

**ACAP**

TEACHERS  
HANDBOOK



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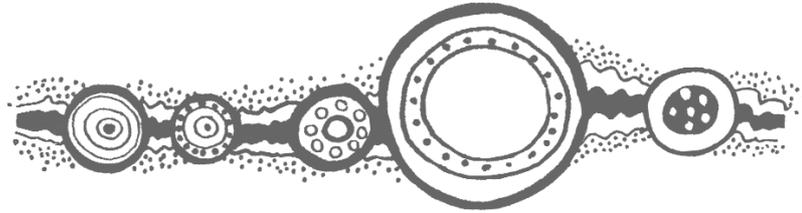
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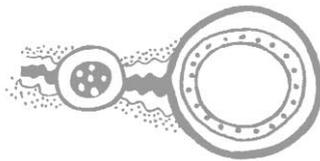
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# 1. ABORIGINAL STUDENTS AND CAREER EDUCATION: PUTTING ACAP IN CONTEXT

## Introduction

Welcome to the Aboriginal Career Aspirations Program (ACAP) Resource Kit. The kit consists of three books: the *Teacher's Handbook*, *Worksheets*, and *Units of Work*.

ACAP is a career education initiative undertaken by the Office of the Board of Studies NSW as part of the national Indigenous Education Strategic Initiatives Program (IESIP) and Strategic Results Program (SRP). The project is managed by the Aboriginal Curriculum Unit within the Office of the Board of Studies.

The Commonwealth Department of Education, Training and Youth Affairs (DETYA) has provided funding for the project including its development, pilot phase and research.

Other stakeholders and partners include the Aboriginal Education Consultative Group (AECG Inc), the NSW Department of Education and Training (DET), the Australian Student Traineeship Foundation (ASTF) and the Catholic Education Commission.

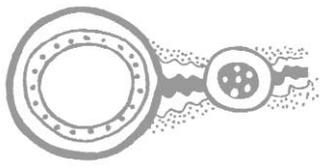
As well as ACAP, DETYA funds other initiatives in Indigenous education including the Aboriginal Tutorial Assistance Scheme (ATAS) and the Vocational and Educational Guidance for Aborigines Scheme (VEGAS).

## Project Overview – What is ACAP?

The Aboriginal Career Aspirations Program is a discrete careers awareness and education program for Indigenous students. This kit is intended to provide schools with materials to facilitate the successful implementation of an ACAP program. It is intended to be as flexible and user friendly as possible. It has been developed specifically to cater for the needs of Indigenous students.

ACAP/AICAP was first launched at Holland Park State High School in Queensland in 1998. Since then it has been successfully implemented in Queensland with more than 2300 students participating each year. ACAP has also been implemented in South Australia where, in 1999, it involved more than 1400 students. While both projects have been implemented in a variety of ways with emphases on different elements, there are a number of common themes that are transferable.

The projects are target-specific: they are designed to cater for the needs of Indigenous students in Stages 4–5 (Years 7–10) inclusive. (It should be noted however that programs may be applicable to a broader student cohort.)



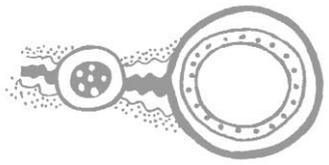
## Project Development

- The project development included the following phases:
- The development of the *Teacher's Handbook*, a resource for all teachers to use for the implementation of specific career education programs and activities for Indigenous students. The resource provides flexible strategies for the implementation of such initiatives and is tailored to cater for the needs of Stage 4 and Stage 5 students.
- The development of *Student Worksheets*, resources for Indigenous students to use as part of specific career education programs and activities. The worksheets link to the activities and outcomes provided in the *Teacher's Handbook*.
- The development of a curriculum document that provides a resource across a number of the Key Learning Areas and encourages both cultural relevance and career education in teaching methodologies and strategies. While the document is aimed at Indigenous students, the approach includes the delivery of subjects to **all students** and it is not a withdrawal project. It includes 11 teaching programs that integrate career education outcomes and Aboriginal perspectives. The document is called *Units of Work*.
- The pilot phase of the project included the testing by 12 NSW schools of all the material developed. All participating schools trialled the program to varying degrees and in different ways; they implemented the programs to cater for their own students' needs and to fit into their own school context. All feedback has been taken into account in the final development of the material.
- A research project evaluated the pilot phase and associated resource documents. The research project included questionnaires for all participating students. Meetings of community and student focus groups were also held in selected areas. Results of the research were also considered in the final development of the material.
- The production phase incorporated all modifications, changes and feedback identified during the pilot phase and through consultation with stakeholders. Production results are a combination of all aspects of development, implementation and research.

## Context

Increasingly schools are being asked to link their students' education to employment-focused outcomes. The expectation from governments, parents and members of the community is that schools will equip students with the skills and knowledge to enable them to survive in the changing world of work. This has led to the incorporation of the key competencies in mainstream curriculum with the intention of producing students who are 'work ready'. There has also been a proliferation of vocational education and training programs in schools and communities. More recently, there has been growth in the area of school-to-work transition, including enterprise and career education. Some initiatives include those under the banner of *Ready for Work*, the piloting and implementation of the *School to Work* course and other projects such as *Full Service Schools*.

In the last 15 years there has been a marked growth in the number of students staying at school beyond the compulsory years. For example, one DETYA report (Everingham, 1999) shows that for 15 to 19-year-olds, post-compulsory school participation rates increased from 41.3 percent in 1985 to 49.5 percent in 1997. Similar trends in participation rates are demonstrated in almost every age group and sector. While more recent statistics demonstrate this trend has slowed somewhat, the fact remains that more students are choosing to stay at school beyond the compulsory years.



## The Challenge for Schools

Schools are therefore faced with new and expanding challenges. These challenges were acknowledged in the preamble to the *Declaration on National Goals for Schooling in the Twenty-first Century* that was announced in April 1999 by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). The preamble states that the changing role of schools can be seen as a positive step in the evolution of education and educational practices. Providing students with transferable skills and relevant knowledge, and imparting the principles of life-long learning are among the roles of educators and should be bound in all facets of the education process for all students. Schools are well placed to assist students in their journey of self-development, education and career awareness. One of the challenges of educators is to provide relevant teaching programs and learning experiences to assist all students on this path.

The specific goals of the MCEETYA declaration have particular relevance to this project because the declaration states that in the pursuit of these goals there will be enhanced commitment to:

further strengthening schools as learning communities where teachers, students and their families work in partnership with business, industry and the wider community.

Furthermore, education should develop in students a number of talents and capacities so that when they leave school they:

have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.

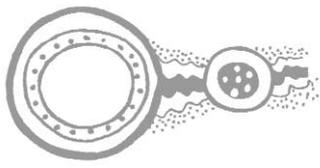
In relation to the curriculum, students should have:

participated in programs and activities which foster and develop enterprise skills, including those skills which will allow them maximum flexibility and adaptability in the future.

Students should be provided with a school environment that is socially just, so that outcomes are free from the negative effects of discrimination in its varied forms; so that all students develop an understanding and acknowledgement of Aboriginal and Torres Strait Islander culture; and so that:

Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students.

While this project does not claim to meet all of these outcomes, it is part of this educational context. It is a project that should fit within an integrated strategy to further the goals and ideals of Australian education in the twenty-first century, especially for Indigenous students. As a project that provides for career education specifically designed for Aboriginal students, ACAP will complement other targeted programs to further develop in Aboriginal students the skills and knowledge of lifelong learning, work readiness, vocational education and training, and enterprise education.



## Indigenous Students and Education

Where are Indigenous students placed in the current educational context?

According to the National Indigenous English Literacy and Numeracy Strategy, Indigenous students are remaining at school until Year 12 at a rate less than 50% that of non-Indigenous students. Whereas 73% of non-Indigenous students stay at school until Year 12, only 32% of Indigenous students stay until Year 12 even though 83% of Indigenous students remain in school to Year 10. (These are national figures for 1998.)

Statistics from the 1996 Australian Bureau of Statistics *National Aboriginal and Torres Strait Islander Survey* include the following:

- 31% of Indigenous 17-year-olds are in school compared with 60% of all 17-year-olds.
- 57% of Indigenous people in the 15–24 age group had left school at Year 10 or earlier.
- 10% of Indigenous people in the 15–24 age group had some form of post-school qualification compared to 23% of all 15–24-year-olds.

More recent statistics indicate that the retention rate of Indigenous students to Year 12 in NSW is 31.4% compared to 67.9% for non-Indigenous students (Schwab, 1999, p. 5).

The key findings in a recent DETYA-sponsored report (Long, Frigo & Batten, 1998) include the following:

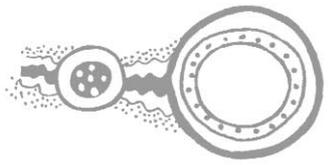
- Indigenous youth experience disadvantage at each of the identified transition points. They experience multiple disadvantages including low educational attainments; rurality; speaking English as a second language or dialect; and low English literacy levels.
- Retention at secondary school is lower for Indigenous students than for non-Indigenous students at every age. The reasons suggested for this include lack of relevant courses; lack of culturally appropriate curriculum, pedagogy and assessment; and low literacy levels.
- Many Indigenous youth are participating in vocational education courses requiring low skill levels. While improvements in the level and quality of participation in further education require improvements in schooling outcomes, there is also scope for an examination of the pathways in the VET sector available to Indigenous students.

### What do these statistics mean for young Indigenous people and communities?

The link between educational attainment and employment has been well documented. Generally speaking, low educational attainment means poor job prospects. In 1994 fewer than 36% of Aboriginal and Torres Strait Islander people of working age were employed, compared with 66% of all Australians. Furthermore, most of those people employed were in low-skilled jobs and working for the Aboriginal and Torres Strait Islander Commission (ATSIC) under the Community Development Employment Program ('work for the dole') (ATSIPTAC, 1998a, 1998b).

As Schwab (1999) has recognised, 'low retention of Indigenous students at the senior secondary level has long been recognised in Australia as a significant problem with profound implications in a range of social arenas'.

Schwab has explored in depth the issues associated with low retention rates and has found a number of factors at work. The low retention of Aboriginal students is linked to high absentee and truancy rates, low socioeconomic status, rurality and gender. The level of education and employment status of parents and family also affect retention. Furthermore, Schwab explored the connection between low retention and literacy and numeracy, and although he noted the lack of reliable and long-term data on this he suggests there is a link. Schwab points out that there is no simple explanation and that none of the factors can be looked at in isolation. (Schwab, 1999)



## School to Work Transition

The MCEETYA National Strategy for the Education of Aboriginal and Torres Strait Islander People 1996–2002 discussed the need for greater attention to issues of school-to-work transition. The main needs were identified as the following:

- improved articulation of learning pathways between schooling and post-compulsory education and training
- increased participation of Aboriginal and Torres Strait Islander students in the full range of subjects in senior secondary schooling, higher level award studies and employment-focused courses
- increased numbers of Aboriginal and Torres Strait Islander students successfully completing Year 12 or equivalent and gaining employment after participating in education and training.

While these priorities have been articulated, the Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC, 1998) has identified a number of barriers faced by Indigenous students in the school-to-work transition. They include:

- the concentration in school education on classroom and didactic teaching styles
- the shortage of curriculum related to Indigenous cultures
- insufficient cross-cultural understanding
- the scarcity of Indigenous people employed as teachers and trainers
- the lack of attention given to the retention of Indigenous students past Year 10.

In addressing these needs and barriers, the ACAP project is part of an integrated strategy to develop for Indigenous students career education and awareness in culturally appropriate environments.

## Aims of ACAP

### What are we trying to achieve with ACAP?

#### For Indigenous students:

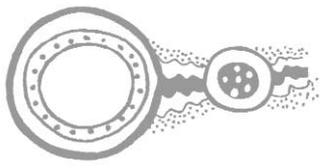
- providing enhanced career options and opportunities through access to information and career education programs
- providing both career education and 'mainstream' curriculum in culturally appropriate and meaningful ways
- developing increased understanding of the relationship between education, work and career pathways.

#### For schools:

- addressing the basic issue of participation and retention of Indigenous students in schools in Years 7–10
- implementing Aboriginal perspectives across the curriculum for the benefit of all students.

#### For local communities:

- providing opportunities for increased participation and involvement in the education of young people in culturally appropriate ways and within meaningful career education contexts.



## Outcomes of ACAP

The outcomes of the project will be determined at the local level and will be affected by factors such as community participation, a whole-school approach, commitment and leadership. Broadly, however, it can be said the outcomes possible through the implementation of ACAP are:

### For Indigenous students:

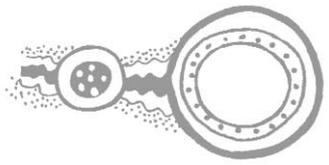
- increased self-awareness, self-confidence and self-esteem through motivational activities, critical thinking and self-analysis
- empowerment to take control of their own learning and development
- increased knowledge of their own ambitions and understanding about ways to transform ambition into career path
- increased career information and understanding of career pathways, education and training options
- increased awareness of relevant links between education, training and employment
- increased links with local community representatives and employers.

### For schools:

- increased understanding of the needs of Indigenous students in relation to careers education and 'mainstream' education
- increased awareness of culturally appropriate and meaningful teaching methods across all spheres
- development of partnerships and improved links with parents, local community groups, training providers and employers
- increased retention and participation of Indigenous students across compulsory and non-compulsory years
- increased academic achievement by Indigenous students
- increased ability of schools to identify and meet the needs of Indigenous students in mainstream and career education
- increased participation of Indigenous students in Vocational Education and Training (VET) in Schools programs.

### For the community:

- increased educational, training and employment outcomes for local youth
- meaningful and improved participation in educational and training processes for local youth
- increased understanding of and participation in educational processes
- increased skill base and 'work ready' youth at the local level.



## Career Education Outcomes

- In 1996 the Office of the Board of Studies released its career education review document, *A Statement of Career Education Outcomes — Years 7–12*, in which four key elements of career education were identified:
- learning about self in relation to work
- learning about the world of work
- learning to make career plans and pathway decisions
- learning the skills required to implement career decisions and manage work/study transitions.

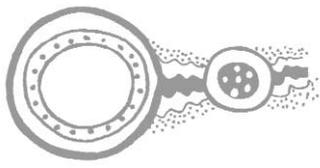
The Board of Studies maintains that career education should be incorporated into mainstream teaching methodologies and should also be delivered as a discrete subject area. It says the aim of career education is:

to assist students to develop the knowledge, skills, values and attitudes necessary to make informed decisions about school and post-school options and enable active participation in working life (Board of Studies NSW, 1996, p 8).

The Board's career education review identifies eleven required outcomes. Students who have received an appropriate level of career education are able to:

- 1 critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace
- 2 analyse the key factors influencing the career values, aspirations and achievements of individuals and groups
- 3 analyse the place and meaning of work in the life of individuals and communities
- 4 describe cultural and structural features of the world of work
- 5 describe features of the labour market including emerging trends and the impact of change
- 6 identify occupational pathways and their related educational, training and skill requirements
- 7 recognise the ongoing nature of career-path planning
- 8 use appropriate strategies for career decision-making and career-planning
- 9 locate and use a range of career-planning support materials and services
- 10 demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses
- 11 discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.

In assessing these outcomes a number of indicators or 'pointers' have been specified for each area. The career education outcomes targeted by the Aboriginal Careers Aspirations Program are mapped below and are referenced to relevant teaching programs in this handbook.



## Career Education Outcomes and Indicators

LEARNING ABOUT SELF IN RELATION TO WORK

Program 1 – Stage 4/ Year 7  
'Who Am I?'

Program 2 – Stage 4/Year 8  
'Making Decisions'

Program 3 – Stage 5/Year 9  
'Talking About Me!'

Program 4 – Stage 5/ Year 10  
'I Can Do Anything'

Two-day Workshop  
Career Planning

One-day Workshop  
CV Writing

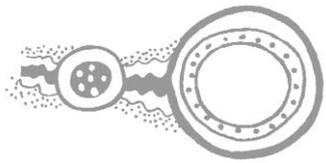
One-day Workshop  
Applying for Jobs

### Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace

Recognise that individuals have different skills, abilities and talents	✓	✓	✓		✓	✓
Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid		✓			✓	
Relate their own interests and values to different work tasks and occupations	✓	✓	✓		✓	✓
Describe personal strengths and weaknesses as they relate to career choice		✓			✓	✓
Identify career choices that suit their interests and personal characteristics	✓	✓	✓	✓	✓	
Assess their own physical attributes relative to specific work requirements		✓			✓	✓
Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances	✓	✓	✓	✓	✓	✓

### Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work					✓	✓
Discuss factors that influence an individual's choice of an occupation	✓	✓	✓	✓	✓	
Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement					✓	✓
Describe how gender, race and socioeconomic status may influence an individual's career aspirations					✓	✓



# Career Education Outcomes and Indicators

Program 1 – Stage 4/ Year 7  
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Two-day Workshop  
Career Planning

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CV Writing

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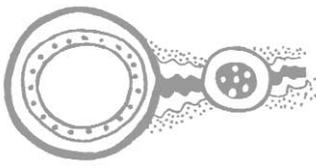
## Analyse the place and meaning of work in the life of individuals and communities

Categorise some different forms of work (self-employment, parenting and part-time, full-time, volunteer, and household work)		✓		✓	✓	✓
Identify contributions made by people doing different forms of work in the community and say why they are valued				✓	✓	✓
Describe some of the benefits that individuals and the community derive from paid and unpaid work				✓		
Show how their work at home and at school affects themselves and others		✓		✓	✓	
Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life	✓	✓	✓	✓	✓	

## Describe cultural and structural features of the world of work

Describe the structure of workplace sectors using a system of classification such as primary, secondary, tertiary	✓					
Investigate and report on how different cultures organise work				✓		
Describe the work of organisations concerned with work conditions (union, training/support groups, employer organisations)		✓	✓	✓	✓	
Explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments				✓		
Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy)			✓	✓		
Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures)			✓	✓		
Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation)			✓	✓		
Describe practices that promote work safety including home and community settings	✓		✓	✓		
Explain the roles and responsibilities of employers and employees			✓	✓	✓	
Recognise that there is a place in the world of work for people with different skills, abilities and talents	✓	✓	✓	✓	✓	
Identify factors that enhance or impede work outcomes for the individual and organisation				✓		

LEARNING ABOUT THE WORLD OF WORK



## Career Education Outcomes and Indicators

Program 1 – Stage 4/ Year 7  
'Who Am I?'

Program 2 – Stage 4/Year 8  
'Making Decisions'

Program 3 – Stage 5/Year 9  
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Program 4 – Stage 5/ Year 10  
'I Can Do Anything'

Two-day Workshop  
Career Planning

One-day Workshop  
CV Writing

One-day Workshop  
Applying for Jobs

### Describe features of the labour market including emerging trends and the impact of change

Investigate whether values associated with different forms of work have changed over time

✓

Describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans

Identify the effect of structural factors on work prospects (business reorganisation, workplace reform, technological change)

✓

Explain the high participation rates of one gender or of a particular cultural group in some occupational paths

Identify present and future features of the Australian and global economy that might affect opportunities for paid work

Compare past and future present trends in the nature and composition of the labour market

✓

✓

Investigate and discuss the impact of technology on the nature of work in a range of occupations

✓

Describe the role of governments, unions and employer groups in influencing and responding to workplace changes

✓

✓

✓

### Identify occupational pathways and their related educational, training and skill requirements

Identify skills and understanding that may be transferred from one form of work to another

✓

✓

✓

✓

✓

Describe relationships between education, training, skills and experience, and work opportunities

✓

✓

✓

✓

✓

Analyse workplace practices in an occupational field and predict future changes

Identify government and other initiatives to increase participation in education and training for disadvantaged groups

✓

✓

✓

Identify school courses and further study options associated with different occupational pathways

✓

✓

✓

✓

✓

Investigate and report on different occupational pathways and their educational and training requirements

✓

✓

✓

✓

Describe the components of post-secondary education and training, the articulation of levels of awards and qualifications, credit transfers and the range of providers

✓

Describe employer expectations of entry-level employees

✓

✓

✓

✓

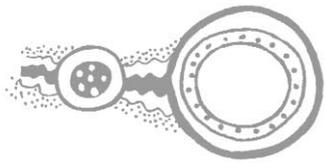
Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics

✓

✓

✓

✓



# Career Education Outcomes and Indicators

Program 1 – Stage 4/ Year 7  
'Who Am I?'

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LEARNING TO MAKE CAREER PLANS AND PATHWAY DECISIONS

**Recognise the ongoing nature of career-path planning**

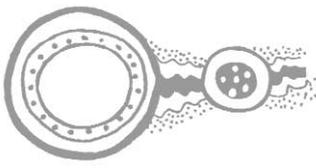
Describe key decisions in the career pathways of different people	✓	✓	✓	✓	✓
Identify different needs and priorities that emerge throughout the lifespan	✓	✓	✓	✓	✓
Explain why individuals need to review career plans to respond to changes in work	✓		✓	✓	
Demonstrate flexibility in generating personal career action plans to provide for a range of contingencies				✓	

**Use appropriate strategies for career decision-making and career-planning**

Describe and assess different methods of making career decisions		✓		✓	✓
Describe the key influences on decisions made in work situations in the home and at school		✓			✓
Explain the steps used in decision-making		✓		✓	✓
Describe school options and work options and the rationale for making personal choices		✓		✓	✓
Use a range of appropriate resources in clarifying work and career goals	✓	✓		✓	✓
Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action		✓		✓	✓
Use their knowledge of occupational pathways and their education and training requirements to develop possible career plans	✓	✓	✓	✓	

**Locate and use a range of career-planning support materials and services**

Describe the role and functions of career advising services (eg school careers adviser, Centrelink, vocational services, course information officers)	✓	✓			✓
Use a range of occupational and course information resources to investigate future career, post-secondary education and training options	✓	✓	✓	✓	✓
Evaluate occupational information and careers advice in terms of objectivity, accuracy and relevance		✓			



## Career Education Outcomes and Indicators

Program 1 – Stage 4/ Year 7  
'Who Am I?'

