# Strengthened Career Planning

There are three sections of the Strengthening Career Planning resource you can use to explore and design your very own Career Action Plan:

* My Profile
* My Experiences and Interests
* My Goals

They will help you:

* Celebrate what makes you unique
* Understand your aspirations, experiences and interests which will assist you in deciding what you can when you complete school Explore what the world of work looks like and the range of opportunities available to you
* Develop new goals and skills and build your capacity to track them throughout school and beyond

## Section 1: My Profile:

This section is where you get to fill in information all about you. You can:

* Add your name and nickname if you have one
* Select positive words that describe you
* Add in your hobbies and things you like to do
* Select the kinds of ways you like to learn

Remember at any time you can skip a section or take a step back if you’d like to change anything.

|  |  |
| --- | --- |
| My school name: |  |
| **My first name is:** |  |
| **My last name is:** |  |
| **My nickname is:** |  |

## POSITIVE WORDS

Select all of the words that best describe you. If you can think of any other words, add them at the bottom of the next page.

|  |  |  |
| --- | --- | --- |
| **Brave**A person who has or shows courage | **Caring**A person who shows care and compassion | **Communicative**A person who is able to communicate easily |
| **Cooperative**A person who is willing to work fairly with others | **Creative**A person who is able to imagine and make or do something new | **Determined**A person who is committed to do or achieve something |
| **Flexible**A person who is able to adjust easily to different situations | **Friendly**A person who is nice to other people and shows interest in them | **Funny**A person who can make others laugh and feel happy |
| **Generous** A person who shares their time or things with others | **Happy** A person who feels joyful and shows it, often by smiling | **Honest** A person who is truthful, sincere and fair |
| **Kind** A person who is considerate and helpful | **Leader** A person who guides and inspires others | **Loyal** A person who shows commitment to someone or something |
| **Organised** A person who is a good planner and has things in order | **Outgoing**A person who is comfortable and friendly when interacting with others, often talkative | **Persistent**A person who can carry on with a task and does not give up easily |
| **Polite**A person who is mindful of others in their manners and what they say and do | **Practical**A person who is good at putting ideas or plans into action | **Reliable**A person who can be trusted or relied on |
| **Resilient**A person who is able to recover easily from changes and difficult situations | **Respectful**A person who is polite, courteous and thoughtful to others | **Self-confident**A person who has faith in themselves and their own abilities |
| **Sensitive**A person who is very aware of their own feelings and the emotions and actions of others | **Shy**A person who is not always comfortable with other people | **Tolerant**A person who is willing to accept or respect what is different about how others speak and behave |

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| **Other positive words that describe me are:** |
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**Things I like to do in my spare time**

Select all of the words and pictures that match the things you like to do in your spare time. If you can think of other things, add them at the bottom of the page.

|  |  |  |
| --- | --- | --- |
| Art and craft | Animal care | Camping |
| Collecting (comics / cards etc.) | Cooking | Fashion |
| Games (computer / board) | Gardening | Music (listening / playing) |
| Needlework (knitting / sewing etc.) | Photography | Reading |
| Sports (watching / playing) | Tech (coding / robotics etc.) | Writing |

|  |  |
| --- | --- |
| **Other things I enjoy doing:** | **Draw (optional):**You can also draw what you like to do in your spare time |
|  |  |

**I learn best by:**

Select all of the words and matching pictures that describe how you like to learn:

|  |  |  |
| --- | --- | --- |
| Doing and touching | Feeling and caring | General info/‘Big picture’ |
| Hearing and listening | In detail | Memorising / ROTE |
| Other ways | Questioning | Recording (writing / drawing) |
| Reflecting and thinking | Repeating | Seeing and looking |
| Step by step / in order | Talking / discussing | Testing / experimenting |

### I get the most out of a lesson when I:

Tick all the things that make it easier for you to learn. If you can think of other things that help you learn, please add them at the bottom of the page.

[ ]  work on my own

[ ]  work with other students

[ ]  use a learning app

[ ]  use assistive technology

[ ]  get help from a teacher

[ ]  get feedback whilst I work

[ ]  get feedback after I finish work

[ ]  provide feedback on my teacher’s teaching

[ ]  self-assess my work

[ ]  work at my own pace

|  |
| --- |
| **Other ways teachers can help me learn are:** |
|  |
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## Section 2: My Experiences and Interests:

