDIS: www.ndis.gov.au/

Ticket to Work: <https://tickettowork.org.au/>

Getting ready for study and work: www.westernsydney.edu.au/getreadyforstudyandwork

Job Access: [Employment Assistance Fund \(EAF\) | Job Access](#)

Map my future: www.yacvic.org.au/ydas/resources-and-training/map-your-future/

Workability Videos: <https://vimeo.com/showcase/7456620>

MyWay Employability: www.mywayemployability.com.au/

NOTES

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