Program 2 – Stage 4/Year 8  
'Making Decisions'

Program 3 – Stage 5/Year 9  
'Talking About Me!'

Program 4 – Stage 5/ Year 10  
'I Can Do Anything'

Two-day Workshop  
Career Planning

One-day Workshop  
CV Writing

One-day Workshop  
Applying for Jobs

LEARNING THE SKILLS REQUIRED TO IMPLEMENT CAREER DECISIONS AND MANAGE TRANSITIONS

### Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses

Estimate and compare the level of competition for entry to courses, and describe entry requirements and selection criteria for different post-secondary education and training courses

Recognise the importance of personal presentation in the workplace

Describe methods of locating job vacancies (eg newspapers, employment agencies, personal contacts, cold canvassing)

Provide evidence of progressive implementation procedures for personal career or study plans

Accurately complete sample job and course application forms

Prepare a résumé for a specific job advertisement

Format a job application letter in response to an advertised work experience position

Present a personal portfolio containing, for example, school reports, references, certificates

Identify and meet requirements and closing dates for relevant job and course applications

Describe the types of questions that may be asked in an interview

Explain personal strengths or suitability for a particular job in a simulated interview situation

Establish telephone contact with a potential employer to arrange a personal visit or interview

Describe the appropriate follow-up techniques to use after an interview

✓

✓

✓

✓

✓

✓

✓

✓

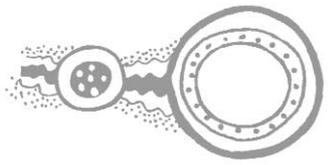
✓

✓

✓

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✓



## Career Education Outcomes and Indicators

	Program 1 – Stage 4/Year 7 'Who Am I?'	Program 2 – Stage 4/Year 8 'Making Decisions'	Program 3 – Stage 5/Year 9 'Talking About Me!'	Program 4 – Stage 5/Year 10 'I Can Do Anything'	Two-day Workshop Career Planning	One-day Workshop CV Writing	One-day Workshop Applying for Jobs
<b>LEARNING THE SKILLS REQUIRED TO IMPLEMENT CAREER DECISIONS AND MANAGE TRANSITIONS</b>	<b>Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education</b>						
	Identify time management and goal setting strategies in work and study situations		✓		✓	✓	
	Describe how they would plan and manage post-school transitions (school–work, school–TAFE, school–university, country–city)	✓		✓		✓	
	Describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned	✓		✓			
	Apply strategies to ensure that personal work opportunities are not limited by the effects of stereotyping						
	Identify and use coping skills to manage transitions including unemployment	✓		✓	✓		
	Describe support services and strategies to use in adjusting to a new workplace						

## References

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC), *Training Together, Working Together*, 1998a.

Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC), *Building Pathways: School-Industry Work Placements for Aboriginal and Torres Strait Islander Secondary Students*, 1998b.

Australian Bureau of Statistics, *National Aboriginal and Torres Strait Islander Survey*, Canberra, AGPS, 1996.

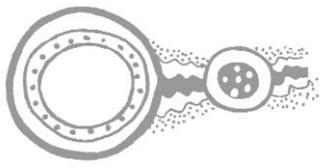
Board of Studies NSW, *A Statement of Career Education Outcomes, Years 7–12*, Sydney, Board of Studies NSW, 1996.

Everingham, P, *Education Participation Rates, Australia — 1997*, Department of Education, Training and Youth Affairs, Canberra, 1999.

Long, M, Figo, T & Batten, M, *The school to work transition of Indigenous Australians, A review of the literature and statistical analysis*, Commonwealth Department of Education, Training and Youth Affairs Report, Canberra, 1998.

*National Indigenous Literacy and Numeracy Strategy*, Commonwealth Department of Education, Training and Youth Affairs, Canberra, 1988.

Schwab, R G, *Why Only One in Three? The Complex Reasons for Low Indigenous School Retention*, Monograph RM16, Centre for Aboriginal Economic Policy Research (CAEPR), Australia National University, Canberra, 1999.



## **2 GETTING STARTED: IMPLEMENTING ACAP**

### **Factors for Success**

This chapter describes some factors that are important for the successful implementation of ACAP Programs. The basic foundations are Focus on Students, Community Participation and Ownership, School Commitment and Strong Leadership.

#### **Focus on Students**

This project is for students and about students. It should be fun, interactive and interesting while also achieving career education outcomes. To ensure participation and outcomes it is crucial to maintain the focus of the program.

#### **Community Participation and Ownership**

This is essential for the successful implementation of the program. Schools must develop and enhance links with Indigenous community members and encourage community involvement and participation in the project. Without local involvement and input in all stages, including planning, program implementation and evaluation, the project will not achieve its objectives.

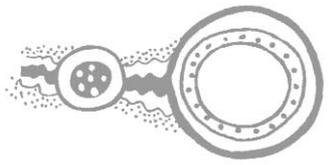
#### **School Commitment**

Without the support of the whole school, including the principal and all the staff, the project will be limited in its success. For an integrated career education strategy to be successful it needs whole-school endorsement, support and participation.

#### **Strong Leadership**

Whether the project has a committee established specifically to oversee its implementation or is incorporated into an existing management committee, the project needs strong leadership to provide direction.

Below are some ideas to assist in developing a strong focus and direction for the program. They are based on the premise that the program has stakeholders who take the lead and direct the project development and implementation. Two crucial components in developing strong leadership are discussed: Indigenous Community Participation and Partnerships, and Management Committees.



## Indigenous Community Participation and Partnerships

The establishment and incorporation of links with the local community are crucial for the successful implementation of Indigenous education programs. This has been shown by many studies, including the Board of Studies NSW's literacy and numeracy case studies, *How We Learn What We Need To Know*. In these programs, community partnerships and recognition of Aboriginal culture were important factors for success.

Even if the school has good community links it may be useful to review them and see who is included. Appropriate organisations/representatives would include:

- Aboriginal Education Assistants (AEAs); Aboriginal Community Liaison Officers (ACLOs) and/or Aboriginal Education Consultants (AECs)
- Aboriginal Student Support and Parent Awareness Program members
- Aboriginal Education Consultative Group members
- Land Councils
- Indigenous employment or training agencies
- Indigenous community organisations (health, housing, arts, cultural sectors)
- Indigenous government agencies.

Again, this process should take place at the local level and be determined on the basis of which organisations are active in the community. Programs should be strategic about who is asked to participate and how they can contribute to the project. As articulated in the Australian National Training Authority's National Aboriginal and Torres Strait Islander Strategy for VET:

Partnerships with key Indigenous bodies need to be strengthened (where they exist) and developed (where they do not). This will result in clearer, more regular consultation and negotiation on important VET issues (ANTA, 2000, p. 16).

The inclusion of, and participation by, representatives from local Aboriginal communities and organisations is crucial for ACAP (and indeed for all areas of education for Aboriginal students). The Royal Commission into Aboriginal Deaths in Custody (1991) recommended:

In designing and implementing programs at a local level which incorporate Aboriginal viewpoints on social, cultural and historical matters local schools should, wherever possible, seek the support and participation of the local Aboriginal community in addition to any other appropriate Aboriginal organisations or groups.

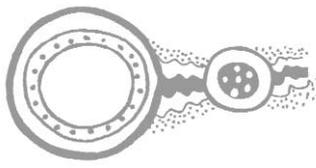
One of the key focus areas of the NSW Department of Education and Training's Aboriginal Education Policy (AEP, 1996) is partnership with Aboriginal communities. It is measured by three crucial outcomes:

- Aboriginal people are empowered to become active partners.
- The knowledge held by Aboriginal communities is recognised and valued.
- Educational policies and programs are developed in consultation with Aboriginal communities.

If you are unsure about the development of partnerships with Indigenous community members there are a number of sources to assist you. Involve Aboriginal school staff in the first instance.

### Making a Management Committee Work

Some tips to ensure an effective committee are provided below. It is advisable that a committee overseeing ACAP is made up of people who have interest in and knowledge of career education for indigenous students. While encouraging the participation and involvement of a broad spectrum of representatives it is also important to structure the committee strategically.



Before you start, consider the following

- What other committees are there in the school?
- What other committees are there in the community?
- Do the aims and objectives of other committees relate to the ACAP project?
- Is it possible to amalgamate such objectives within one committee?
- How would a joint project committee be formed?
- What is to be gained by setting up a separate ACAP committee?

Be clear about expectations

- Have a stated mission, aims and outcomes.
- Identify who should be on the committee and what is expected from them.
- Specify how often the committee shall meet.

Ensure participants can identify the following

- their motivation for participating
- how their skills and experience are used
- whether the committee is achieving its aims and objectives
- whether the committee is active in the community.

Identify key participants\*

- parents
- community organisations
- industry representatives/employers
- school representatives/departmental representatives
- students
- government agencies.

(\* These are suggestions only. You should identify appropriate participants according to your community.)

Strategies for success

- Organisational – define goals, make sure there is a purpose in everything that is undertaken.
- Reward people – ensure participants know they are making a valued contribution.
- Inclusive approach – facilitate the participation of all members.

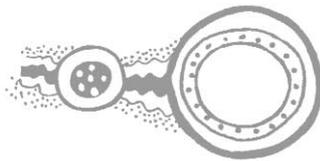
Successful meetings

- Identify the roles and responsibilities of attendees (chair, minute taker etc).
- Identify rules or guidelines for committee participation (code of conduct, time keeping, etc).
- Ensure that the reasons for having an agenda are clearly articulated. However, allow for flexibility so that community members can use the meeting to explore their own issues as well as the school's.
- Professional approach – ensure minutes are taken, meeting times and venue are consistent and participants are briefed well in advance.

There are also guidelines available through DETYA that might assist in establishing a well-functioning committee (see *A Guide for ASSPA Committees*, ASSPA, 2001). Although designed specifically for ASSPA committees, this guide to setting up a committee, running a meeting, making decisions etc can be usefully applied to other Aboriginal education committees.

Many schools already have networks and committees whose aims are specifically related to Aboriginal education. Therefore establishing a separate management committee for this project might not be appropriate. It is important that existing structures are identified. If there is an existing group that has good community links and representation, that already has a community profile and credibility and that operates with a good working relationship among members — use it! Do not re-invent the wheel.

If a new committee is to be formed (or even a sub-committee) ensure that you consider the elements for success described above.



## Forging Aboriginal Community Links

In working with Indigenous communities, there are a number of issues of protocol and conduct that should be borne in mind. To assist teachers who are unsure about making contact and establishing links in an appropriate manner, some guidelines are listed below:

- Recognise that some aspects of Indigenous culture may not be discussed or elaborated upon.
- Understand that cultural responsibilities may impact on the availability of people.
- Recognise that many Indigenous people might already have a high number of commitments.
- Payment for involvement in the project should be offered. When professional speakers are used in any context payment is made or assumed – the same should be applied to Indigenous guest speakers.
- Acknowledge and respect Indigenous peoples' advice and perspectives. If you seek involvement and a project is truly reflective of Indigenous perspectives then the advice of the community should be followed.

For further information consult the following:

- NSW Board of Studies Aboriginal Curriculum Unit's *Community Consultation and Protocols* document (under development).
- Smith, Bev, 'Community consultation: it's essential', in *Teaching Aboriginal Studies*, R Craven (ed), Allen & Unwin, St Leonards, 1999.
- Bostock, Lester, *The greater perspective: protocol and guidelines for the production of film and television on Aboriginal and Torres Strait Islander Communities*, 2nd edn, SBS, 1997. (This publication was developed to assist people working with Indigenous communities for the production of film and television but it is also relevant to other community consultation processes).
- <http://www.abc.net.au/message/proper/ethics.htm>

## Successful Communication and Marketing

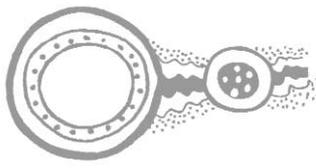
Unless there is a good marketing and communication plan to attract attention to the project, the participation of some sectors such as students, parents, community, or even school staff may be insufficient. It is important that the project is promoted and that key stakeholders are targeted. The following are some ideas to assist with developing an effective, clear and innovative communication strategy.

### Identify your audience

Start by thinking through who it is you want to communicate with. There will be several target groups identified. Ensure you pitch your activities or materials at the appropriate level and within the appropriate context. In the case of ACAP your target groups could include:

- students
- parents
- community organisations
- employers
- teachers/school staff.

This list is not definitive and should be adapted for local needs and environment. You should also think about the role of each group within the project.



## **Identify a strategy**

Your strategy may be different for different groups or circumstances. Document a strategy that articulates at least:

WHO you are going to target

HOW you are going to communicate

WHEN you are going to carry out marketing/communication activities.

## **Communicate clearly**

Determine what your message is. What is it that you are trying to say? Keep it simple and to the point. Good marketing materials do not need to be lengthy and in fact the best are often very brief. Use appropriate language for each target group.

## **Presentation**

Be creative in your approach – you want people to notice your materials and to read them. However, be sure to not detract from the message through the overuse of colour and style. Ensure that all critical pieces of information are easily identified. This includes dates, contact names and details, venue details, etc.

## **Budgeting**

As no project will ever have access to unlimited funds – and marketing activities can be expensive – make sure you develop and work to a budget. Identify what you can spend, identify what you want to do and how, make sure you prioritise your activities and expenses, and shop around. Comparing printing and distribution costs can save you money.

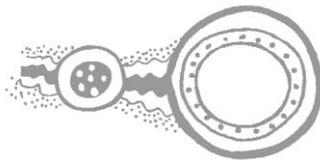
## **Brainstorming**

Use your committee to assist in planning and developing ideas. Use as many people as possible to come up with ideas. It may also be useful to look at other marketing initiatives and learn from others' success or failure.

## **Planning**

Plan ahead: check what other activities are happening and try to avoid clashing your project and marketing ideas with competing events. Leave yourself enough time to allow for mishaps. Allow others enough time to participate by giving plenty of notice of events and activities.

(See also *Marketing Your School-Industry Program*, ASTF, 1999.)



## Implementing ACAP – Guidelines for Lessons and Activities

### Who?

The materials presented below have been developed specifically for NSW schools to assist in the implementation of career education programs for Aboriginal students in Years 7–10. The people responsible for the implementation of these activities should include Aboriginal Education Assistants or Aboriginal Education Workers and Careers Advisers. This is not to say that other school staff should not be involved or should not use the program. It may also be possible for schools to employ an external group to deliver the program within the school.

Furthermore, while the project has been developed with a specific target group in mind, this does not exclude its use in other areas including:

- TAFE
- juvenile justice
- other equity target programs.

The age group is not limited to Years 7–10 and in fact the program has been successfully trialled with Aboriginal students in Year 11.

### How?

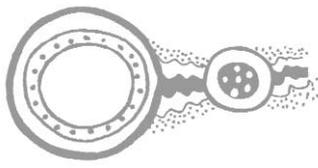
While these materials do not advocate a particular method of implementation, it is expected that schools will include career education for Indigenous students as part of their overall delivery of this critical educational area to all students.

There is a range of models for presenting the programs, including ‘short’ sessions to be delivered over a number of weeks and more intensive 1–2 day workshops. External and/or extension activities are also presented.

To ensure that students do not miss usual class time to participate in the program, timetabling and planning are essential. Students should not be disadvantaged in relation to other activities by participating in the program. It may be beneficial to incorporate the program into other activities specifically developed for Indigenous students. It is critical however that this program is implemented in response to the particular needs of Indigenous students and includes clear Aboriginal perspectives.

It may be possible to include the delivery of ACAP career education in a ‘mainstream’ classroom context. Careers in certain subjects may be explored using the worksheets and activities, while still delivering the syllabus outcomes for the subject. For example, using the ACAP material in some Science and Mathematics classes might enable exploration of careers in which Science or Maths are involved while also allowing the exploration of the everyday use of the scientific and mathematical principles being taught. Excursions and the exploration of careers could be incorporated into the teaching of English units.

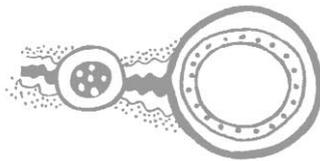
The following table identifies the advantages and disadvantages of the various methods of implementation.



## Considerations for Implementation

METHOD	ADVANTAGES	DISADVANTAGES
Regular 'withdrawal'	<ul style="list-style-type: none"> <li>Regular enforcement of ideas over a longer period of time.</li> <li>Flexibility to involve diverse people, organisations, etc.</li> <li>Ability to target a specific group of students.</li> <li>Ability to exclusively target Indigenous perspectives and participation.</li> </ul>	<ul style="list-style-type: none"> <li>Students will miss regular classes and work unless timetabling is arranged, which adds an organisational burden.</li> <li>Potentially locates career education as 'other' or not part of mainstream curriculum – ie 'one off'</li> <li>Students who are not regular attendees might have only limited exposure to the program.</li> </ul>
Workshop (consecutive days)	<ul style="list-style-type: none"> <li>Intensive delivery enabling a focus and concentration of information.</li> <li>Facilitates 'team building', and associated skills.</li> <li>Fosters development of group identity.</li> <li>Can target a specific group of students.</li> <li>Possibilities to combine with 'camp' or overnight.</li> <li>Organisational workload is concentrated into one activity.</li> <li>'Weekend' option possible.</li> <li>Potentially easier to increase participation levels from other organisations, community representatives, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Potential difficulties with logistics/cost/etc.</li> <li>High organisational component.</li> </ul>
'Mainstream' Career Education	<ul style="list-style-type: none"> <li>Minimises the organisation required.</li> <li>Provides regular reinforcement.</li> <li>Becomes 'normal' or 'mainstream' activity and part of the curriculum.</li> <li>Timetabling is incorporated as part of project implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Potential lack of strong Indigenous focus (depending on the student population in the school).</li> </ul>
Incorporate in 'Mainstream' Subjects	<ul style="list-style-type: none"> <li>Minimises the organisation required</li> <li>Provides regular reinforcement.</li> <li>Becomes 'normal' or 'mainstream' activity and part of the curriculum.</li> <li>Timetabling is incorporated as part of the project implementation.</li> <li>Subject areas increase in relevance for students.</li> </ul>	<ul style="list-style-type: none"> <li>Potential lack of strong Indigenous focus (depending on the student population in the school).</li> <li>Potential lack of diversity in career options presented (if only incorporated in one or two subject areas).</li> </ul>
Combination of Methods	<ul style="list-style-type: none"> <li>Diversity.</li> <li>Regular reinforcement.</li> <li>'Mainstreaming' of career education.</li> <li>Maximum opportunity for community participation.</li> <li>Maximum exposure for students.</li> <li>Provides 'whole-school' approach to career education.</li> <li>School becomes more relevant to students across a large number of subject areas/activities.</li> <li>Opportunity to target specific students while not 'isolating' them or the program.</li> </ul>	<ul style="list-style-type: none"> <li>Large organisational component.</li> </ul>

*(Please note, this analysis is not intended to be exhaustive but merely to provide some thoughts on what to consider when implementing ACAP. The project has attempted to refrain from advocating one specific method. Schools need to plan and tailor their own programs.)*



## Where?

While the options for where you hold ACAP sessions or activities might be constrained by a number of factors, it is worthwhile taking a few things into consideration before making a final choice about where to run your program. Take some time to consider the following questions:

- Is the location comfortable?
- Is the location informal, friendly?
- Does the location include culturally appropriate decor for both Aboriginal students and Aboriginal parents/community? (This may include posters, murals, etc)
- Is there offensive decor in the location? (Again this may include posters, pictures, etc)
- Are there appropriate facilities available? (This may include toilets, tea/coffee making facilities, access to audiovisual equipment, etc)

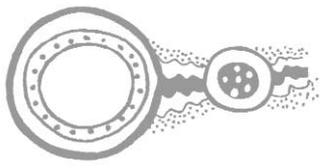
Ideally your location will be relaxed and informal, appealing to Aboriginal young people. This may mean looking outside the school for the right place. You might ask a local youth centre or other community-based organisation for the use of their facilities. Organisations you consider should include local Aboriginal organisations. Your Aboriginal education staff (AEA, AEW, AEC, ACLO), ASSPA committee or AECG should be able to assist with this.

The choice of location for ACAP sessions and activities is critical for engaging students and encouraging their participation. It is also important for encouraging the involvement of local Aboriginal parents and community members.

## What else is going on?

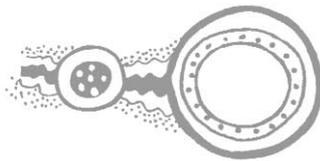
Before planning the implementation of ACAP, take the time to find out what else is happening in the school and in the district relating to career education as well as specific programs operating for Indigenous students (such as literacy and numeracy programs). This will assist in the development of a more coordinated and strategic approach.

There are many initiatives currently on offer including Ready for Work, Stage 6 VET courses, school developed Content Endorsed Courses, School to Work, Regional Career Expos, Jobs Pathway Programs and work experience to name but a few. Planning to link the timing of the implementation of ACAP with such initiatives will complement the aims and objectives of each program. Student outcomes will be improved if a coordinated and well planned approach to programming is established.



## References

- Aboriginal Education Policy (AEP)*, NSW Department of Education and Training, Sydney, 1996.
- Australian National Training Authority (ANTA), *Partners in a Learning Culture*, Canberra, 2000.
- Aboriginal Student Support Parent Awareness (ASSPA), *A Guide for Aboriginal Student Support Parent Awareness (ASSPA) Programme Committees*, Commonwealth Department of Education, Training and Youth Affairs, Canberra, 2001.
- Australian Student Traineeship Foundation (ASTF), *Marketing Your School-Industry Program*, 1999.  
<http://www.curriculum.edu/au>
- Board of Studies NSW, *Working with Aboriginal Communities — Community Consultation and Protocols*, Board of Studies NSW, Sydney (under development).
- Bostock, L, *The Greater Perspective: Protocol and Guidelines for the Production of Film and Television on Aboriginal and Torres Strait Islander Communities*, 2nd edition, Special Broadcasting Service (SBS), Sydney, 1997.
- Protocols for Consultation and Negotiation with Aboriginal People*, Queensland Department of Families, Youth and Community Care, Brisbane, 1998.
- The Reports of the Royal Commission into Aboriginal Deaths in Custody, Canberra, Australian Government Publishing Service, 1991.
- Smith, B, *Community consultation: It's essential in teaching Aboriginal Studies*, R Graven (ed), NSW, Allen & Unwin, St Leonards, 1999.



## 3. ABORIGINAL CAREER ASPIRATIONS PROGRAM COMPONENTS

The remainder of this document is devoted to providing schools with strategies and ideas to assist in initiating, implementing and evaluating ACAP. These are suggestions only. It should be noted in particular that there is more scope for making the project a locally owned initiative and other ideas should be explored.

The suggestions below are designed to allow for maximum flexibility in their application. They can be implemented over a number of weeks or used to build workshops covering a couple of days. *What they all include is a strong emphasis on participation from both students and the community.*

### Overview

The following activities are examples of the kinds of exercises that can be included in an Aboriginal career education program. They are not meant to be definitive and schools should adapt them according to their students' requirements.

The activities address specific career education outcomes (mapped on pages 12–17) and have been designed for both Stage 4 and Stage 5 students.

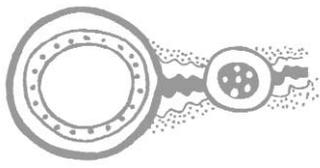
### Core Activities

#### Four Sample Programs — one each for Years 7, 8, 9, and 10 (each of which is 9 weeks in length)

Program outlines include guest speakers and field trips. There are worksheets for each activity or session. The programs are targeted at Stage 4 and Stage 5 students. Each program is designed for implementation over a number of sessions. It could take place as a withdrawal program for Indigenous students or in another appropriate method as identified by the school. Note: Schools should have a whole-school approach to the implementation of career education and Indigenous students should not be disadvantaged by the implementation of such programs. Timetabling and forward planning are therefore essential in the implementation of these programs.

#### Career Planning Workshop (2 days)

These materials provide a guide to assist in organising and running a two-day career planning workshop for students. Included is a program and student worksheets that correspond to the program activities.



## **Extension Activities**

### **Careers Market/Expo**

Some hints in organising and running a careers market or expo are provided. Included is a 'generic' student workbook to complement such an event.

### **CV Writing Workshop (1 day)**

Includes a one-day workshop program with corresponding students' worksheets that focus on developing a résumé/CV.

### **Successfully Applying for Jobs Workshop (1 day)**

Includes a one-day workshop program with corresponding students' worksheets that focus on the job application process and which include practice interviews.

### **Work Experience/Placement Reports from Year 10/11/12 Students**

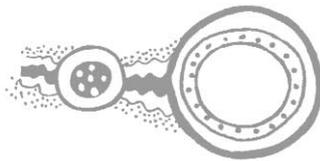
Hints on involving older students who are participating in work placement or work experience programs and encouraging them to share their experiences with younger students.

### **Excursion to University or TAFE campus**

Hints on preparing for an excursion with particular focus on Aboriginal courses and support networks for students thinking about studying at university or TAFE.

## **Careers Survey**

Before implementing any career education initiative it is useful to ascertain the areas of interest of both students and parents/guardians. Some ideas about this process are provided, including a sample student survey.



## Program 1: Stage 4 Year 7

### Week 1 – Who Am I?

#### Preparation/Resources

- Photocopy appropriate number of Worksheets 1 and 2 and permission notes for field trip.
- Arrange and confirm the participation of AEA and parents/community representatives.
- Ideally locate a venue external to the school for the first session and introduce the program, welcoming parents and students.
- Arrange morning/afternoon tea.
- Whiteboard or butchers paper and markers.

#### Career Education Outcomes

- Recognise that individuals have different skills, abilities and talents.

#### Overview

This session provides an opportunity for students to explore ideas of self and affirmation of the different concepts of Aboriginal identity. Students draw the link between their own interests, self-image, school, their talents and careers.

#### Teaching Strategies

Begin the session by welcoming parents/community representatives.

Give all participants a brief overview of what the program will involve over the next nine weeks. Tell students they will be going on a field trip in Week 7 and distribute permission notes. Ask students to write the Week 4 deadline for return of the permission notes in their homework diaries.

Discuss with students and parents concepts of self. Start by introducing your own ideas about how you define yourself including family background, where you were born, where you live now, things that are important to you etc. Encourage students/parents to share their own thoughts leading to students completing Worksheet 1. (As this part of the program focuses on affirming and discussing students' concepts of self and Aboriginal identity, it may be more appropriate for the AEA to introduce this session/discussion.)

Allowing enough time for discussion and completion of worksheets, ask students to share their responses and discuss differences, similarities etc.

Distribute Worksheet 2. Read questions 1 and 2 with the students and ask them to complete the answer sections.

Discuss with the group whether their lists in questions 1 and 2 were similar. If they are similar, ask students to think about why this is the case. Does being interested in a subject make them want to work harder and therefore achieve higher results?

Read question 4 with students and ask them to complete the answer. Ask some of the students to share their answers. Make a list of all the reasons for liking a subject.

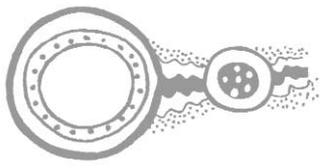
Read question 5 with students and ask them to complete the answers. Talk to students in a general way about how the things they like to do (both at school and in their social life) can influence the career they choose.

Collect Worksheet 2 from the students and divide them into a few groups of equal numbers. These groups will exist for the duration of the program. Ask the students to give you a name for their group. From the collected worksheets choose one at random and from it read aloud the three favourite subjects from question 1 and the top four activities from question 5. Ask each group to guess which student the profile belongs to. Repeat with another three worksheets. For each correct answer the team receives one point. Keep a tally for each team that can be built on in coming weeks.

Remind students to show their permission notes to their parents/guardians and to return them as soon as they can.

Ask students to think about what they would like to do when they leave school and how it relates to their school subjects and areas of interest as discussed in this session.

Finish the session with a 'welcome' morning/afternoon tea for parents/community and students.



## Week 2 – My Career

### Preparation/Resources

- Arrange and confirm the participation of an Indigenous guest speaker from the government sector. You should brief them beforehand on the focus of the session.
- Photocopy appropriate number of Worksheets 4 and 5.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Describe the structure of workplace sectors using a system of classification such as primary, secondary, tertiary.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe key decisions in the career pathways of different people.

### Overview

Students explore the meaning of careers and develop ideas for their own areas of career interest. Some basic structural features of the world of work are explored with the assistance of a guest speaker.

### Teaching Strategies

Ask students what they think a career is. Write their ideas on the board. Discuss with students two or three dictionary definitions of ‘career’. Develop a class definition.

Using Worksheet 4, ask students to write a career that interests them in the middle circle, then list five jobs similar to the one they have chosen. Allow students to work in pairs or in the groups formed last week.

Discuss with students the idea that one career can lead to many different types of work. Give them some examples.

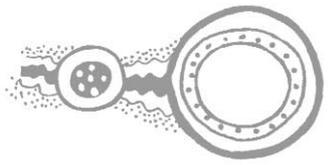
Introduce the guest speaker. Ideally, this should be an Aboriginal employee from a government organisation or agency who will speak to students about how they chose their career, who influenced them, where they had to go for training and their path from school to work. In particular, ask the speaker to discuss government initiatives in Aboriginal employment (in relation to their own experiences), organisational support/services, opportunities for promotion, EEO, etc. Ideally the person will also assist in the group activities that follow.

Allow students to work in groups to list the main tasks involved in the job they have chosen. Ask students to work individually to complete the bottom two boxes of Worksheet 4.

Using Worksheet 5 and involving the guest speaker, ask students to write a definition of ‘career’, using either the class definition or their own words.

Discuss with students the idea of primary, secondary and tertiary industries. On Worksheet 5 complete the definitions as a group. Brainstorm some examples at the end of each definition. Again draw on the experience of the guest speaker as much as possible.

Ask students to choose a product (eg wheat, paper) and, following the example (sheep – wool – socks), to draw and label the three stages of industry the product passes through.



## Week 3 – De-constructing a Job Advertisement

### Preparation/Resources

- Arrange and confirm an Indigenous guest speaker from an employment agency or job placement provider. You should brief them before the session regarding its focus.
- Photocopy appropriate number of Worksheet 8.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Describe the relationships between education, training, skills and experience and work opportunities.
- Identify government and other initiatives to increase participation in education and training for disadvantaged groups.
- Identify school courses and further study options associated with different occupational pathways.
- Describe employer expectations of entry-level employees.
- Describe the role and functions of career advising services (eg school careers adviser, Centrelink, vocational services, course information officers, etc).
- Describe methods of locating job vacancies (eg newspapers, employment agencies, personal contacts, cold canvassing).

### Overview

Students deconstruct a simulated job advertisement and with the assistance of a guest speaker draw links between careers/jobs and school.

### Teaching Strategies

Introduce an Aboriginal employee from Centrelink or an employment agency who will speak to students about applying for a job, analysing and removing misconceptions about criteria in advertisements, and the importance of subject selection at school. Ideally the person will continue the discussion and assist students with the group activities that follow.

Discuss how choosing the right subjects can assist students in getting the job they want. Ask students to think about the first session and the subjects they liked and that they did well in. Ask students if they remember the career they identified at the end of that session and how it related to their interests and subjects.

Discuss with students where they would look if they were wanting to find a job. Discuss with them alternatives such as Internet sites, newspapers, agencies, cold canvassing, etc.

Distribute Worksheet 8. Read the advertisement with the group. Ask students to identify exactly what the job advertisement is offering.

As a group, work through the position requirements and list them in the 'Skills' column in the table at the bottom of Worksheet 8.

Read each skill individually and discuss which school subjects might help them develop this skill. List these in the 'Subjects' column.

### Extension Activity

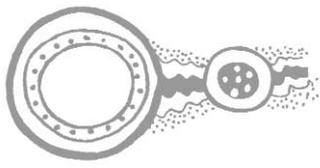
Organise access to the Internet for students. Using various sites explore issues such as:

- awards/pay/training/etc for apprentices
- job availability for apprenticeships
- links with VET in Schools courses/programs that link to the industry areas mentioned in the simulated job advertisement
- identifying other industry areas that offer apprenticeships and traineeships.

Useful sites for this activity include:

<http://www.newapprenticeships.gov.au>  
<http://www.jobsearch.gov.au/indigenous>  
<http://www.search.nsw.gov.au/employment.asp>

<http://www.det.nsw.edu.au/trainingmarket>  
<http://www.deetya.gov.au/jobguideonline>



## Week 4 – Choosing Your Subjects and Finding More Information

### Resources/Preparation

- Arrange and confirm participation in this session of Aboriginal students in Years 10/11/12 (or ex-students if appropriate). You should brief them beforehand on the focus of the session and explain that students are considering subject selection in relation to possible career choices.
- Arrange and confirm participation of other subject staff and the careers adviser, as required.
- Collect a number of materials that contain job vacancies. Ensure there are a diverse range of materials including local newspapers, the *Koori Mail*, national/state newspapers, magazines etc. If possible, arrange a computer room so students can also access Internet job search sites.
- Obtain and copy elective subject information for Years 9 and 10.
- Photocopy appropriate number of Worksheet 10.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Identify career choices that suit their interests and personal characteristics.
- Identify skills and understanding that may be transferred from one form of work to another.
- Identify school courses and further study options associated with different occupational pathways.
- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.

### Overview

Students explore the connection between subject selection and their own career choice or area of interest with the assistance of other Indigenous students.

### Teaching Strategies

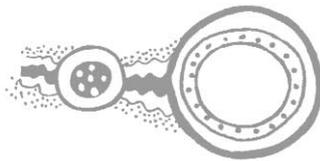
Reflect on last week's activity. Remind students about the role that subject selection plays in the development of skills for jobs.

Introduce the guest students and explain that they are going to assist the group with this session and talk about their own subject selections. Allow guest speakers to talk to the group as a whole and/or in smaller groups.

Give students a list of the elective subjects they will be offered for Years 9 and 10. Explain to them how many electives they will be required to choose and whether they are one-year or two-year courses that will appear on their School Certificate.

Give students a variety of local, state and national newspapers and ask them to find an advertisement for a job that interests them.

Direct students to examine the advertisement and on Worksheet 10 write a list of subjects that it might be useful for them to undertake.



## Week 5 – Panel Discussion/Guest Speaker

### Resources/Preparation

- Arrange and confirm the attendance of a number of Indigenous guest speakers. Ensure that they have been briefed prior to the session so they know what the focus is. Ensure that a diverse range of organisations are represented including government and non-government sectors as well as Aboriginal enterprise/s. Include paid and volunteer workers. If possible try to match the career interests of students to participants.
- Whiteboard or butchers paper and markers.
- Identify and book an appropriate venue. (This may not necessarily be within the school grounds — a local Aboriginal organisation might be able to provide an appropriate venue. If this is the case you might also need to organise transportation.)
- Arrange morning/afternoon tea.

### Career Education Outcomes

- Recognise that individuals have different skills, abilities and talents.
- Relate their own interests and values to different work tasks and occupations.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.
- Discuss factors that influence an individual's choice of an occupation.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Describe key decisions in the career pathways of different people.
- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.
- Describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned.

### Overview

Students will learn about various types of work through a panel of Indigenous guest speakers. Discussion will include paid and non-paid work, career planning, school, education, training etc.

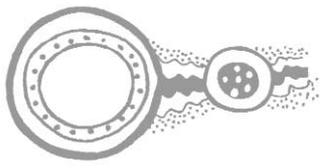
### Teaching Strategies

This session is to be an informal and open forum where guests are asked to talk about their school experiences, motivations, post-school education and career paths.

Hold the lesson in a comfortable place — the library or staff common room if it is available, or an external venue. Encourage students to ask questions. This may be facilitated by identifying students' questions prior to the session and writing them up on the board so they can be answered in the general forum or discussion. (It may be useful to give speakers the students' questions prior to the discussion if possible.)

Spend some time talking to the students about their career aspirations and the kinds of things they need to do at school in order to achieve their goals. This may be while guests are still present or after they leave.

Remind students to bring permission notes for field trip next session.



## Alternative Teaching Strategies

You may wish to focus this session on small business and Aboriginal enterprise/s. Identify Aboriginal people (include other organisations if appropriate) in the local community who have established their own businesses. Ask them to present their experiences to the class. Facilitate discussion in a similar vein as described above, however ensure the focus looks at the specifics of setting up a business/enterprise. Discussion should also look at elements of Indigenous culture, heritage etc may have been used in developing successful enterprises. This theme could be further developed through the use of Internet sources where students explore government assistance programs in business establishment (eg Indigenous Small Business Fund, see <http://www.jobsearch.gov.au/indigenous>) or look at specific sites of Aboriginal enterprises. (You might use the Koori Net site (<http://www.koori.usyd.edu.au/register.html>) as an index to assist with this, or <http://www.blackpages.com.au> for an on-line Indigenous Business and Community Services Directory.

## Week 6 – Preparation for the Field Trip

### Resources/Preparation

- Arrange and confirm the participation in this session of Aboriginal representative(s) of the organisation(s) or enterprise(s) that will be visited in the field trip.
- Arrange and confirm participation of AEA and/or parent/community representatives. Brief them regarding this session and subsequent sessions that they will be involved in.
- Photocopy appropriate number of Worksheet 14.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.

### Overview

This session provides a focus and introduction to the field trip and includes a guest speaker/s from the site/s being visited. Students are encouraged to identify their own aims and goals for the trip.

### Teaching Strategies

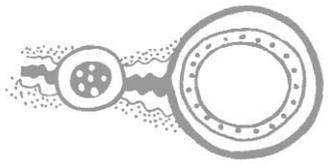
Collect all Field Trip Permission notes and remind students of details such as time of departure, what to bring, etc.

Ask a representative/s from the organisation to come to the school to brief the students on the main functions of the organisation and its structure. Introduce the speaker/s to students and encourage them to ask questions.

Discuss the kinds of jobs that may be offered at this organisation. Are any of them the jobs the students identified as being of interest to them in previous weeks?

As a class, develop a list of questions the students would like to ask during their visit. Ask students to form their groups and develop their own worksheet for the field trip using Worksheet 14.

AEA and parent/community representatives should be involved in these activities and assist in the development of worksheets with students. Ideally they will also be accompanying students on the field trip.



## **Week 7 – Field Trip to an Aboriginal Community Business or Organisation**

### **Resources/Preparation**

- The field trip will need to be organised some time in advance (including transport, permission notes, other support staff/assistants etc).
- An appropriate Aboriginal organisation/enterprise will need to be identified, permission gained for a visit and a briefing with staff undertaken.
- Any safety considerations must be managed (safety gear, briefing students beforehand etc).
- Arrange and confirm attendance of AEA and/or parents/community. If you have not already done so, provide a briefing session before the excursion to focus on the objectives of the day and any other issues (such as safety etc).
- Ensure all students have worksheets, pens etc as required.

### **Career Education Outcomes**

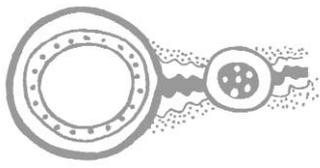
- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Describe practices that promote work safety including home and community settings.
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.

### **Overview**

Students will undertake a field trip/excursion to an Aboriginal organisation/s and/or enterprise/s. Students will have identified their own aims and objectives for the day.

### **Teaching Strategies**

Students undertake their community field trip and complete their Worksheet 14. The field trip should provide positive role models for Aboriginal students in the workplace. While students are encouraged to identify their own aims for the day, the trip should also focus on specific career education outcomes. (These may include those identified above or others determined by discussion with the parents/community, etc.)



## Week 8 – Field Trip Debriefing

### Resources/Preparation

- Butchers paper and markers for each group.
- Copies of educational and training materials/references such as DETYA Job Guide, TAFE Handbook etc.
- Arrange and confirm assistance of AEA and/or Aboriginal parent/community representatives to help with the group work. (Ideally these people should also have attended the field trip.) Provide a briefing prior to the session (as required) to focus on the objectives of the session.

### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Describe relationships between education, training, skills and experience and work opportunities.
- Investigate and report on different occupational pathways and their educational and training requirements.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.
- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.

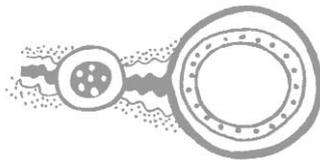
### Overview

Students explore in some detail the experiences of the field trip and analyse issues such as education and training, for the careers they are interested in.

### Teaching Strategies

Discuss the kinds of work students observed on their field trip. Are any of these careers of interest to the students in your group?

Ask students to move into their groups. Give them some marker pens and some large sheets of butchers paper and get them to help each other construct mind maps of information about the career that they find interesting. Provide educational and training materials/references to each group. Have branches of the mind map for the education level they need, the types of places they could work, opportunities for promotion, etc. Ideally involve the AEA and parent/community representatives to help each group.



## Week 9 – Career Direction and Planning

### Resources/Preparation

- Photocopy appropriate number of Worksheet 15.
- Arrange and confirm the participation of an Aboriginal TAFE or university employee. (Provide a briefing beforehand as required.) Ask them to bring information relating to specific Aboriginal study programs and courses to provide to students, if possible.
- Invite all those who participated in the delivery of the course including parents/guardians, community representatives, employees, employers, AEA/assistants etc.
- Arrange a morning/afternoon tea or lunch (as appropriate).

### Career Education Outcomes

- Explain why individuals need to review career plans to respond to changes in work.
- Use their knowledge of occupational pathways and their education and training requirements to develop possible career plans.
- Provide evidence of progressive implementation procedures for personal career or study plans.
- Describe how they would plan and manage post-school transitions (school-work, school-TAFE, school-university, country-city).
- Identify and use coping skills to manage transitions including unemployment.

### Overview

The final session provides more information about educational pathways for students, with a specific emphasis on Indigenous study programs and options. Students carry out a basic career planning activity before a ‘celebration’ at the end of the program.

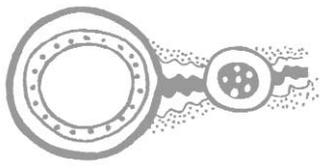
### Teaching Strategies

Introduce the guest speaker – a person from an Aboriginal unit in your nearest university or TAFE – who will talk to students about the importance of having a plan for their career and how planning can help to achieve goals. Specifically designed Aboriginal courses and programs offered by the institution should be discussed and, if possible, information sheets should be provided to students. (This discussion should also include other institutions and their Aboriginal study programs.)

Make sure the discussion refers to the facts that ideas can change, and that many of the students will change their minds about what they want to do. Encourage them to think about what they have learnt during the course about subject selection, skills required for jobs, and finding advertised positions. Remind them that they should go through this process for any new job they aspire to.

Ask students to complete Worksheet 15, a plan for their future schooling and career. Ideally, assistance will be provided by the guest speaker and AEA.

Have informal morning/afternoon tea or lunch with all guests, thanking them for their participation.



## Program 2: Stage 4 Year 8

### Week 1 – Making Decisions

#### Resources/Preparation

- Photocopy appropriate number of Worksheet 16 (or 37).
- Arrange and confirm the participation of AEA and Aboriginal parent/community representatives. Provide a briefing prior to the session/s to ensure the objectives are clear. (Ideally participation will have been identified in previous consultations and discussions via ASSPA, AECG, ACAP Committee etc).
- Whiteboard or butchers paper and markers.
- Arrange morning/afternoon tea.

#### Career Education Outcomes

- Identify different needs and priorities that emerge throughout the lifespan.
- Describe and assess different methods of making career decisions.
- Describe the key influences on decisions made in work situations in the home and at school.
- Describe school and other work options and the rationale for making personal choices.

#### Overview

This session provides an overview of the program and a discussion about decisions and careers. Students are provided with a basic understanding of the reasons some decisions are more important than others and of ways to identify the important ones.

#### Teaching Strategies

Start the session with a welcome and then give an overview of the program for the next nine weeks.

To begin an open forum discussion, provide students with a number of examples or scenarios that require decision-making. Ask the AEA and parent/community participants to talk about their own experiences. (Try to use and encourage examples that are relevant to students, for example ‘When I was your age I had to decide ...’)

Brainstorm the following:

- What are the different sorts of decisions?
- What sort of decisions are important and why?
- What information is required when considering decisions?
- What decisions are made automatically, without considering the outcomes?
- Why are some decisions given more thought than others?
- Why do decisions change over time?
- How do decisions relate to careers, work, education etc?

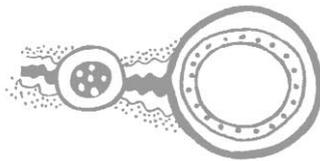
Ask students to write down on Worksheet 16 (or 37) five decisions they have made in the last week. Using the Worksheet, ask students to circle the most important decision from the list and to identify one reason for its being the most important.

Ask students to consider the most important decision they have ever made and identify what makes it the most important. Ask students to write down the reason for its importance.

Ask students to share their most important decision for the week and their most important decision ever with the group. Make two lists on the board.

Ask students to consider what decisions they will have to make at the end of Year 10 and the flow on/consequences each decision. Write a flow chart mapping each of the decisions and its consequences on the board, based on the discussion.

Finish the session with a ‘welcome’ morning/afternoon tea.



## Week 2 – Decision-making Process

### Resources/Preparation

- Photocopy appropriate number of Worksheet 17 (possibly two copies per student).
- Prepare a case study/scenario to be used for the decision-making process.
- Arrange and confirm participation of AEA, and parent/community representatives. Ensure participants are well briefed prior to the session.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Identify different needs and priorities that emerge throughout one's lifespan.
- Describe and assess different methods of making career decisions.
- Describe the key influences on decisions made in work situations in the home and at school.
- Explain the steps used in decision-making.
- Describe school and other work options and the rationale for making personal choices.

### Overview

Students should learn the basic steps in making a decision and be able to apply this process to a given scenario. The focus for discussion should be on careers and transitions.

### Teaching Strategies

Discuss with students the process of making decisions. Ask students to refer to their decisions identified in the previous session and to consider how they made those decisions. Brainstorm their ideas and write them up on the board.

Provide students with Worksheet 17 and ask them to work in groups to identify the 'correct' order for making a decision:

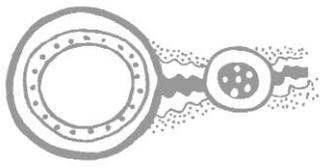
- clearly stating the decision to be made
- assessing information
- identifying alternatives
- considering consequences
- making a choice
- evaluating the decision.

Allow enough time for students to complete the worksheet and then bring the groups back together to discuss the results as a whole. Go over with the students the way they ordered the steps and why. Discuss their reasoning and establish a common order as above. Ask students to amend their worksheet as necessary or to do a fresh version.

Now present students with a 'real life' scenario and ask them to re-form their groups and use the processes of decision-making to deal with it. Ask them to use the 'Notes' section of the worksheet to identify each step in the decision-making process. Involve AEA and parent/community representatives in both discussion and group work.

If possible refer back to examples used in the previous session or present new scenarios such as:

- choosing subjects at school
- deciding when to leave school
- deciding whether to stay at home or move out
- deciding whether to be a smoking or non-smoking person
- a decision identified by students/parents.



## Week 3 – Goal Setting

### Resources/Preparation

- Photocopy appropriate number of Worksheets 18 and 19.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Use a range of appropriate resources in clarifying work and career goals.
- Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.
- Identify use of time management and goal-setting strategies in work and study situations.

### Overview

This session is aimed at exploring goals and the process involved in establishing goals. As a result of this session students should be able to recognise short-term and long-term goals.

### Teaching Strategies

Brainstorm with students the topic ‘What is a goal?’. Use the discussion to work towards identifying short-term and long-term goals by drawing on students’ answers and examples. Involve AEA and parent/community representatives in the discussion, also drawing on their examples. Ensure that throughout the discussion key ideas are written up on a whiteboard or butchers paper. Facilitate this discussion by providing other examples involving high-profile people or more general examples such as:

- completing the HSC
- attaining a gold medal at the Olympic Games
- becoming an astronaut and flying to the planet Mars
- breaking a world record
- finding a job
- coming first in the final exams for a favourite school subject
- quitting smoking
- saving for a holiday
- completing a TAFE course.

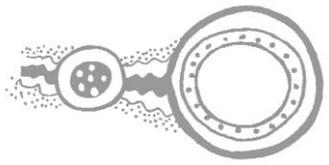
Include in this discussion concepts relating to short-term and long-term goals. Provide an example such as an athlete working towards a gold medal by setting a training regime, winning at the state then national championships, making the Olympic team, etc. This discussion should demonstrate the process of working towards a big goal by setting smaller goals or milestones. Again, draw on the experiences of the AEA and parent/community representatives.

Using Worksheet 18, ask students to work in groups to identify the features of short-term and long-term goals and to complete the rest of the worksheet. Ask each group to develop a definition of a ‘goal’.

Bring the groups together and compare responses, definitions etc. Drawing on the discussion, provide a model for setting goals as follows:

- Identify the goal.
- Outline the steps needed to achieve the goal.
- Identify obstacles to achieving the goal.
- Set deadlines for achieving the goal.

Ask students to re-form groups. Provide each group with an example of a ‘goal’ (or ask each parent/community assistant to identify one for their group). Ask the students to complete Worksheet 19 with the way they would plan to achieve the goal.



## Week 4 – Personality Profiles: Traits and Skills

### Resources/Preparation

- Photocopy appropriate number of Worksheets 20 and 21.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Prepare information/case studies on high profile/successful Indigenous people. *Vibe* magazine and the *Koori Mail* often have biographies of Aboriginal people. See also <http://www.adelaidehs.sa.edu.au/topics/biographies.htm#Australian> for ideas.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.
- Describe personal strengths and weaknesses as they relate to career choice.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.
- Discuss factors that influence an individual's choice of an occupation.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Recognise that there is a place in the world for people with different skills, abilities and talents.
- Describe key decisions in the career pathways of different people.
- Identify different needs and priorities that emerge throughout the lifespan.

### Overview

This session should provide students with an awareness of personal characteristics and skills with a link drawn to careers. This is facilitated through profiling a 'famous' Indigenous person.

### Teaching Strategies

Present to students an image or profile of a successful Indigenous personality. Be sure to pick someone whom students can identify. (This may be a local person.) Begin by asking students what they know about the person. Who are they? What do they do? Who do they work for/with? Where do they work/live? Do they belong to a particular organisation? How old are they? What are their achievements, career path, education, training, family? Make a list of responses.

Now ask students to consider what they think the person is like – how would they describe them? For example, ask students if they think the person is happy, unfriendly, angry, aggressive, helpful, interesting, etc. Compile a list of responses.

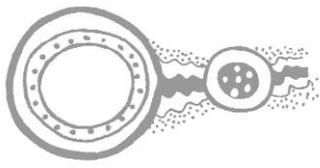
Ask students if they know anything else about the person in relation to what they do – eg what they are good at, what they are known for, what skills they have, etc. Make a third list of the person's skills. These can be related back to their achievements, successes, etc.

The result should be three lists relating to the person, that could be headed:

- profile
- traits/personal characteristics
- skills.

Now give students Worksheet 20 and ask them to compare the lists compiled as a class with those on the sheet. Ask students to fill in any extra words in the spaces provided on the Worksheet.

Ask students to form their groups. Either individually or as a group, ask them to choose an Aboriginal person they admire. If possible the AEA and parent/community representatives should assist the groups. Alternatively, students may wish to 'interview' their group's assistant. Using Worksheet 21, students compile lists for the person they admire. Tell the students they can use the ideas on the Worksheet 20 or others of their own.



Leave enough time at the end of the session for each group to report back to the whole class. Discuss the various profiles developed. Discuss the relationships between the person's work/career and things they are known to be good at, and their personality.

Encourage students to continue to write down any new skills and traits on their Worksheet 20 as they encounter them.

## **Week 5 – What About Me?**

### **Resources/Preparation**

- Photocopy appropriate number of Worksheets 22, 23 and 24.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Whiteboard or butchers paper and markers.

### **Career Education Outcomes**

- Recognise that individuals have different skills, abilities and talents.
- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Assess their own physical attributes relative to specific work requirements.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.
- Categorise some different forms of work (self-employment, parenting, and part-time, full-time, volunteer, and household work).
- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.

### **Overview**

Students begin to develop their own personal profile including lists of skills and personal characteristics. This session draws on ideas from the previous session and builds to an exploration of students' aspirations in regard to jobs, careers, education and training.

### **Teaching Strategies**

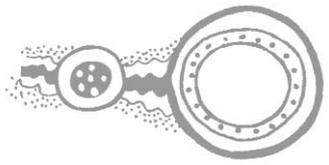
Introduce the session by telling students that they will be the focus of the lesson.

Divide students into their groups. Ask each group to consider the person that they nominated as admiring the most and use this example to assist them to write about themselves. Ideally AEA and parent/community representatives will assist the groups.

Refer students to Worksheets 22, 23 and 24. Compare the Worksheets with those of the previous session. Remind students to use the lists on Worksheet 20 to assist them.

Students should look at each question in turn and fill in their own answers about themselves. Group members should work cooperatively to assist each other.

Explain to students that these sheets will provide them with a summary or profile of themselves which may be quite useful. Indicate that they must try and get as much information onto their sheets as possible. Questions that do not seem 'relevant' can be answered with a related response. For example if the question relates to 'work' they may wish to write about paid, unpaid, volunteer or future work.



Allow enough time at the end of the session to re-form and compare results as a whole class. Focus on the 'extra' questions and information students have added and what they think the profiles could be used for. Draw the connection between the profiles, skills and personality traits and possible career options. Ask individual students to read out their own skills and traits. Ask the class to brainstorm careers that the students might be suited to, based on the profiles.

### Optional Activity

You may wish to invite the Aboriginal contact person from Centrelink to assist (or deliver) this session. Centrelink have some useful resources specifically tailored for an Indigenous audience that could assist with this activity.

## Week 6 – Matching Careers and Skills

### Resources/Preparation

- Photocopy appropriate number (minimum of two per student) of Worksheet 25.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- If possible, access computer room with Internet facilities or prepare alternative sources of information relating to job descriptions (see below for more information).
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.
- Relate their own interests and values to different work tasks and occupations.
- Describe personal strengths and weaknesses as they relate to career choice.
- Identify career choices that suit their interests and personal characteristics.
- Assess their own physical attributes relative to specific work requirements.
- Discuss factors that influence an individual's choice of an occupation.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience and work opportunities.
- Identify school courses and further study options associated with different occupational pathways.
- Investigate and report on different occupational pathways and their educational and training requirements.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.
- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.

### Overview

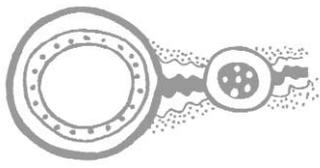
Students will develop knowledge about the sorts of skills required in various occupations/careers and will relate some of this knowledge to their own personal profiles and career interests.

### Teaching Strategies

Ask students to divide into their groups. Allocate each group an occupation/career and ask them to identify the skills and personal traits best suited for the occupation. Ask students to fill in Worksheet 25. (Alternatively you might ask students to pick an occupation themselves based on results of the previous session.)

Ensure that a good variety of occupations/careers is covered.

Involve the AEA and parent/community representatives in this process and group activities. They may assist groups in identifying careers/occupations and developing job profiles drawing on their own experience and knowledge.



Approximately one third of the session should be spent on the first choice before students are asked to change occupations. Each group should 'profile' two occupations in total. Provide students with appropriate resources to assist in developing the profiles; it might also be useful to give an example of a well-known Aboriginal person who works in that particular area/career. This could be a well-known local person or a high profile 'personality'.

Ask students to think about a career or occupation that they are interested in and to match some of their own skills and traits to it. Alternatively, ask students to look at the job profiles they have built up and to compare them with their own personal profiles from the week before.

Allow enough time at the end of the session to compare profiles. Ask each group to report back on at least one of the profiles they have developed. Ideally all of the information should then be collated so that at the next session you can give students a comprehensive set of job profiles that they have collectively developed.

Note that on the ANTA Take Off website (<http://www.anta.gov.au/takeoff/explore/explore.asp>) students can explore more than 50 different occupations using the search 'by occupation' feature. Students can identify skills, traits and other information (training, education, career paths, etc).

Another good website is the DETYA Job Guide site (<http://www.detya.gov.au/jobguideonline/> or <http://www.thesource.gov.au/>).

Or use one of the many jobsearch/recruitment sites that include position descriptions etc. Ideally direct students to the Indigenous Job Search site (<http://www.jobsearch.gov.au/indigenous>).

You might use the following site for specific information about NSW awards, but it is not appropriate for students to search it themselves: <http://www.dir.nsw.gov.au/awards/which/index.html>

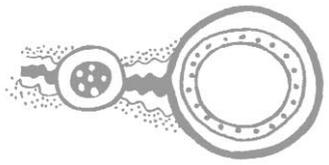
## **Week 7 – Career Q & A: Developing a Plan**

### **Resources/Preparation**

- Photocopy appropriate number of Worksheets 15, 26 and 27 (or 44).
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Arrange and confirm the participation of representatives from a variety of organisations to provide information to students (see below for ideas and more information). Where possible ensure that Aboriginal participants are invited.
- Organise access to computers and Internet.
- Prepare various sources of educational/training/employment information (see below for ideas).
- Organise lunch/snack.
- Identify an appropriate venue — outside the school if possible (perhaps a venue provided by a local Indigenous organisation).
- Whiteboard or butchers paper and markers.

### **Career Education Outcomes**

- Describe the work of organisations concerned with work conditions (unions, training and support groups, employers' organisations)
- Describe the role of governments, unions and employer groups in influencing and responding to workplace changes.
- Describe the relationships between education, training, skills and experience, and work opportunities.
- Identify government and other initiatives to increase participation in education and training for disadvantaged groups.
- Identify school courses and further study options associated with different occupational pathways.
- Investigate and report on different occupational pathways and their educational and training requirements.
- Describe employer expectations of entry-level employees.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.



- Use a range of appropriate resources in clarifying work and career goals.
- Describe the role and functions of career advising services (eg school careers adviser, Centrelink, vocational services, course information officers).
- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.
- Evaluate occupational information and careers advice in terms of objectivity, accuracy and relevance.

### Overview

This session provides students with information about support for developing a career plan. The workshop should be very 'hands-on' with students exploring a number of sources that could assist in learning more about their career interests.

### Teaching Strategies

Ask students to identify three careers about which they would like more information.

Ask students to think of five questions they would like answered in relation to their career choices. They should be on themes such as:

- education — TAFE/university
- subjects — Indigenous study programs/courses; other courses of interest
- training requirements
- pay
- working conditions (wages, hours, sick leave, etc)
- job availability
- career paths/opportunities
- job description
- job skills/traits/etc
- employers
- Indigenous-specific government support services
- Indigenous-specific government employment initiatives.

Involve AEA and parent/community representatives in this process.

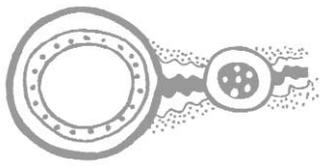
Follow this with a discussion to ensure that questions relate to the careers. The focus should be on planning. Worksheet 26 should be used by students to write down careers and questions.

Now run a workshop in which students use the various sources of information to find answers to their questions. They can write their information on Worksheet 27 (or 44), and use the answers to complete Worksheet 15.

Introduce each guest and ask them to provide a brief overview of their organisation. They then answer the student's questions.

Sources of information should be diverse and should include Aboriginal representatives from a wide variety of organisations. Some ideas are:

- Careers Adviser
- local employers
- group training companies
- local business organisations/representatives/associations
- Aboriginal people working in the public sector
- Aboriginal people working in the private sector
- representatives from Aboriginal enterprises
- Aboriginal people working in training/education institutions
- former and/or current Aboriginal students (Year 11/12).



Also discuss sources of information that are not represented at the workshop, including the following:

- Internet sites — government and non-government, employers, training providers, universities, job network, employment agencies, group training, etc. (It may help if these are ‘bookmarked’ so students can access them easily. Be sure to include government/non-government, employer/ee sites, etc)
- University and TAFE handbooks
- Newspapers (including *Koori Mail*, local, national and state).

## Alternative For Week 7

It might be possible for students to get answers to their questions at a Careers Market or Expo. Students should be encouraged to use their worksheets while attending, and an ‘introduction’ should be provided before students begin. Included in this resource are specific worksheets for students to use while attending an expo (see Worksheets 46–50).

## Week 8 – Job Ads and Job Forms

### Resources/Preparation

- Photocopy appropriate number of Worksheet 28. Ensure enough copies for at least two per student.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Collect a broad range of job advertisements from a number of sources including newspapers, *Koori Mail*, Internet, etc. Try to match these to students’ areas of interest. Alternatively, arrange the sources for students to locate jobs themselves — this might include access to computers and the Internet.
- Collect a broad range of application and enrolment forms from TAFE, universities, public sector, etc. These may be job applications and/or education and training enrolment forms. You might also look at on-line application forms.
- Glue, coloured pens or highlighters, rulers, scissors etc.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Describe personal strengths and weaknesses as they relate to career choice.
- Assess their own physical attributes relative to specific work requirements.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.
- Describe methods of locating job vacancies (eg newspapers, employment agencies, personal contacts, cold canvassing).
- Accurately complete sample job and course application forms.

### Overview

This session provides students with some experience in parts of the job application process including dissecting advertisements and completing application forms.

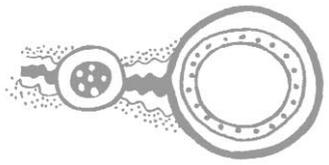
### Teaching Strategies

Review the last session with a whole-class brainstorm on sources of information about jobs and where to find them. Write a list of students’ responses on the board. If possible involve the AEA and parent/community representatives by asking them to say where they have found jobs in the past.

Explain to students that they are now going to look at some of the processes involved in job and training applications and enrolments.

Provide students with a variety of job advertisements and ask them to work through Worksheet 28.

Ideally, choices in job advertisements should correspond to students’ areas of interest.



Job advertisements should also draw on a number of sources, for example, newspaper/s, Internet, etc. Ensure that enough copies can be distributed for each student.

The worksheet addresses the following questions:

What is the title of the position?

Where is the job located?

How is the role described?

List the skills you think would be required to perform the role.

Is there an information package available?

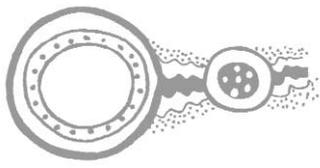
What is the address to which the application should be sent?

When is the closing date?

Students should be able to work through a minimum of two advertisements in this session. Ask students to assess how they match up against the job and selection criteria, referring them back to the profiles they developed in Worksheets 22, 23 and 24. Assistance should be provided in these individual activities by the AEA and parent/community representatives.

Distribute application and/or enrolment forms and ask students to think about their career choices. Ask them to consider if they will they need to complete similar forms. Tell them to pretend they are enrolling at TAFE for a course they are interested in, or applying for a job they've found. Give them appropriate forms to have a practice go.

Ensure there is enough time at the end of the session to discuss with students the common parts to the advertisements and forms.



## Week 9 – Summary

### Resources/Preparation

- Photocopy appropriate number of Worksheets 29, 30, 31 and 32.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure that all are informed this is the last session of the program and that a small ‘celebration’ will be held.
- Dice, markers, pens.
- ‘Prizes’.
- Arrange music/snacks etc for ‘celebration’.

### Career Education Outcomes

**NB. This session is a summary of the program.**

### Overview

This, the final session of this program, should pull the ideas of the last eight weeks together and, in a fun way, provide students with an overview of what they’ve learnt about themselves and about careers. It should also be a ‘celebration’ to end the program.

### Teaching Strategies

Explain to students that in this session they are going to pull all the pieces of the last eight weeks together by playing a game. The winners of each game get a prize. There will also be a small celebration at the end of the session with snacks etc.

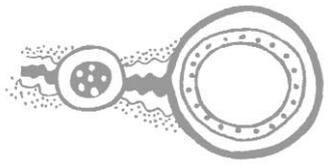
Present a brief summary including the following points:

All students should have discovered a number of new things about themselves. They should know about their own traits, skills and personalities. They should have identified a number of careers they are interested in and they should have some ideas about finding information about these careers such as what sort of information they need to find, what questions they should ask and where to find the answers. They should know where to find advertisements for jobs they are interested in and how to dissect them.

Congratulate students on their efforts. Ask the AEA and parent/community representatives and other participants/representatives to contribute to the summary ‘presentation’.

Students are now going to play the ACAP Board Game. Divide students into small groups. Provide each group with a dice and each student with a marker. The first one to the Finish and the player who gets the highest score are winners and get prizes. (See Worksheets 29, 30 and 31 for rules and scorecard. The board game is included as Worksheet 32.)

Finish the session with a small party.



## Program 3: Stage 5 Year 9

### Week 1 – Talking About Me!

#### Preparation/Resources

- Photocopy appropriate number of Worksheets 2, 3 and 19 and permission notes for field trip.
- Arrange and confirm the participation of AEA and Aboriginal parent/community representatives. Provide a briefing prior to the session/s to ensure the objectives are clear. (Ideally participation will have been identified in previous consultations and discussions via ASSPA, AECG, ACAP committee, etc.)
- Arrange a ‘welcome’ morning/afternoon tea.
- Whiteboard or butchers paper and markers.

#### Career Education Outcomes

- Recognise that individuals have different skills, abilities and talents.
- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.

#### Overview

This session discusses the likes and dislikes, interests, traits and skills of students, and relates them back to career interests. Students are also asked to identify a goal for the program.

#### Teaching Strategies

Welcome all participants. Give students, parents and community representatives a brief overview on what they will be doing over the next nine weeks. Indicate they will be going on a field trip in Week 7 and distribute permission notes. Ask students to write the Week 6 deadline for return of the permission notes in their homework diaries.

Distribute Worksheet 2. Read questions 1, 2 and 3 with the students and ask them to complete the answer sections.

Discuss with the group whether their lists in questions 1 and 2 were similar. If they are similar, ask students to think about why this is the case. Does being interested in a subject make them want to work harder and therefore achieve higher results?

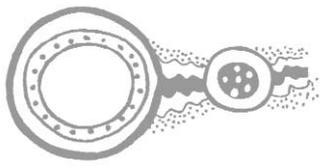
Ask students to complete question 4. Ask some of the students to share their answers. Make a list on the board of all the reasons for liking a subject.

Ask students to complete question 5. Talk to students in a general way about how the things they like to do both at school and in their social life can have an impact on the career they choose. Ask parent/community representatives to tell the group about some of their experiences in relation to school, work, hobbies, training, other education.

Divide the class into a few groups of equal numbers. Ask parent/community representatives to pick a group to work with. These groups will continue for the duration of the program. Get the students to give you a name for their group. Collect Worksheet 2 from the students. You may wish to choose some sheets at random and from each read aloud the three favourite subjects from question 1 and the top four things from question 5. Ask each group to guess which student the profile belongs to. For each correct answer the team receives one point. Keep a tally for each team that can be built on in further weeks.

Distribute Worksheet 3. Ask students to complete the following statements:

- My best features are ...
- The people who influence my life are ...
- The three people I admire most are ...
- I am really good at ...



In the space at the bottom of Worksheet 3 ask students to write a few lines about how the things they like and the things they are good at will affect the career they choose.

Ask students to consider what they'd like to achieve over the next eight weeks and what they'd like to learn. Ask them to think of a goal for the program and to use Worksheet 19 to work through a strategy for achieving the goal. Ask them to share their thoughts on goals with the group. Ask students to ensure they keep this worksheet secure so that at the end of the program they can compare how they went and see if they achieved their goal.

Remind students to show their permission notes to their parents/guardians and to return them as soon as they can.

Finish with a morning/afternoon tea and thank all for their participation.

## **Week 2 – Work Words**

### **Preparation/Resources**

- Photocopy appropriate number of Worksheets 6 and 7.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Whiteboard or butchers paper and markers.

### **Career Education Outcomes**

- Relate their own interests and values to different work tasks and occupations.
- Explain the roles and responsibilities of employers and employees.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.

### **Overview**

Words relevant to the world of work, careers and training are explored in this session with students discussing some of the values associated with various forms of work. This takes place within the context of students' career interests.

### **Teaching Strategies**

Ask students what they think a career is. Write their ideas on the board.

Discuss definitions such as those in dictionaries. Develop a class definition.

Talk to students about the links between careers and training. As a class develop definitions for 'Scholarship', 'Traineeship' and 'Apprenticeship' and ask students to write them on Worksheet 6.

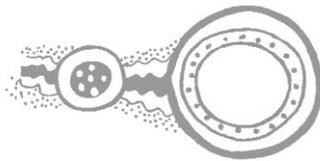
Lead a discussion on what work means to people. Ask the students what work means to them. Include the experiences of the parent/community representatives. For example, you might ask the group if they think a classroom volunteer is working now and through this move the discussion onto unpaid/paid work.

Ask students to make notes on Worksheet 6 as the discussion proceeds.

Lead the discussion to various types of work including casual, part-time, full-time, self-employed, volunteer, paid, unpaid.

Discuss with students, now that they've identified that there are different types of work/training/careers, that there are different entitlements. Some students may already have casual work – ask them if they are aware of their rights and entitlements. Ask students to return to their groups and match the terms on Worksheet 7 to the definitions. Tell them to read the definitions carefully and try their best to match them. Teams will receive 1 point for each correct match.

Review the correct definitions with the class.



## Week 3 – Job Advertisements

### Preparation/Resources

- Photocopy appropriate number of Worksheets 8 and 9.
- Arrange and confirm the participation of Aboriginal students from Years 11/12. Ensure that there is representation from students who are participating in VET in Schools programs and/or who are involved in structured workplace learning on-the-job training. (Note: You may have to involve non-Indigenous students, the careers adviser, ex-students, etc, to provide a good representation of the choices available.)
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Collect a number of materials that contain notices of job vacancies. Ensure there is a diverse range of materials including local newspapers, the *Koori Mail*, national/state newspapers, magazines, etc. If possible arrange for use of a computer room so that students can also access Internet job search sites.

### Career Education Outcomes

- Identify career choices that suit their interests and personal characteristics.
- Describe the relationships between education, training, skills and experience, and work opportunities.
- Identify school courses and further study options associated with different occupational pathways.
- Describe employer expectations of entry-level employees.

### Overview

This session looks at searching for jobs and deconstructing job advertisements. Links are drawn between jobs, tasks, skills and school subjects.

### Teaching Strategies

Ask students where they would look if they wanted to find a job. Discuss various alternatives such as newspapers, Internet sites, employment agencies, CDEP, friends, family, etc. Ask parent/community representatives to discuss methods they have used for finding a job. Ensure this discussion reflects aspects of work, training etc as discussed in the previous week (eg part-time/casual work, traineeships, self-employment.)

Distribute Worksheet 8. Read the advertisement with the group. Ask students to identify exactly what the job advertisement is offering. As a group, work through the position requirements and list them in the 'Skills' column in the table at the bottom of Worksheet 8. Look at each skill individually and discuss which school subjects might help develop this skill. List these in the 'Subjects' column. This will include students' elective subjects.

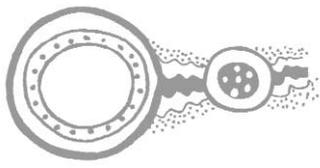
Discuss how choosing the right subjects can assist students in getting the job they want. Invite Indigenous students from Years 11/12 to discuss their subject choices with students. If possible, include representation from a wide variety of subject selections including VET in Schools programs.

Give students a variety of local, state and national newspapers and ask them to find two advertisements for jobs that interest them. Alternatively and ask students to explore jobs and availability on the Indigenous Job Search website (<http://www.jobsearch.gov.au/indigenous>). (Note: Students can search this site by region or by occupation.)

Ask students to cut out (or print out from a website) the job advertisements, paste them on Worksheet 9 and complete the table. They can do this in groups or individually with assistance from parent/community representatives.

### Extension Activities

At this point a deeper exploration of the job application process might be useful. Ask students what they know about what they should do after looking at job advertisements. It might be useful to do some of the sessions from the workshops on writing résumés, applying for jobs and doing interviews (see pp 79–84 and Worksheets 51–63).



## Week 4 – Exploring the World of Work

### Resources/Preparation

- Arrange access to computers and the Internet.
- Photocopy appropriate number of Worksheets 11,12 and 13.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Describe the work of organisations concerned with work conditions (unions, training and support groups, employers' organisations).
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Compare past and present trends in the nature and composition of the labour market.
- Describe the role of governments, unions and employer groups in influencing and responding to workplace changes.

### Overview

A number of workplace issues are discussed in this lesson with students undertaking Internet research covering areas such as awards, entitlements, wages, unfair dismissal, Indigenous employment policies and unions.

### Teaching Strategies

Arrange use of computers so students can have Internet access.

Refer to the work of the last session on subjects and skills. Explain to students that this week they are going to undertake a number of activities relating to workplace issues. Direct students to find the site <http://www.wagenet.gov.au/index.html>

Students use this site to complete the first two questions on Worksheet 11. It may be useful to work through the first site as a group and then allow students to explore other sites in smaller groups or individually.

Ask students to explore a range of work-related information and complete Worksheets 11, 12 and 13. Use the following sites:

<http://www.osiris.gov.au> (for the remainder of Worksheet 11)

<http://www.jobsearch.gov.au/indigenous> (for Worksheet 12)

<http://www.worksite.actu.asn.au> (for Worksheet 13).

Other useful sites (and there are many) include:

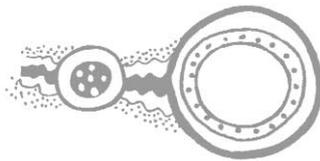
<http://www.thesource.gov.au>

<http://www.mycareer.com.au>

<http://www.careerone.com.au>

Encourage students to explore as much as possible and to follow up information they are interested in. You might want to create other worksheets to assist with this exploration.

Towards the end of the session bring the group back together and ask students what they discovered and discuss with them how this information might help them in the future when they are looking for work or are in the workplace. Discuss, in broad terms, some protective and legal mechanisms for employees and employers. Discuss rights and responsibilities, awards, entitlements, and other issues as they arise. Ask parent/community representatives to discuss their relevant experiences. Discuss the legal protections relating to discrimination and the various forms that it can take, including gender-based.



## **Week 5 – Celebrating Aboriginal Identity in the Job Market – Guest Speaker(s)**

### **Resources/Preparation**

- Arrange and confirm the attendance of Aboriginal guest speaker(s). You might want to have representatives from as many employment sectors as possible (industries, small businesses, Aboriginal enterprises, the public sector, community-based projects etc), or you might prefer to concentrate on one or two or three local businesses or enterprises and have this session serve as preliminary to the field trip.
- Butchers paper and markers enough for each small group.

### **Career Education Outcomes**

- Recognise that individuals have different skills, abilities and talents.
- Relate their own interests and values to different work tasks and occupations.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.
- Discuss factors that influence an individual's choice of occupation.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Describe key decisions in the career pathways of different people.
- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.
- Describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned.

### **Overview**

In this session, presentations from guest speakers spark discussion on career planning and education and training. The session focuses on ways in which an Indigenous identity can be advantageous in a career.

### **Teaching Strategies**

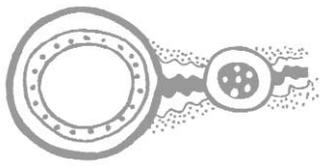
The guest speakers address the class about the path of their career. If possible, invite guests who are working in areas in which they use specific knowledge of Indigenous culture and heritage; for example National Parks, an Indigenous artists organisation, an Indigenous performance group.

Ask the speakers to talk to students about their school experiences, the subjects they chose, how these subjects helped them (or didn't), and how important subject choice and finishing school was to them. Ask them to also speak of other learning/training experiences (formal or informal). Ask the speakers to talk to students about how their sense of their Aboriginal identity and heritage/culture assisted them in their career path/planning and in the choices they made.

Encourage students to ask questions about career paths and career planning. It may be useful to brainstorm these before the guests arrive and write up a general pool of questions on the board.

Talk to students about what they have heard and its relevance to them. Encourage students to discuss these issues in groups, if possible with the assistance of AEA and parent community representatives. Ask each group to brainstorm and list (using butchers paper) the advantages they have in the job market because of their Aboriginal heritage and culture. Towards the end of the session have a plenary gathering to discuss and compare the groups' lists.

Remind students to bring permission notes for the field trip next session.



## Extension Activities

You might wish this session to focus on small business and Aboriginal enterprise. Identify Aboriginal people or organisations in the local community who have established their own businesses. Ask them to present their experiences to the class, and facilitate discussion in a similar vein as above, but with a focus on the specifics of setting up a business or enterprise. Discussion should also look at how their own sense and knowledge of Indigenous culture, heritage, etc has influenced their career pathways and how they have used this knowledge in the development of a successful enterprise.

This theme could be further developed through the use of Internet sources where students can explore government assistance programs in business establishment (see <http://www.jobsearch.gov.au>) or look at sites listing Aboriginal enterprises such as the KooriNet site (<http://www.koori.usyd.edu.au/register.html>) or the Black Pages site (<http://www.blackpages.com.au>) which is a directory of Indigenous businesses and community services.

This session could be used as a prelude to the field trip where one or more Aboriginal enterprises are visited (see below).

## Week 6 – Preparation for the Field Trip

### Resources/Preparation

- Invite Aboriginal representatives from the organisations and enterprises to be visited in the following week. (If this is not possible, prepare an overview of the organisations or obtain their information brochures.)
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed prior to the session.
- Photocopy a sufficient number of Worksheet 14.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.

### Overview

This session helps prepare students for next week's field trip so that they will get the maximum benefit from it.

### Teaching Strategies

Collect all field trip permission notes and remind students of details such as time of departure, what to bring, etc.

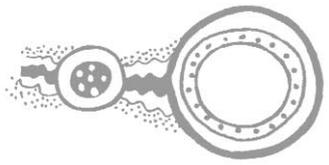
Introduce guest speakers from the sites that are to be visited and ask them to provide an overview of the organisation, including function, structure, employment/training opportunities, career paths, etc. (If this is not possible provide students with an outline of each organisation — its name, functions, and location, and/or information brochures.)

Encourage students to ask questions of the guest speakers.

As a group, develop a list of questions the students might ask during their visit.

Ask students to divide into their groups, and develop their own worksheet for the field trip using Worksheet 14.

The AEA and parent/community representatives should be involved in these activities and assist in the development of worksheets with students. Ideally they will also attend the field trip the following week.



## **Week 7 – Field Trip to Aboriginal Business(es) and/or Community Organisation(s)**

### **Resources/Preparation**

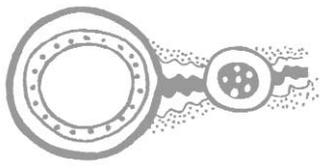
- The field trip organisation will need to be done well in advance (including transport, permission notes etc).
- Appropriate organisation(s) will need to be identified, permission gained for a visit and a briefing undertaken with staff. Note that these organisations could include Aboriginal enterprises, government and non-government sector agencies, etc.
- Any safety issues must be considered (safety gear, briefing students, etc).
- Arrange and confirm attendance of AEA and parent/community representatives. If you have not already done so, provide a briefing session beforehand focusing on the objectives of the day and other relevant issues (such as safety).
- Ensure all students have worksheets, pens, etc.

### **Career Education Outcomes**

- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Describe practices that promote work safety including home and community settings.
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.

### **Teaching Strategies**

Students undertake the field trip with the participation of AEA and parent/community representatives. Students complete their worksheets.



## Week 8 – Field Trip De-briefing

### Resources/Preparation

- Copies of educational and training materials/references such as DETYA Job Guide, TAFE/University handbooks, etc. It would be useful to also arrange Internet access to provide a more comprehensive and diverse range of information.
- Arrange and confirm assistance of AEA and parent/community representatives to help with the group work. (Ideally these people should also have attended the field trip.) Provide a briefing (as required) to focus on the objectives of the session.
- Butchers paper and markers sufficient for each group.

### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Identify career choices that suit their interests and personal characteristics.
- Describe relationships between education, training, skills and experience, and work opportunities.
- Investigate and report on different occupational pathways and their educational and training requirements.
- Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.
- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.

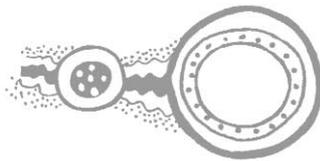
### Overview

This session provides students with an opportunity to use the information discovered on the field trip to explore jobs in more detail, including educational/training requirements, career paths, employment opportunities, skills, awards, etc.

### Teaching Strategies

Begin the session by conducting a plenary discussion about the field trip. Ask students what they enjoyed, what they did not like, whether the day was useful, etc. Discuss the kinds of work students saw happening on their field trip. Are any of these careers of interest to them? What experience do the parent/community representatives have of these areas?

Ask students to move into their groups. Give them some marker pens and some large sheets of butchers paper and ask them to help each other construct mind maps of information about the career that they find interesting. Provide educational and training materials and references to assist each group (if possible also provide access to the Internet). Encourage students to have branches of the mind map for various aspects of the career they've identified, for example the education level they need, the types of places they could work, opportunities for promotion, awards, pay, skills etc. Ideally AEA, parents/community representatives involved in the field trip will also be available to help each group.



## Week 9 – Career Direction and Planning

### Resources/Preparation

- Photocopy appropriate number of Worksheet 15.
- Arrange and confirm the participation of an Aboriginal TAFE or university employee. (Provide a briefing beforehand as required.)
- Invite (well in advance) all the participants in the course including parents/guardians, community representatives, employees, employers, AEA/assistants, etc.
- Arrange a morning/afternoon tea or lunch (as appropriate).

### Career Education Outcomes

- Explain why individuals need to review career plans to respond to changes in work.
- Use their knowledge of occupational pathways and their education and training requirements to develop possible career plans.
- Provide evidence of progressive implementation procedures for personal career or study plans.
- Describe how they would plan and manage post-school transitions (school-work, school-TAFE, school-university, country-city).
- Identify and use coping skills to manage transitions including unemployment.

### Overview

In this session students will begin to develop a career plan for themselves, and information about specific Indigenous study programs (TAFE or university) is also provided by a guest speaker.

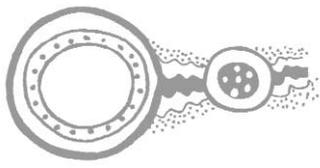
### Teaching Strategies

Invite a person from an Aboriginal unit in your closest university or TAFE to speak to students about the importance of having a plan for their career, and how planning can help to achieve goals. Ask the speaker to discuss the specific study programs and support services provided by the institution for Indigenous students.

Broadly discuss with students the program and what they have learnt over the last eight weeks. Make sure the discussion addresses the facts that ideas change and that many of the students will change their minds about what they want to do. Encourage them to think about what they have learnt throughout the course about subject selection, skills required for jobs, and finding advertised positions, and encourage them to go through this process for any job to which they aspire. Ask students if they remember the goal they set for themselves at the beginning of the program. Did they achieve their goal? Did their goal change?

As the final task for the program, students are to complete Worksheet 15 developing a career plan incorporating information, ideas, goals etc from the program. Move among students to offer them assistance if needed (ideally the guest speaker may also be able to assist).

End the session with an informal morning/afternoon tea or lunch with all guests, thanking them all for their participation.



## Program 4: Stage 5 Year 10

### Week 1 – Guest Speaker

#### Resources/Preparation

- Arrange and confirm the participation of an Aboriginal person to provide a presentation to students relating to their work experiences. In particular the speaker should be briefed on the targeted outcomes of the session relating to workplace issues.
- Arrange and confirm the participation of AEA and parent/community representatives. Provide a briefing prior to the session to ensure its objectives are clear.
- Provide each student with a notebook to use as a journal over the course of the program.
- Whiteboard or butchers paper and markers.

#### Career Education Outcomes

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status might influence an individual's career aspirations.
- Categorise some different forms of work (self-employment, parenting, and part-time, full-time, volunteer, and household work).
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

#### Overview

In Weeks 1–4 of this program, the working lives of a number of high profile and successful Indigenous Australians are explored. The first session includes an Indigenous guest speaker discussing some of their experiences.

#### Teaching Strategies

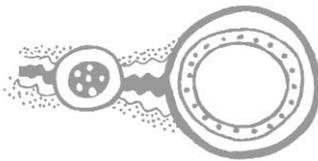
Briefly provide an overview to students of the content of the program including the excursion in Week 7. Distribute the journals and explain to students that these will be used over the course of the program. Indicate that what they record in the journals is for their purposes only and does not need to be shared with others.

Ask students to think about what they would like to achieve from the program and to write this down in their journal.

Introduce the guest speaker, who talks to the students about experiences in their working life. The speaker should discuss issues such as challenges in finding a job, decisions about where to live, challenges they have faced in the workplace and how they have managed them, changes in their career path, influences, education and training etc. Encourage students to ask questions.

Ask students to think of a time when they had to face a big challenge. Ask them to write down the experience and how they managed it. Ask them to consider the outcome of their actions. Finally, ask students to consider whether they would deal with the challenge in the same way if they had to face it again. Ask students to record their thoughts in their journals.

Distribute permission notes for the excursion and ask students to bring them in as soon as possible.



## Week 2 – Profiles

### Resources/Preparation

- Prepare a number of profiles of successful Indigenous people to present to the students. (See below for ideas and references.) Include a range of materials: videos, audio tapes, music, books, magazine and newspaper articles, poetry, etc. These materials will be used in the following weeks. Make sure the selection of people covers a diversity of careers and roles.
- Organise use of audio and video equipment.
- Arrange access to the Internet for students' research.
- Arrange and confirm participation of AEA and parent/community representatives.
- Photocopy an appropriate number of Worksheet 33.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.
- Categorise some different forms of work (self-employment, parenting and part-time, full-time, volunteer, and household work)
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Identify use of time management and goal setting strategies in work and study situations.

### Overview

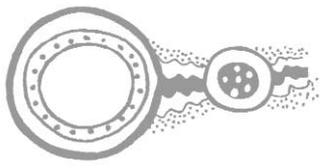
This session provides students with case studies of the working lives of a number of Aboriginal people. The session acts as an introduction to the 'research' projects.

### Teaching Strategies

Present to students a video showcasing the life of an Indigenous person.

Discuss with students the issues raised in the video. Suggested discussion questions include:

- What career paths/jobs had the person followed?
- Had they been successful?
- Had they had many jobs?
- If so, why?
- What strategies had they used to deal with change and transition?
- What other sorts of roles had they had — paid, unpaid, parent, spokesperson, role model etc?
- Did they discuss their education?
- How did their education play a role in their life?
- How had their own sense of Aboriginal identity play a role in their life (or in their working life)?
- What was important to the person in terms of their life and work?
- What barriers had the person faced in their life?
- How had they dealt with these barriers?
- How had things changed for the person in their life and work?
- Who or what had inspired the person?
- How had they managed the challenges they faced?



Ask students to consider if they admire the person. If so, why? Encourage students to use their journals to record their ideas.

Divide the students into groups and provide each group with information on another high profile Aboriginal person. Ask each group to study the information provided (video and audio tapes, print articles, websites, etc) and to start developing a profile of the person. Explain that their profiles will be presented in the next couple of weeks (give students a deadline). Indicate that students may use whatever form of presentation they choose, however the whole group must be involved in the study and presentation. Provide a summary of the sorts of things that students should consider in the development of their profile — Worksheet 33 is a guide. (While each group is given information on a person to research, the group may choose someone else if they wish.)

The remainder of the session should be spent with students working in their groups. If possible an AEA or parent/community representative should be allocated to provide assistance to each group.

Encourage the students to develop a project plan. This should include identification of the deadline, tasks necessary to complete the project, resources needed, allocation of tasks, and timeline.

## Suggested References

### Books

Chryssides, H, *Local Heroes*, Harper Collins, 1993.

This text includes profiles of the following people (among others):

- Ian Abdulla
- Stephen Page
- Cathy Freeman
- Roger Bennett
- Lorraine Liddle
- Mandawuy Yunupingu

Morgan, S, *My Place — For Young Readers*, Fremantle Arts Centre Press, 1990.

Shirl, Mum and Sykes, Bobbi, *Mum Shirl*, Heinemann, 1981.

Urcotte, G (ed), *Jack Davis The Maker of History*, Angus & Robertson, 1994. Contains article and interviews.

### Videos

OTEN, *A Matter of Identity*. Showcases four Aboriginal artists, (34 minutes).

Film Australia, *Australian Biography Series*. Showcases a number of successful Aboriginal people including:

- Jimmy Little
- Lois O'Donoghue
- Charles Perkins

(all approximately 30 minutes or less).

Department of Education and Training, *This is not a Dress Rehearsal, this is Life*. Showcases the life of Malcolm Cole and his involvement with NAIDS.

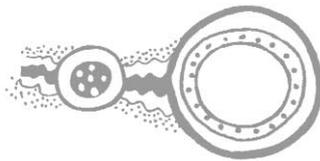
Department of Education, Training and Youth Affairs, *You can do Anything*. Showcases the lives of a number of successful Indigenous young people including Ricky Walford.

### Websites

<http://www.abc.net.au/news/olympics/athletes>

This ABC website includes Olympic athlete profiles. The ABC also has a number of web pages with biographical information. Each page is concise but comprehensive. They include profiles on:

- Sally Morgan
- Yvonne Goolagong Cawley
- Oodgeroo Noonuccal
- Albert Namatjira
- Pat O'Shane
- Neville Bonner.



<http://www.adelaidehs.sa.edu.au/topics/biographies.htm#Australian>

This is an excellent directory of websites with Australian biographical information including specific reference to Indigenous Australians.

<http://www.filmaust.com.au>

This is the Film Australia website which has a very comprehensive Indigenous reference library.

### Journals

The *Koori Mail* contains biographical information and can be used in print or electronic form. The website is <http://www.koorimail.com> (this is linked to the InfoKoori search).

ATSIC newsletter contains some useful information. It can be obtained in print or online at <http://www.atsic.gov.au>

*Vibe* magazine. Can also be accessed via the Internet: <http://www.vibe.com.au>

## Week 3 – Profiles – Group Work/Research

### Resources/Preparation

- Arrange and confirm participation of AEA and parent/community representatives.
- Profiles and materials from last week should be re-assembled.
- Organise access to the library, Internet access and audiovisual equipment as required.

### Career Education Outcomes

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.
- Categorise some different forms of work (self-employment, parenting and part-time, full-time, volunteer, and household work)
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience and work opportunities.
- Describe the key decisions in the career pathways of different people.
- Identify use of time management and goal-setting strategies in work and study situations.

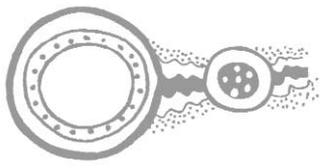
### Overview

In their groups, students continue working on their profiles. Research is conducted in a variety of formats determined by students and limited, of course, by available resources.

### Teaching Strategies

Advise the groups that they are to continue working on their profiles. Ideally AEA and parent/community representatives will be available to assist the groups.

Students should be encouraged to develop their profiles in a number of ways. For example, they may wish to write a collective poem about the person they have profiled. Students may choose to give an oral presentation, or to use the music, art, writing etc of the person being profiled. All students should be encouraged to participate and contribute. Students should use their journals to make notes and to record their contribution to the project. Discussion to divide the tasks between the group members should be encouraged.



## Week 4 – Profile Presentations

### Resources/Preparation

- Ensure all equipment required for the students' group presentations is available.
- Arrange and confirm participation of AEA and parent/community representatives.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.
- Discuss factors that influence an individual's choice of an occupation.
- Investigate the ways in that factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement.
- Describe how gender, race and socioeconomic status may influence an individual's career aspirations.
- Categorise some different forms of work (self-employment, parenting and part-time, full-time, volunteer, and household work).
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Describe some of the benefits that individuals and the community derive from paid and unpaid work.
- Show how their work at home and at school affects themselves and others.
- Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience, and work opportunities.
- Describe the key decisions in the career pathways of different people.
- Identify use of time management and goal setting strategies in work and study situations.

### Overview

Groups present their personality profiles. Students consider aspects of the presentations in relation to themselves and their careers.

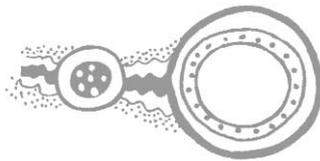
### Teaching Strategies

Allow a small part of the beginning of the session for each group to make final preparations for their presentation.

In a plenary session, the groups take turns to present their profiles. This may or may not be with the assistance of each group's facilitator (AEA or parent/community representative).

Brainstorm with students common themes from the presentations.

Ask students to consider their own career plans and how they would use their own self-concept or self-identity in a positive way in relation to their career. This could be in planning their career, choosing their career, working towards their career and working in their career. Ask students to spend the remainder of the session recording their thoughts in their journals. Ensure that a link is made between common elements with profiles that have been presented.



## Week 5 – The World of Work: Workplace ‘Issues’

### Resources/Preparation

- Arrange and confirm access for all students to computers and the Internet.
- Prepare a number of brochures, information leaflets and/or government publications that provide information to students on workplace legislation, rights, responsibilities etc.
- Photocopy appropriate number of Worksheets 11, 12, 13 and 34.
- Arrange and confirm participation of AEA and parent/community representatives.

### Career Education Outcomes

- Investigate and report on how different cultures organise work.
- Describe the work of organisations concerned with work conditions (union, training/support groups, employer organisation).
- Explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy)
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures)
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Explain the roles and responsibilities of employers and employees.
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.

### Overview

Students investigate, using a variety of resources, a range of government initiatives relating to work practices. This session should be a guided individual activity.

### Teaching Strategies

Explain to students that in this session they are going to undertake a number of activities relating to workplace ‘issues’. Ensure all students have access to the Internet and distribute worksheets (11, 12, 13 and 34). Ask students to work through each of the websites at their own pace. This should also be facilitated by the AEA and parent/community assistants if possible.

### Worksheet Websites

<http://www.wagenet.gov.au/index.html>

<http://www.osiris.gov.au>

These sites and Worksheet 11 look at awards, and the rights and responsibilities of employers and employees.

<http://www.jobsearch.gov.au/indigenous>

This site and Worksheet 12 look at the Australian labour market with particular reference to Aboriginal people, employment initiatives specifically designed for Aboriginal people, etc.

<http://www.worksite.actu.asn.au>

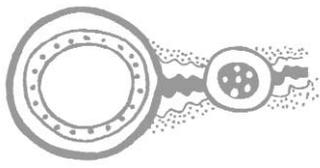
This site and Worksheet 13 look at the ACTU and the role of unions and other work-related issues and is specifically designed for young people.

<http://www.hreoc.gov.au>

This site and Worksheet 34 look at human rights internationally and in Australia.

The website of the National Children’s & Youth Law Centre (<http://www.lawstuff.org.au>) has information for young people about their legal rights, including those in the workplace. (Use the *QuickTopic* facility.)

Note: This session could look at a range of other legislative and workplace issues. Similar worksheets could be developed to facilitate research into areas of student interest or areas where knowledge is lacking.



## Week 6 – Workplace Issues (continued)

### Resources/Preparation

- Arrange and confirm participation of AEA and parent/community representatives.
- If necessary arrange access in to Internet facilities.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Investigate and report on how different cultures organise work.
- Describe the work of organisations concerned with work conditions (union, training/support groups, employer organisations).
- Explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments.
- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation).
- Explain the roles and responsibilities of employers and employees.
- Recognise that there is a place in the world of work for people with different skills, abilities and talents.
- Identify factors that enhance or impede work outcomes for the individual and organisation.

### Overview

This session brings together the themes of the previous sessions relating to people, work practices, legislation etc and also draws historical connections between changes in work practices and legislation.

### Teaching Strategies

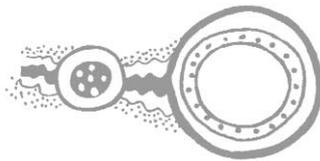
Allow time for students to finish the worksheets from the previous session and also to carry out some 'research' of their own in areas in which they are interested.

Bring all students together and compare the information they have found from their searches, using the worksheets as a guide. Discuss issues such as:

- rights of a employee
- rights of an employer
- unfair dismissal
- Indigenous employment policies
- the role of unions
- OH&S
- structured workplace learning
- human rights
- Racial Discrimination Act
- EEO.

Ask students to consider how these things affect themselves and others. Ask students to think about the person they have profiled and how these issues would have affected them now and in the past. Ask students to consider the impact on themselves and others if such issues had not been addressed through legislation. For example, discuss how they might be affected if there were no unfair dismissal legislation. Allow time for students to record their thoughts in their journals.

Remind students that the next session will be an excursion and that they must bring their permission notes if they have not done so already.



## Week 7 – The World of Work: Excursion

### Resources/Preparation

- Organise and confirm an excursion to a number of locations. Include in the schedule for the day a range of industry areas, large and small enterprises, community based organisations, etc. Ensure that where possible the focus is on Indigenous organisations and enterprises. This must be done some time in advance.
- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed beforehand.
- Arrange transport, lunch (as appropriate), etc.
- Photocopy appropriate number of Worksheet 35 ensuring there are enough for each workplace visited.

### Career Education Outcomes

- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Describe practices that promote work safety, including home and community settings.
- Identify factors that enhance or impede work outcomes for the individual and organisation.
- Investigate if values associated with different forms of work have changed over time.
- Identify the effect of structural factors on work prospects (business re-organisation, workplace reform, technological change).
- Compare past, present and future trends in the nature and composition of the labour market.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.
- Identify skills and understanding that may be transferred from one form of work to another.

### Overview

Students visit a number of sites with the aim of examining technology in the workplace.

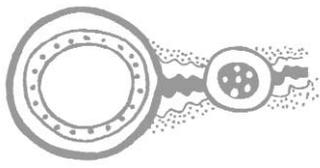
### Teaching Strategies

Before leaving for the excursion spend some time with the students identifying the objectives of the day.

First ask students to identify what they would like to get out of the trip. They can write this in their journals and/or a group list of objectives can be compiled.

Brainstorm with students a definition of 'technology'. Ask them what it means to them, is it an evolving or inert concept etc. Build up a definition that you can come back to next week. Ask students to make some notes regarding their concept of 'technology' in their journals. Distribute the worksheets.

Proceed with excursion.



## Week 8 – Changing World of Work & Excursion De-Brief

### Resources/Preparation

- Arrange and confirm participation of AEA and parent/community representatives. Ensure participants are well briefed.
- Prepare resources and materials that relate to the ‘changing world of work’. References and suggestions are provided below for statistical information.
- Arrange use of audio and visual equipment if required.
- If students are to do individual research activities, organise access to the Internet.
- Whiteboard or butchers paper and markers.

### Career Education Outcomes

- Identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy).
- Identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures).
- Describe practices that promote work safety, including home and community settings.
- Identify factors that enhance or impede work outcomes for the individual and organisation.
- Investigate if values associated with different forms of work have changed over time.
- Identify the effect of structural factors on work prospects (business reorganisation, workplace reform, technological change).
- Compare past, present and future trends in the nature and composition of the labour market.
- Investigate and discuss the impact of technology on the nature of work in a range of occupations.
- Identify skills and understanding that may be transferred from one form of work to another.

### Overview

This session explores the experiences of the excursion and draws some links with the changing world of work.

### Teaching Strategies

Debrief from excursion — ask students what they liked, what they didn’t like, what they learnt, etc.

Refer to the definition of ‘technology’ that was discussed before the excursion. Ask students if they have any other thoughts the definition that they would like to add. Read out a ‘formal’ definition (from the glossary or a dictionary) and compare it with the class definition.

Pose the following questions to students:

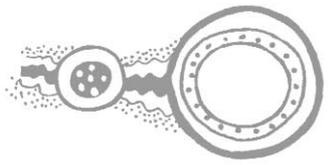
- How would the workplaces that they visited manage without technology?
- What would the students’ lives be like without technology?
- Is technology always a good thing?

Ask the students to divide into groups to discuss these questions, weighing up technology’s pros and cons. Encourage students to think broadly on the topic, and to consider the effects of technology on the life of the person they profiled.

After allowing sufficient time for students to discuss the various issues raised, bring the whole class back together. Ask them to consider other influences on the nature of work. To facilitate the discussion ask the students if they can think of any areas of work that have changed significantly and, if so, why. Present some materials to students to prompt their thoughts about these issues, for example statistics relating to changes in workforce composition, a video, Internet research, etc. Suggested resources include:

*Working Futures*. This package includes a video and was produced by WA Department of Training and Employment. The package specifically deals with the ‘changing world of work’. See the website for more information:

<http://www.wavetnet.wa.edu.au/WorkingFuturesPackage.html>



*Making Choices* website (also from WA):

<http://career-ed.iinet.net.au/choices/index.html>

Sources for statistical information include:

<http://www.jobsearch.gov.au/indigenous>

<http://www.dewrsb.gov.au>

<http://www.detya.gov.au>

<http://www.abs.gov.au>

Local information and statistics can usually be obtained from chambers of commerce, local government and economic development boards. Local examples are the most relevant for students and their interest will be heightened if they can examine the changes in work patterns and practices in their own locality.

Students divide into groups to discuss these issues. You might also like to engage them in some research tasks.

Ask students to think of an area or aspect of work that has changed significantly over the years and to record their thoughts on this trend in their journals. Ask students to write about how it affected themselves or someone they know and to also think about how it might have affected the person they profiled.

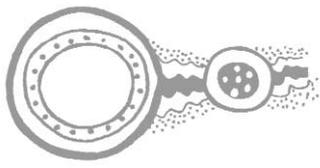
## **Week 9 – Managing Transitions**

### **Resources/Preparation**

- Photocopy appropriate number of Worksheets 15, 36 and 38.
- Arrange and confirm participation of AEA and parent/community representatives and invite other program participants to enjoy a small celebration for the end of the program.
- Prepare a number of resources relating to training and work to assist students in developing their career plans, and arrange access to the Internet.
- Organise morning/afternoon tea or lunch.
- Whiteboard or butchers paper and markers.

### **Career Education Outcomes**

- Identify career choices that suit their interests and personal characteristics.
- Recognise that interests, values and skills related to work vary with age, experience and changing circumstances.
- Show how their work at home and at school affects themselves and others.
- Identify skills and understanding that may be transferred from one form of work to another.
- Describe relationships between education, training, skills and experience, and work opportunities.
- Identify school courses and further study options associated with different occupational pathways.
- Describe key decisions in the career pathways of different people.
- Identify different needs and priorities that emerge throughout the lifespan.
- Explain why individuals need to review career plans to respond to changes in work.
- Demonstrate flexibility in generating personal career action plans to provide for a range of contingencies.
- Describe and assess different methods of making career decisions.
- Explain the steps used in decision-making.
- Describe school and other work options and the rationale for making personal choices.
- Use a range of appropriate resources in clarifying work and career goals.
- Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.
- Use their knowledge of occupational pathways and their education and training requirements to develop possible career plans.
- Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.
- Identify and use coping skills to manage transitions including unemployment.



## **Overview**

Students will explore the support and services available to them to manage transitions and develop an action plan.

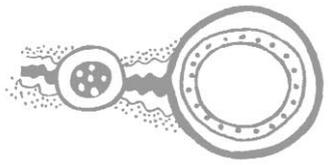
## **Teaching Strategies**

Students are to develop an action plan to assist in the management of their own personal school-to-work transition. Ask students to think about the first decision they need to make: whether to leave at the end of Year 10 or at the end of 12. Work through the decision-making process with them using Worksheet 36.

Now ask students to think of a goal relating to their decision. It can be a short-term or long-term goal but it must relate in some way to what they have decided to do about their education. Use Worksheet 38 to work through the process of setting a goal.

Finally, ask students to develop an action plan for their career, drawing on their first decision, identifying other decisions that they will need to make, identifying goals along the way, sources of support to assist them make decisions and reach goals, etc. Students may use Worksheet 15 or their journals for their action plans.

Celebrate the completion of the program with a morning/afternoon tea or lunch.



## Career Planning

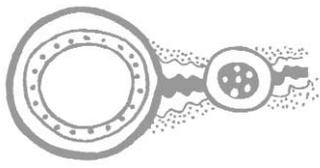
### Sample Program for Two-day Workshop

#### Resources/Preparation

- Identify student cohort.
- Survey the students to identify their needs and interests. (You might use Worksheet 64/65 for this.)
- Consult ASSPA, AECG or ACAP committee members for their feedback and as potential participants.
- Identify appropriate venue and book it.
- Prepare and administer permission notes to parents.
- Invite and confirm parents/community representatives.
- Identify group leaders, assistants and support staff (including AEA). Ensure they are briefed in advance.
- Arrange 'welcome to country' to be presented by local Aboriginal elder or representative.
- Arrange access to audio and video equipment (depending on venue).
- Photocopy appropriate number of Worksheets 37–45.
- Arrange and confirm catering and travel (depending on venue).
- Identify and confirm guest speakers/presenters. Ensure they are briefed prior to the workshop.
- Identify and confirm participants for the careers market including representatives from TAFE, university, group training, other training and employment providers, employers, Aboriginal enterprises, etc.
- Arrange appropriate 'equipment' for careers market (stalls, chairs, etc.)
- Butchers paper and markers.
- 'Prizes'
- General stationery – pens, highlighters, scissors, glue etc.
- Identify appropriate audio and video materials.

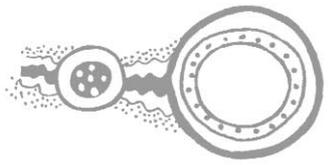
#### Overview

This two-day workshop is an opportunity to broadly cover a number of career education aspects including decision-making, goal-setting, personal traits and characteristics, and to explore a number of jobs/careers. It is also a good opportunity for students to develop a sense of teamwork and for parents and staff to work together in a cooperative environment (preferably outside the school context). The workshop provides a number of positive Indigenous role models for students.

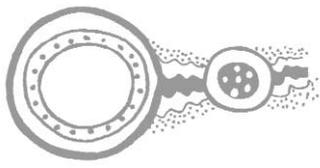


## Day 1

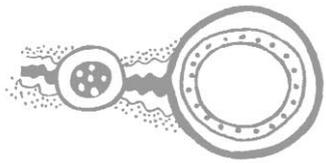
TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
9:00 – 9:30	<p>MC welcomes and makes introductions.</p> <ul style="list-style-type: none"> <li>• Aboriginal elder/representative provides welcome to country.</li> <li>• MC provides overview of the workshop.</li> <li>• MC provides general 'housekeeping' instructions.</li> <li>• Divide students into groups and allocate leaders and rooms.</li> </ul>	N/A
9:30 – 10:00	<p><b>'Getting to Know You'</b></p> <ul style="list-style-type: none"> <li>• Group leaders take their group and move to allocated room.</li> <li>• Group leaders introduce themselves.</li> <li>• Students/participants pair off and tell each other about themselves. Allow approximately five minutes.</li> </ul>	N/A
10:00 – 10:30	<p><b>What do you want?</b></p> <ul style="list-style-type: none"> <li>• Following on from the previous activities and introductions, group leaders ask students to think about what they'd like to get from the next two days. (Leaders should offer their own perspective as a starting point.)</li> <li>• Leaders write responses on butchers paper.</li> <li>• Group should contribute with all comments written up on butchers paper.</li> <li>• Group leaders explain to students that at the end of the workshop they will look again at these responses to see whether their expectations were met.</li> </ul>	N/A
10:30 – 11:20	<p>Groups all come back together for a plenary gathering.</p> <ul style="list-style-type: none"> <li>• A video is shown. Some suggestions are:  <i>This is not a dress rehearsal, this is life</i>, Department of Education and Training. Showcases the life of Malcolm Cole and his involvement with NAIDS.  <i>You Can Do Anything</i>, Department of Education, Training and Youth Affairs. Showcases the lives of a number of successful Indigenous young people including Ricky Walford.  <i>Boomalli: Five Artists</i>, Film Australia. Showcases the lives of five Indigenous artists.            See Film Australia website for more suggestions:  <a href="http://www.filmaust.com.au">http://www.filmaust.com.au</a> </li> </ul>	N/A



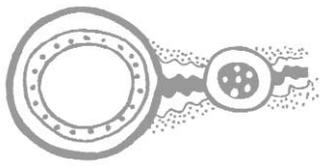
TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
11:20 – 12:30	<p><b>Decisions, Decisions ...</b></p> <ul style="list-style-type: none"> <li>• Students re-form groups.</li> <li>• Group leaders draw on the video to prompt discussion about decisions relating to school, work, study etc.</li> <li>• The group brainstorm decision-making and the types of decisions that people make in their lives and in a 'normal' day. The discussion should encompass everyday decisions and ones made less frequently, and decisions relating to family, friends and others.</li> <li>• Ask students what sort of decisions are important and why. Using a whiteboard or butchers paper, compile a list of the characteristics of a decision that would cause students to categorise it as 'important'. These would include repercussions, impact on others, impact on themselves, long-term and short-term considerations, social implications, legal implications, etc.</li> <li>• Ask students to identify five decisions they have made today (eg what to have for lunch, what to draw in an art lesson, what to wear). Students need not necessarily share their decisions with the rest of the group — make this clear before asking them to think about their decisions.</li> <li>• On Worksheet 37 students write their five decisions and rank them in importance from 1 to 5 (1 is the most important).</li> <li>• Now ask students to compare their most important decision of the day to a very important decision they have made this year (eg subject choices, leaving or staying on at school, where to live). Ask them to write down their most important decision of the year in the space provided.</li> <li>• As a group the students talk about their 'big' decisions and the sort of things that made them 'big'.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss factors that influence an individual's choice of an occupation.</li> <li>• Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment or career advancement.</li> <li>• Categorise some different forms of work (self-employment, parenting and part-time, full-time, volunteer, and household work).</li> <li>• Show how their work at home and at school affects themselves and others.</li> <li>• Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.</li> <li>• Recognise that there is a place in the world of work for people with different skills, abilities and talents.</li> <li>• Describe key decisions in the career pathways of different people.</li> <li>• Identify different needs and priorities that emerge throughout the lifespan.</li> <li>• Describe the key influences on decisions made in work situations in the home and at school.</li> <li>• Explain the steps used in decision-making.</li> <li>• Describe school and other work options and the rationale for making personal choices.</li> </ul>
12:30 – 1:30	Lunch	



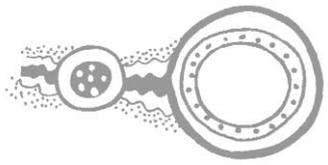
TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
1:30 – 2:30	<p><b>Scoring Goals</b></p> <ul style="list-style-type: none"><li>• Group leaders refer to the video and ask students what they know about the featured individuals and their careers, their successes etc. Broaden the discussion to include local and other well-known Aboriginal people in a variety of occupations/careers. Ask students to identify their achievements. Ask students to consider how they might have achieved such success in their chosen field.</li><li>• Introduce the idea of ‘goals’ and setting goals. Brainstorm with the group ‘what is a goal?’ Use a whiteboard or butchers paper to write down students’ ideas about what a goal is. Ask students to consider the goals a person might make in order to work towards achieving an outcome. Use a specific example to help explain this, such as an athlete setting small goals in training and competitions to work towards attaining an Olympic gold medal. On another sheet write the students’ responses under two columns: short-term goals and long-term goals. Explain the purposes of setting a number of short-term goals to achieve the long-term goals (eg sense of achievement, making a difficult task possible by breaking it down into smaller parts).</li><li>• Provide an outline of a model for goal-setting: Identify the goal. Outline the steps needed to achieve the goal. Identify obstacles that could prevent a person from achieving their goal and alternatives to overcoming them. Set deadlines for achieving the goal.</li><li>• Draw to students’ attention Worksheet 38 and ask them to consider setting a goal for themselves for one of their school subjects, using the goal-setting model, or ask students to relate a goal to one of their ‘big’ decisions, as identified earlier. For example, if the ‘big’ decision was to pick the subject of History as an elective, ask students to relate a goal to achieve in relation to this decision. This could be doing all their homework on time for the year, or placing in the top 10 of the class in their exams, or attending all lessons for the year, etc.</li><li>• Ask students to write a goal-setting model for themselves using Worksheet 38 as a guide. That is, they take the goal-setting model in the Worksheet and adapt it to suit their own needs.</li><li>• Ask students to consider in their own time a goal for when they leave school. They may use the goal-setting model in Worksheet 38 (give them another copy) or the one they devised themselves. Tell students this is to be a private activity that they need not discuss with the group.</li></ul>	<ul style="list-style-type: none"><li>• Use a range of appropriate resources in clarifying work and career goals.</li><li>• Develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action.</li><li>• Provide evidence of progressive implementation for personal career or study plans.</li><li>• Identify use of time management and goal-setting strategies in work and study situations.</li><li>• Describe how they would plan and manage post-school transitions (school-work, school-TAFE, school-university, country-city).</li></ul>



TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
2:30 – 3:00	<p><b>Who's Your Hero?</b></p> <ul style="list-style-type: none"> <li>• Groups reconvene in a plenary gathering.</li> <li>• MC introduces the guest speaker.</li> <li>• The guest is an Aboriginal person who gives a presentation discussing their own career, career path, influences, workplace 'issues', etc. The person may be a local person. Allow time for questions at the end if possible. (Ensure the speaker is well briefed on the objectives of the session.)</li> <li>• Ideally, the speaker will also be able to stay for afternoon tea to give students more opportunities to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that individuals have different skills, abilities and talents.</li> <li>• Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.</li> <li>• Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.</li> <li>• Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.</li> <li>• Discuss factors that influence an individual's choice of an occupation.</li> <li>• Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment of career advancement.</li> <li>• Describe how gender, race and socioeconomic status may influence an individual's career aspirations.</li> <li>• Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.</li> <li>• Recognise that there is a place in the world of work for people with different skills, abilities and talents.</li> <li>• Describe key decisions in the career pathways of different people.</li> <li>• Identify different needs and priorities that emerge throughout the lifespan.</li> <li>• Explain why individuals need to review career plans to respond to changes in work.</li> </ul>
3:00 – 3:30	Afternoon Tea	N/A

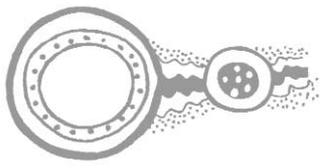


TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
3:30 – 4:45	<p><b>Bingo</b></p> <ul style="list-style-type: none"><li>• Students re-form their groups.</li><li>• This session is to stimulate students to think about personality traits. They should be encouraged to think about strengths, weaknesses, skills, attributes, etc. It is hoped this will then feed into the following unit which includes skills, traits and interests in relation to career choices.</li><li>• The group leader asks students who their heroes are and writes them on the board or paper.</li><li>• Then ask what makes them admire the person. Ask them to think about the personalities of their heroes and to describe their traits (eg happy, sad, athletic, artistic, good at music, helpful, apologetic, energetic, etc).</li><li>• Under the name of each 'hero' write the nominated characteristics. This will assist in building up a pool of characteristics that may be added to during further discussion.</li><li>• Ask students to now write or draw faces depicting their hero's characteristics using Worksheet 39. Ask them to pick the four most important traits.</li><li>• While they are doing this, the group leader prepares the draw to be used in the bingo game. They could do this by cutting up the butchers paper on which the traits were written, or by rewriting the traits on slips of paper.</li><li>• Now play bingo. Draw the traits at random and call them out. Students use the four faces (or words) as their bingo card and mark them when a matching trait is called out. The first student to mark all four faces calls out 'Bingo'.</li><li>• If time permits, this procedure and the game could be repeated for the students' own self-assessment, for someone they know or admire locally, for someone in their family, for the person sitting next to them, etc.</li><li>• Ideally, keep the hero profiles for later distribution to students.</li></ul>	<ul style="list-style-type: none"><li>• Recognise that individuals have different skills, abilities and talents.</li><li>• Describe personal strengths and weaknesses as they relate to career choice.</li><li>• Assess their own physical attributes relative to specific work requirements.</li><li>• Recognise that interests, values and skills related to work vary with age, experience and changing circumstances.</li></ul>
4:45 – 5:00	<p><b>Wrap-Up</b></p> <ul style="list-style-type: none"><li>• In the final plenary gathering for the day the MC thanks the guests and participants, issues reminders and makes 'housekeeping' announcements, etc.</li></ul>	N/A

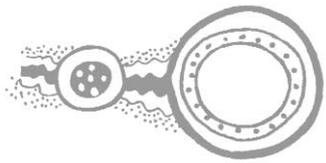


## Day 2

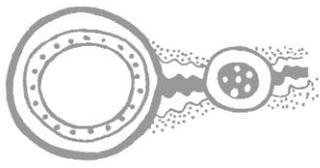
TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
9:00 – 10:30	<p><b>Panel</b></p> <ul style="list-style-type: none"> <li>• MC welcomes all back and introduces the panel of guest speakers.</li> <li>• Each panel member speaks on their own training, careers, school, etc as well as other issues such as support services, training opportunities, entry level requirements, etc.</li> <li>• Panel should include Indigenous people from a good cross-section of sectors: training providers, ex-students, local and non-local people, indigenous enterprises, government sector, non-government sector, etc.</li> <li>• Students should be encouraged to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that individuals have different skills, abilities and talents.</li> <li>• Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.</li> <li>• Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.</li> <li>• Describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work.</li> <li>• Discuss factors that influence an individual's choice of an occupation.</li> <li>• Investigate the ways in which factors such as gender, disability, race and non-English-speaking background influence access to employment of career advancement.</li> <li>• Describe how gender, race and socioeconomic status may influence an individual's career aspirations.</li> <li>• Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.</li> <li>• Recognise that there is a place in the world of work for people with different skills, abilities and talents.</li> <li>• Describe key decisions in the career pathways of different people.</li> <li>• Identify different needs and priorities that emerge throughout the lifespan.</li> <li>• Explain why individuals need to review career plans to respond to changes in work.</li> </ul>
10:30 – 11:00	Morning Tea	N/A



TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
11:00 – 12:30	<p><b>Careers, School and Me!</b></p> <ul style="list-style-type: none"> <li>• Discuss with students different careers, drawing on the information provided by the panel.</li> <li>• After an appropriate level of discussion has occurred, ask students to think about their own career choice for the future and identify how they match it in terms of personal traits, skills and their own interests. (See Program 2 Weeks 4–6, pages 41–44.) Ask students to use Worksheet 40.</li> <li>• Facilitate a discussion with students about school and how it relates to work and life.</li> <li>• At the end of the discussion students complete Worksheet 41 so they can relate their own subject choices to possible career choices.</li> <li>• Ask students to write on Worksheet 42 a minimum of three (maximum five) school subjects important to their careers. Refer them back to Worksheet 41 if necessary.</li> <li>• Ask students to consider how well they are doing in each subject area and to write a score out of 10 for themselves. Ask them to imagine how would they score themselves if they were the teacher of the subject. Ensure students know that their scores may be kept entirely to themselves.</li> <li>• Then ask students to pick their lowest scoring subject and write it in the flag below the score card. Ask students to consider the goal-setting process discussed earlier and to identify a goal related to the subject they've written down. Remind students to consider things such as short-term goals and long-term goals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid.</li> <li>• Relate their own interests and values to different work tasks and occupations.</li> <li>• Describe personal strengths and weaknesses as they relate to career choice.</li> <li>• Identify career choices that suit their interests and personal characteristics.</li> <li>• Assess their own physical attributes relative to specific work requirements.</li> <li>• Discuss factors that influence an individual's choice of an occupation.</li> <li>• Categorise some different forms of work (self-employment, parenting and part-time, full-time, volunteer, and household work).</li> <li>• Identify contributions made by people doing different forms of work in the community and say why they are valued.</li> <li>• Show how their work at home and at school affects themselves and others.</li> <li>• Demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.</li> <li>• Recognise there is a place in the world of work for people with different skills, abilities and talents.</li> <li>• Identify skills and understanding that may be transferred from one form of work to another.</li> <li>• Describe relationships between education, training, skills and experience and work opportunities.</li> <li>• Identify government and other initiatives to increase participation in education and training for disadvantaged groups.</li> <li>• Identify school courses and further study options associated with different occupational pathways.</li> <li>• Describe employer expectations of entry-level employees.</li> <li>• Describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.</li> <li>• Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.</li> </ul>
12:30 – 1:30	Lunch	N/A

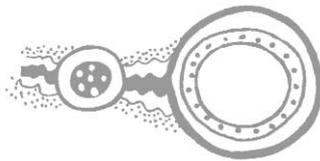


TIME	ACTIVITY PLANS/NOTES	CAREER EDUCATION OUTCOMES
1:30 – 3:00	<p><b>Careers Market</b></p> <ul style="list-style-type: none"> <li>The afternoon is to be spent at a mini careers market or expo. Included should be employers, training providers, TAFE, university, Job Network or employment agencies, Indigenous enterprise, unions, business, government and non-government sectors, etc. As much as possible, organisations should be represented by Aboriginal people. Guest speakers from the panel should also be included.</li> <li>Group leaders should assist students in filling out question sheets before going to the 'market', explaining what each sheet represents.</li> <li>Worksheets 43, 44 (or 27) and 45 are all to be used to collect information on: <ul style="list-style-type: none"> <li>What they need to know about jobs.</li> <li>Where to find information on jobs.</li> <li>Where to find jobs and job advertisements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify career choices that suit their interests and personal characteristics.</li> <li>Describe the work of organisations concerned with work conditions, (union, training/support groups, employer organisations).</li> <li>Explain the roles and responsibilities of employers and employees.</li> <li>Describe the role of governments, unions and employer groups in influencing and responding to workplace changes.</li> <li>Identify skills and understanding that may be transferred from one form of work to another.</li> <li>Describe the relationships between education, training, skills and experience and work opportunities.</li> <li>Identify school courses and further study options associated with different occupational pathways.</li> <li>Investigate and report on different occupational pathways and their educational and training requirements.</li> <li>Describe the components of post-secondary education and training, the articulation of levels of awards and qualifications, credit transfers and the range of providers.</li> <li>Describe employer expectations of entry-level employees.</li> <li>Describe and assess different methods of making career decisions.</li> <li>Use a range of appropriate resources in clarifying work and career goals.</li> <li>Describe the role and functions of career advising services (eg school careers adviser, Centrelink, vocational services, course information officers).</li> <li>Use a range of occupational and course information resources to investigate future career, post-secondary education and training options.</li> <li>Describe methods of locating job vacancies (eg newspapers, employment agencies, personal contacts, cold canvassing).</li> <li>Describe how they would plan and manage post-school transitions (school-work, school-TAFE, school-university, country-city).</li> </ul>
3:00 – 3:30	Afternoon Tea	N/A
3:30 – 4:30	<p><b>Comparing Notes</b></p> <ul style="list-style-type: none"> <li>Group leaders facilitate discussion on the two days and students compare the results with their original aims and expectations.</li> <li>Post-questionnaire handed out.</li> </ul>	N/A –
4:30 – 5:00	<p><b>Final Wrap</b></p> <ul style="list-style-type: none"> <li>In plenary, MC thanks all participants and informs them of follow-up etc.</li> <li>Concert/entertainment.</li> </ul>	N/A – Summary



## Extension Activities

- Organise an Aboriginal careers market. Try to provide information about careers that students have been expressing interest in during the ACAP program or through other means such as a survey questionnaire (see Worksheets 64/65). This could also include surveying parents and community members. Combining with nearby schools to hold the event would spread the organisational workload and probably enable you to provide more information to students.
- Alternatively you might take students to a regional careers market which would allow them to access information about different types of careers they might not have considered. This could be an Indigenous careers market or a 'mainstream' careers market. Try contacting the organisers to find out if Indigenous representatives will be present and, if not, ask if they could be invited. (Have a list of appropriate organisations or representatives ready if you are going to make suggestions.)
- If the school has an AEA, make sure they are invited on the excursion so they can also provide support to students wanting career information.
- Ensure that any market or expo you organise includes representatives from the public and private sectors, educational, training and employment agencies and also self-employed people. As much as possible, Aboriginal representatives should be encouraged to participate.
- A careers market will require considerable planning and organisation including:
  - Identifying organisations/representatives
  - Invitations to participants/organisations
  - Venue
  - Budget
  - Permission from parents
  - Involvement/advice/support from local Aboriginal community groups (such as AECG, ASSPA, etc)
  - Involvement/advice/support from Aboriginal school and department staff (AEA's, ACLO's, AEC's, etc)
  - Physical resource requirements (tables, chairs, AV equipment, etc)
  - Transport
  - Catering
  - Timing
  - Promotion
  - Pre-expo 'briefing' for students (see Worksheets 46–48).



## CV Writing

### Sample Program for One-day Workshop

#### Preparation

Arrange and confirm the participation of the AEA and/or Aboriginal parent/community representatives.

- Butchers paper or a whiteboard are required.
- Sample CVs and other worksheets (51/52, 53, 54, 55) should be photocopied for each participant.
- A suitable venue that is comfortable and informal should be booked.

#### Career Education Outcomes

- Recognise that individuals have different skills, abilities and talents.
- Relate their own interests and values to different work tasks and occupations.
- Describe personal strengths and weaknesses as they relate to career choice.
- Assess their own physical attributes relative to specific work requirements.
- Categorise some different forms of work (self-employment, parenting, part-time, full-time, volunteer, and household work).
- Identify contributions made by people doing different forms of work in the community and say why they are valued.
- Prepare a résumé for a specific job advertisement.

#### Overview

This workshop would be appropriate for students in Years 9 and 10. It is designed to assist students in the development of a very basic CV or résumé. There are two options provided for the construction of a CV which students can practise.

Approximately  $1\frac{1}{2}$  to 2 hours should be allowed for each session; however this will be determined by the time available and the students. There are three sessions so the workshop will require a full day. However, each session could be delivered individually or as part of a broader program (such as the nine-week sample programs above).

### Session 1

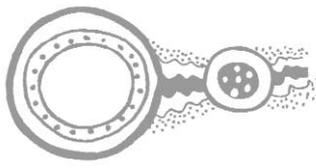
Provide students with copies of some sample CVs. (See Worksheet 55 for one example). Brainstorm with students to identify the key features of the CVs. This may need to be facilitated or prompted. A list of features should include as a minimum:

- Personal Details
- Education
- Work History
- Skills
- References.

It may also include:

- Achievements
- Interests/Hobbies
- Goal Statement
- Personal Characteristics.

Write up on butchers paper a list of the features as identified by students.



Continue the discussion by asking students to describe a sample CV. Again this discussion may need to be facilitated or prompted. The descriptive words/phrases should include as a minimum:

- Easy to read
- Chronological
- Organised
- Concise
- Accurate.

Write up on butchers paper a list of descriptors as identified by students.

Discussion should now move to the purpose of a CV. Ask students what they think CVs do — what purpose they serve. Write up students' ideas regarding the purpose of a CV on a third piece of butchers paper. The list should include as a minimum:

- 'selling' tool to potential employers
- provides information.

By now you should have three lists. You may want to ask students to prioritise the lists and refine them. The three lists could be headed:

Contents  
Description  
Purpose.

These should reflect the key ideas above and be able to be used by students in the next session. (Ensure therefore that the lists are not too long, daunting or contain words or phrases that are not understandable. That is, the lists should come from students but also be refined to ensure that the key elements of CVs are included.)

## Break

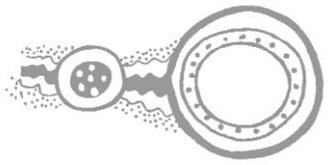
## Session 2

Provide students with a case study (eg Worksheet 51/52) and ask them to divide into groups and construct a CV for that person using the information from the biography (they could use Worksheet 53). (As a variation you may want to prepare a biography using an Aboriginal identity – local or 'famous', and ask students to construct that person's CV.) Students should be encouraged to identify the contents first and then focus on the descriptive details of the CV. Finally ask them to evaluate whether their finished CV achieves its purpose. Students should be encouraged to self-evaluate using the 'Purpose' criteria. Bring the groups together and compare CVs. Work through each one and discuss whether it meets the criteria under each heading. Discuss as a group why students included some things, left others out, etc. To conclude the session, discuss with students the amount of information required to build a CV and the value of planning and refining their own CVs.

## Break

## Session 3

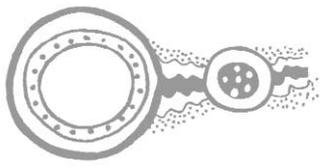
The last session of the day should be spent with students constructing their own CVs. Students can work independently on their own or assist each other in groups or pairs. Provide students with a worksheet (for example, Worksheet 54) to assist them with the construction. Conclude the final session by discussing students' ideas for their own CVs, what information they'll need to add, etc.



As an alternative students could log an on-line CV. This is possible on many websites, but the Indigenous Employment Service is the most appropriate. The address for 'Résumé Builder' is:  
[http://www.jobsearch.gov.au/indigenous/jobseeker\\_register1.asp](http://www.jobsearch.gov.au/indigenous/jobseeker_register1.asp)

Students may need assistance in working through this site. Students who do not have an email address could be introduced to one of the free services such as Yahoo or Hotmail.

The DETYA website (<http://www.thesource.gov.au>) has links to résumé-building sites such as <http://resume.monster.com.au/components>



## Successfully Applying for Jobs

### Sample Program for One-day Workshop

#### Preparation

- Arrange and confirm the participation of the AEA and/or Aboriginal parent/community representatives. Invitations will need to be sent out well in advance for those who are conducting mock interviews. Provision of interview questions (as well as a briefing session) will also need to occur prior to the workshop.
- Butchers paper or a whiteboard are required.
- Appropriate number of Worksheets 56–63 should be copied for each participant.
- A suitable venue that is comfortable and informal should be booked.
- Procure a copy of the DET video, *Talking the Talk*.
- Arrange a video player and large screen television (depending on the size of the group).

#### Career Education Outcomes

- Relate their own interests and values to different work tasks and occupations.
- Describe personal strengths and weaknesses as they relate to career choice.
- Assess their own physical attributes relative to specific work requirements.
- Recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.
- Recognise the importance of personal presentation in the workplace.
- Describe methods of locating job vacancies (eg newspapers, employment agencies, personal contacts, cold canvassing).
- Describe the types of questions that may be asked in a job interview.
- Explain personal strengths or suitability for a particular job in a simulated interview situation.

#### Overview

This workshop would be appropriate for students in Years 9 and 10. The workshop provides an overview of the job application process and gives students an opportunity to practise some interview techniques.

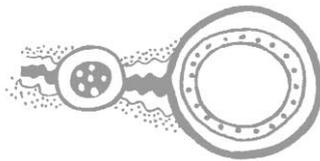
Approximately  $1\frac{1}{2}$  to 2 hours should be allowed for each session; however, this will be determined by the time available and the students. There are three sessions which means the workshop would require a full day or each session could be delivered individually or as part of a broader program (such as the nine-week sample programs above).

### Session 1

Start this session with a brief brainstorming or discussion to get students thinking about the key features of applying for a job. This may need to be facilitated or prompted. A list of key features should include:

- Obtaining more information — Research
- Preparing the Application
- Covering Letter
- Selection Criteria
- CV/Resumé
- Application Form
- Interview Preparation
- The Interview.

Questions to assist students in identifying these features could include:



- Have you ever applied for a job? What did you do?
- Do you know anyone who has applied for a job? What did they do?
- How do you feel about applying for a job?
- What do you know about applying for a job?
- Do you think it is easy to apply for a job? What about being successful in applying for a job?
- What is important when applying for a job?

Write up on butchers paper or whiteboard a list of the key features as identified by students. Include under each one anything students might think of relating to that topic. For example, under Research students might identify possible sources to obtain more information, or in relation to CV/Résumé, they might list the essential characteristics of a CV.

Show the video *Talking the Talk* to the whole group. (Note: This video is a suggestion only. However, it is a useful resource that has been produced specifically for Indigenous students and is easily obtained through the DET.)

Now divide students into groups and ask them to work collectively through Worksheets 56–58.

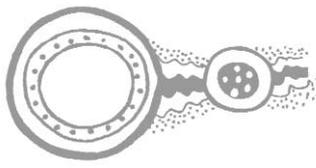
Bring the whole group back together and ask each group to report back to the class. Pool all the responses, issues and questions of students, writing them up on butchers paper or whiteboard under the headings (features) above. Ask students to also fill in any new information identified through the whole-group discussion.

## Break

## Session 2

In this session students get some practice in communication techniques. The link between communication techniques and interviews should be made clear to students. Stress that good communication is required in an interview setting. This is a hands-on session dealing with several examples of communication techniques. Each activity may be carried out in small groups or pairs. The following are a few of the many exercises that may be used to practise and demonstrate good communication techniques.

Start the session by demonstrating an overt example of nonverbal communication. You may wish to start the session by slamming the door, standing with arms folded in front of the class, staring at them. When you have their attention, relax and ask students what impression they had of you and your mood by the body language you were exhibiting. Use this to facilitate a brief discussion about nonverbal communication and, more broadly, communication techniques. Move the discussion to focus specifically on positive communication in an interview situation. Now divide students into pairs and ask each pair to nominate person A and person B. Give students a topic to discuss (eg favourite sport, hobbies, favourite TV show). In the first instance students are to sit back to back and discuss the chosen topic for one minute. Now ask person A to sit on the floor and person B to stand on a box or chair. Ask them to discuss the chosen topic again for one minute and then swap positions. Finally, ask students to sit facing each other with person A ignoring person B. Ask students to swap. Bring the class back together and ask students to discuss the positive and negative points about the various attempts to communicate with each other. Write up on butchers paper or whiteboard the responses from students under two headings of Positive Communication and Negative Communication. Spend approximately half the session on this.



Now provide students with a set of questions (see Worksheet 59). Ask students to pair off again and practise asking and answering the questions in turns. Ask students to consider positive and negative aspects of communication and to appraise or score each other after each turn. Students may go through this process a couple of times – each time concentrating on improving their communication techniques. Provide students with a copy of Worksheet 60 where they can record the positive and negative aspects of communication for themselves. Encourage them to take notes during the session so they have something to refer to in the future regarding communication.

## **Break**

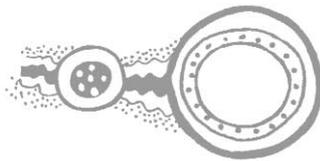
### **Session 3**

The last session of the day should be spent with students practising interviews. This may be carried out in a similar fashion to the previous session with students ‘interviewing’ each other or, ideally, using external participants conducting mock interviews. Review positive and negative communication techniques and provide students with a set of questions (eg Worksheet 61). Introduce guests. It may be useful for the coordinator, or two of the panel participants, to go through a whole interview scenario in front of the class. Conduct mock interviews ensuring each student is provided with both positive and negative feedback.

Spend the last 10 minutes or so of the session conducting a final wrap up of the day, recapping all key ideas covered for successfully applying for jobs including:

- Research
- The Application and its Key Components
- Preparation
- The Interview
- Interview Techniques.

Provide students with a summary sheet (Worksheet 62/63).

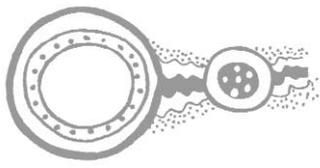


## Work Experience and Work Placement Reports

- Invite Aboriginal students from Years 10–12 who have recently completed Work Experience or who are involved in structured work placement programs to speak to students from Years 7–9 about where they went, what they did, the kinds of opportunities that are available, etc.
- This activity might be most useful when students are considering subject selections (Year 8 or Year 10), but it can also be conducted with other students or at other times.
- It would be useful to also include parents and community members for this activity. Ask the AEA or ACLO for assistance in liaising with parents and community participants.
- It would also be useful to include some of the employers from various participating organisations.
- Ensure that all participants are briefed and are comfortable with their role and expectations.
- Encourage the discussion of subject selection, future links to employment, training, education, skills gained on the job, new things learnt while on the job, etc.
- You might ask each student to think before the session of a question to ask a speaker. This may be done by each student asking their own individual question or by pooling all of the questions and asking speakers to pick one at random to answer.

## Visit to an Aboriginal Unit at University or TAFE

- Integrate visits to a university or TAFE as part of an overall careers program (ACAP or other). This can occur in a number of ways, for example as part of a career education camp or workshop (see two-day workshop program above) or as one of the site visits in the nine-week programs.
- Alternatively, students might happen to visit a university or TAFE as part of non-career related activities (such as sporting trips and other subject-related excursions). Make the most of these opportunities to expose students to the range of career, training and education options available to them. On such visits try to include an explanation by staff of the institution's support networks for Aboriginal students. (Brief speakers beforehand if necessary.)
- Arrange for an Aboriginal student from a university or TAFE to speak to the students from your school about their experiences. Brief the speaker beforehand as required.
- Provide students with information on specific Aboriginal TAFE courses available to them — ideally this should be done in conjunction with a career path planning session and/or a guest speaker from TAFE (student or employee). Information regarding TAFE courses can be obtained via Aboriginal Programs Unit DET or via the TAFE website (<http://www.tafe.nsw.edu.au>).
- There are a number of useful videos that discuss the options available and the support networks at TAFE for Aboriginal students. Examples include *TAFE: More Than Just an Education* (Aboriginal Development Division, 15 minutes) which is appropriate for older students, and *It's a Head Start: JSSAFE Program - A Head Start for Aboriginal Students* (Aboriginal Education Unit – DSE, 12 minutes) which is a little dated but still quite useful.



## Careers Surveys

- Before running any career education activities it is useful to establish student interests and get community advice. Worksheet 64/65 is an example of a student questionnaire that would assist you to identify students' areas of interest. Worksheet 67/68 is an example of a questionnaire for parents and community members.
- The student survey could be used before the implementation of any career education initiative to assist in making the activities as meaningful as possible for participants.
- The means of gathering advice from parents/guardians may be more difficult to achieve. Consult your school AEA or ACLO and work via the AECG, ASSPA, ACAP Committee or other appropriate forum to discuss ideas with parents. Begin this process by explaining to parents/guardians that you would like their advice before you begin the program. Provide information on ideas that you have but ensure that there is an open discussion so that other ideas may be included in programming of activities. Note areas for direct community participation and ask for ideas on other areas in which people would like to become involved. Identify any areas of concern and discuss these in an open forum. Suggest alternatives to address concerns or ask for suggestions from participants. Identify any areas suggested for emphasis. Ensure that comments/feedback are incorporated in programming of activities. Establish a means of ongoing communication with community representatives to ensure they are aware of activities, can provide further input and can actively participate in the program. A sample parental/community survey is included (Worksheet 66/67) which may assist. This should be used as part of an overall consultation strategy however, and not as an end in itself.

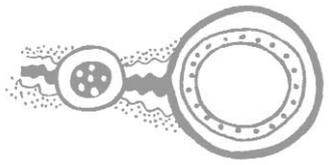
## Evaluating ACAP

After any project it is common practice to carry out an evaluation of the results. This should include assessing both the successes and deficiencies. At the end of the ACAP project you should do a critical evaluation and identify what went well and what could be improved. This process should include all stakeholders, but especially Aboriginal students and parents. Future programs should incorporate what you learn from this process in an ongoing strategy.

It is also useful to gain independent feedback from 'observers' and this may include other local representatives involved in program management, site visits, or as guest speakers or expo participants.

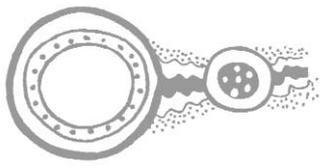
Do not take feedback personally; rather, look at it as part of a learning curve where there are always ways to do things better.

It is also important to start to monitor the success of the project on a longer term basis in relation to student outcomes. Your school may or may not already implement student destination or tracking surveys in relation to other programs – in particular Vocational Education and Training. It is useful if these concepts are incorporated into career education programs such as ACAP. This need not be a difficult or complicated process – there are many resources (both free and for sale) to assist schools with such initiatives. However, it must be stressed that tracking student destinations should form part of the whole-school approach to Career and Vocational Education, and ideally any such initiative should fit within a broader context.

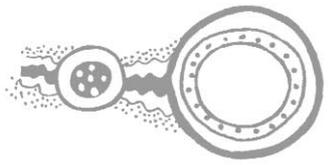


## Glossary and Acronyms

accreditation	Official recognition by state and national training authorities of course contents and standards designed to ensure consistency and quality in the achievement and delivery of national competency standards.
ACLO	Aboriginal Community Liaison Officer.
ACTU	Australian Council of Trade Unions.
AECG	Aboriginal Education Consultative Group.
AEA	Aboriginal Education Assistant.
AEP	Aboriginal Education Policy.
AEW	Aboriginal Education Worker.
affirmative action	Action designed to redress past discrimination, especially in employment and education. For example, targeted training for women or identified positions for indigenous people.
annual leave	Paid leave which is usually for four weeks a year. In most cases an employee is not eligible for it until 12 months service has been accrued.
ANTA	Australian National Training Authority.
apprentice	A person (usually a young person) contracted to work under contract to learn a trade, combining on-the-job and off-the-job training.
articulation	Design of courses and qualifications so that one level leads into the next.
ASSPA	Aboriginal Student Support and Parent Awareness Program.
ASTF	Australian Student Traineeship Foundation.
ATAS	Aboriginal Tutorial Assistance Scheme.
ATSIPTAC	Aboriginal and Torres Strait Islander Peoples Training Advisory Council.
award	Legal document that sets working conditions including wages, leave, overtime, etc including minimum rates of pay.
career path	The way in which a career develops. Usually involving one chief area of employment and involving the development of skills, experience, training and advancement.
casual work	Temporary work that does not offer the benefits associated with full-time employment (such as sick/holiday pay) but which includes a loading to compensate.
CDEP	Community Development Employment Program.
competency standards	National standards which define the practical work skills required for effective performance in the workplace.
DETYA	Department of Education, Training and Youth Affairs.
DEWRSB	Department of Employment, Workplace Relations and Small Business.

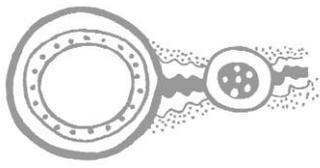


dual-recognition	Refers to a course which is recognised by both schools/colleges (academically) and industry (vocationally).
enterprise agreement	A negotiated deal similar to an award except that it is enterprise-specific or between employers and employees.
entitlements	Rights and conditions that employees have at work, such as leave, allowances, etc.
equal opportunity legislation	Law stating that everyone who has the necessary skills, experience and qualifications to do a job should be given an equal chance of getting the job.
flexitime	A system of work which allows for flexible hours.
full-time employment	Traditionally described as work that is 8 hours a day, 5 days a week and 48 weeks a year with 4 weeks annual leave. Usually has other entitlements such as public holidays, sick leave etc.
IESIP	Indigenous Education Strategic Initiatives Program.
Incentive scheme	Scheme devised to encourage employees to increase output in return for a share in company profits or other bonuses.
Induction	Initiation or introduction to company for new employees. Varies depending on organisation/company and can range from formal orientation/training to informal familiarisation.
job description	Document describing purpose, expected tasks and responsibilities of a particular job. Will sometimes also include skills, training and experience.
job sharing	When two or more people share a single job between them.
lieu days	Days granted as leave in the place of extra payments for overtime or work.
merit-based selection	Employment policy that is free from discrimination and recruits on the basis of a person's skills and qualifications.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs.
minimum rates award	Award which sets out the minimum amounts which may be paid to employees.
multi-skilling	Training to do a number of different jobs.
OH&S	Occupational Health and Safety — general safety and health in the workplace. There are different standards for different areas of industry.
overtime	Time worked before or after regular scheduled hours.
part-time workers	Permanent employees who have a set number of weekly working hours and are usually eligible for the benefits of full-time employees (such as leave, etc) on a pro-rata basis.
penalty rate	Higher rate of pay that compensates for work done outside usual hours (such as public holidays, etc).
primary industry	Industry that produces raw materials and draws on natural resources.
profit sharing	Arrangement whereby employees receive a share in company/organisational profits usually as an incentive or bonus.



quality assurance	Systems put in place to ensure that work, products, outputs, training, etc are up to appropriate and recognised standards.
Registered Training Organisation (RTO)	Nationally recognised and accredited provider of training products and services.
seasonal work	Work only carried out during certain times of the year.
secondary industry	Manufacturing sector in which raw materials are turned into products.
sexual discrimination/harassment	Discrimination on the basis of sex, marital status, pregnancy. Legislated against via the Sex Discrimination Act, includes offensive unwanted or uninvited sexual behaviour.
shift work	Period of work performed outside usual spread of hours.
structured workplace learning	Accredited on-the-job training. In the workplace students are taught and assessed competencies that contribute to the achievement of a qualification.
technology	A branch of knowledge that deals with practical applications of science, computers or engineering; a scientific innovation or an invention associated with computers or engineering.
tertiary industry	Industry which covers infrastructure and the provision of services.
traineeship	Employment and training agreement that combines on-the-job and off-the-job training.
union	Representative organisation of employees which acts collectively in relation to working conditions and employment issues.
VEGAS	Vocational and Educational Guidance for Aborigines Scheme.
work placement	On-the-job experience — can be used to develop or learn skills and for assessment of competency.

Many of these definitions are from the glossary on the ACTU website (<http://www.worksite.actu.asn>).



## USEFUL RESOURCES

This list of resources is not meant to be restrictive and we would encourage teachers and practitioners to explore and find their own resources. A wealth of material is available dealing with career education generally but our focus has been on finding materials relevant to the specific needs of Indigenous students. We have also attempted to use materials that are easily accessible (and in many cases free) to schools.

### Journals

#### Streetwise Comics

Streetwise Comics are free and can be obtained by calling (02) 9319 0220 or see the website (<http://www.ozemail.com.au/~stwize/>)

'Wize Up' is particularly relevant to jobs, school, education, training, etc and is particularly targeted at Aboriginal and Torres Strait Islander students.

'Apprenticed ... To Thrill' is about new apprenticeships.

There are also many other titles and themes including sexual harassment, the juvenile justice system, drug abuse, housing, racism, recycling and waste reduction in the workplace, etc.

#### Vibe Magazine

Produced by the Federal Department of Health and Aged Care, contact 1800 623 430 for more information or see the website (<http://www.vibe.com.au>).

#### Koori Mail

Ph: (02) 6622 2666 or see the website (<http://www.koorimail.com>).

#### ATSIC Newsletter

Ph: 1800 044 966 or see the website (<http://www.atsic.gov.au/>).

### Videos

*A Matter of Identity*, OTEN, 34 minutes. Showcases four Aboriginal artists.

*This is Not A Dress Rehearsal, This Is Life*, NSW Department of Education and Training, 25 minutes. Showcases the life of Malcolm Cole.

*Talking the Talk*, NSW Department of Education and Training, 18 minutes. Developed by Aboriginal Programs Unit. Is targeted to Aboriginal and Torres Strait Islander students and provides information on applying for jobs.

*TAFE: More Than Just an Education*, NSW Aboriginal Development Division, 15 minutes. This is appropriate for older students only.

*It's a Head Start. JSSTAFE Program – A Head Start for Aboriginal Students*, Aboriginal Education Unit, NSW Department of Education and Training 12 minutes. This video is a little dated but still quite useful.

*Boomalli. Five Artists*, Film Australia, 28 minutes

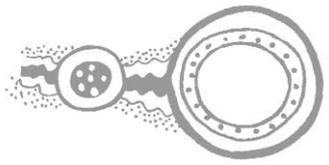
*You Can Do Anything*, Film Australia, 26 minutes.

*Women 88*, Film Australia, 30 minutes. Presents women in non-traditional roles, at work, play etc. Does not have specific Indigenous target but is worthwhile.

*Australian Biography Series*, Film Australia, all approximately 26 minutes. Titles include: Faith Bandler, Ruby Langford Ginibi, Jimmy Little, Lois O'Donoghue.

For a very comprehensive list of Indigenous videos contact Film Australia (02 9413 8777 or <http://www.filmaust.com.au>).

The South Australian Department of Education, Training and Employment also provides copies of educational programs for a small fee for schools. (08 8377 0339 or <http://www.tapeservices.nexus.edu.au>.)



### Government Publications

*Making Our Future Work* series. Department of Education, Training and Youth Affairs (10 booklets targeting young Aboriginal and Torres Strait Islander people covering many job search, training and education issues). These can be obtained from DETYA or via the web. Titles include:

*Going for a Job*

*An Easy Job Application*

*Parents Can Help*

*Job Info*

*Looking for Work*

*Skills for a Job*

*Where to Now?*

*Choosing a Job*

*Work Words*

*Writing an Easy Resume*

*Job Guide*, DETYA publication and is also on line. Contains information on more than 600 jobs (<http://www.detya.gov.au/jobguideonline>).

*Working Futures*, package includes a video, teaching strategies and worksheets. It was produced by WA Department of Training and Employment and specifically deals with the 'changing world of work'. See the website for more information:

<http://www.wavetnet.wa.edu.au/WorkingFuturesPackage.html>

*Making Choices*, package produced by Career Education Association of WA. See also the website: <http://career-ed.iinet.net.au/choices/index.html>

### Internet Sites

<http://www.ohs.labor.net.au/youthsafe> is a NSW Government initiative to provide information to young people regarding OH&S issues. The site has some case studies and FAQ's sheets that are useful.

<http://www.blackpages.com.au> provides a directory of Indigenous business and services. It can be searched by region and industry.

<http://www.tafe.nsw.edu.au> provides information on courses and study options for NSW TAFE programs.

<http://www.thesource.gov.au> is a DETYA site providing career, education, training and employment information to young people.

<http://www.jobsearch.gov.au/indigenous> is the Federal Government's Indigenous Job Search website.

<http://www.dewrsb.gov.au> is the Federal Government's Department of Employment, Workplace Relations and Small Business website.

<http://www.detya.gov.au> is the Federal Government's Department of Education Training and Youth Affairs website.

<http://www.abs.gov.au> is the website of the Australian Bureau of Statistics.

<http://www.lawstuff.org.au> is the National Children's and Youth Law Centre website. This site has general information on legal issues for young people while also covering specific workplace issues.

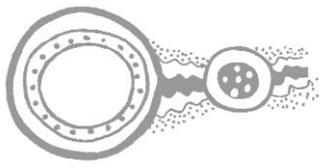
[http://www.hreoc.gov.au/school\\_page/index.html](http://www.hreoc.gov.au/school_page/index.html) is the Human Rights and Equal Opportunity Commission's website specifically for young people.

<http://www.worksite.actu.asn.au/index> is the Australian Council of Trade Unions website specifically for young people.

<http://www.wagenet.gov.au/index.html> is the website maintained by DEWRSB providing information on workplace relations, awards, etc.

ABC websites: The ABC has several Indigenous-specific sites including Message Stick, Frontier Education and Kam Yan.

<http://www.adelaidehs.sa.edu.au/topics/biographies.htm#Australian> is an excellent directory of websites with Australian biographical information including specific references to Indigenous Australians.



<http://www.koori.usyd.edu.au/register.html> is the Koori Net website, part of University of Sydney.

<http://www.anta.gov.au/takeoff/explore/explore.asp> is the ANTA website for young people.

<http://www.newapprenticeships.gov.au/default.htm> is a DETYA website that provides information on the New Apprenticeship initiatives. Includes information specially for young people.

<http://www.det.nsw.edu.au/trainingmarket/> is a DET website providing information on training and education matters.

<http://www.search.nsw.gov.au/employment.asp> is a website for employment related search.

<http://www.mycareer.com.au/fulltime/index.html> is a website for employment related search.

<http://www.careerone.com.au/> is a website for employment related search.

## Books

Chryssides, Helen, *Local Heroes*, Harper Collins, 1993. Comprehensive text including profiles of the following people (among others):

- Ian Abdulla
- Stephen Page
- Catherine Freeman
- Roger Bennett
- Lorraine Liddle
- Mandawuy Yunupingu.

Morgan, Sally, *My Place – For Young Readers*, Fremantle Arts Centre Press, 1990, three parts.

Shirl, Mum and Sykes, Bobbi, *MumShirl*, Heinemann, 1981.

Urcotte, Gerry (ed), *Jack Davis, the Maker of History*, Angus & Robertson, 1994. Contains article and interviews.