### Skills that are good for home, school and work

Skills are all the things you can do. Tick all the skills you can do on your own or with help from others or skills you would like to learn. Use the blank column to add a note about your experience with each skill or something you’d like to learn about that skill.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Skills | I can do this on my own | I can do this with help | I would like to learn | Notes about my experiences using this skill: e.g. I am good at… |
| Getting ready on my own (showering, getting dressed) | [ ]  | [ ]  | [ ]  |  |
| Being on time | [ ]  | [ ]  | [ ]  |  |
| Keeping myself clean and tidy | [ ]  | [ ]  | [ ]  |  |
| Keeping my own space clean and tidy | [ ]  | [ ]  | [ ]  |  |
| Following simple instructions (spoken or written) | [ ]  | [ ]  | [ ]  |  |
| Following complex instructions (spoken or written) | [ ]  | [ ]  | [ ]  |  |
| Talking politely to different people  | [ ]  | [ ]  | [ ]  |  |
| Finishing my school work on time | [ ]  | [ ]  | [ ]  |  |
| Managing money | [ ]  | [ ]  | [ ]  |  |
| Working in a group (teamwork) | [ ]  | [ ]  | [ ]  |  |
| Working with numbers (counting, dates, telling the time) | [ ]  | [ ]  | [ ]  |  |
| Writing (words, sentences or paragraphs) | [ ]  | [ ]  | [ ]  |  |
| Reading (from recognising words to reading a book) | [ ]  | [ ]  | [ ]  |  |
| Being creative (making art, crafting, web design) | [ ]  | [ ]  | [ ]  |  |
| Listening and speaking with teachers, family and friends | [ ]  | [ ]  | [ ]  |  |
| Using technology (e.g. computers, cameras, mobile, iPad, photocopier) | [ ]  | [ ]  | [ ]  |  |
| Planning and organising activities or projects | [ ]  | [ ]  | [ ]  |  |
| Solving problems  | [ ]  | [ ]  | [ ]  |  |
| Assembling and fixing things  | [ ]  | [ ]  | [ ]  |  |
| Thinking about learning new things | [ ]  | [ ]  | [ ]  |  |
| Gathering and researching information (finding out about options like courses or jobs) | [ ]  | [ ]  | [ ]  |  |
| Showing initiative (I can get on with things without being told) | [ ]  | [ ]  | [ ]  |  |
| Using public transport | [ ]  | [ ]  | [ ]  |  |

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| **You can fill in other skills here** |
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**Subjects I have studied this year are:**

Use the table below to list all of subjects you have studied this year and in the next columns mark which ones you really like and which ones you are really good at.

|  |  |  |  |
| --- | --- | --- | --- |
| This year in my school I have studied | I really like this | I’m really good at this | I would like to improve  |
| Eg. English | [ ]  | [ ]  | [ ]  |
|  | [ ]  | [ ]  | [ ]  |
|  | [ ]  | [ ]  | [ ]  |
|  | [ ]  | [ ]  | [ ]  |
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|  | [ ]  | [ ]  | [ ]  |
|  | [ ]  | [ ]  | [ ]  |
|  | [ ]  | [ ]  | [ ]  |

**School based extra activities and achievements:**

Tick the boxes of things you have done at school this year including any extra activities and achievements. In the last column you can add some notes about your experience e.g. did you get a sticker or award for something you did at school?

If you did something special at school this year that is not on the list, you can add it in the section at the bottom of the page.

|  |  |  |
| --- | --- | --- |
| Extra activities and achievements | Things I have done at school this year | Notes about my experience: |
| Class representative | [ ]  |  |
| Student Representative Council (SRC) or other school committee | [ ]  |  |
| School performance (theatre or music show) | [ ]  |  |
| Interschool sports | [ ]  |  |
| Captain or vice-captain (of a sports team, school level or other) | [ ]  |  |
| Helping at school | [ ]  |  |
| Music groups | [ ]  |  |

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| **What other things have you been part of at school or other things you have achieved?** |
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**Jobs I’ve done:**

Below you can use the table to fill in all the jobs you have done in different places and share a little bit about which jobs you have enjoyed and why.

There is also space at the bottom to list any work experience you may have had.

|  |  |
| --- | --- |
| **Jobs I’ve done at home:** | **Notes about the jobs I really enjoyed and why?** |
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|  |  |
|  |  |

|  |  |
| --- | --- |
| **Jobs I’ve done at school:** | **Notes about the jobs I really enjoyed and why?** |
|  |  |
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| --- | --- |
| **Jobs I’ve done in the community: (e.g. volunteering)** | **Notes about the jobs I really enjoyed and why?** |
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| --- | --- |
| **Work experience I have completed this year:** | **Notes about the jobs I really enjoyed and why?** |
|  |  |
|  |  |

**Jobs and Industries that interest me:**

There are countless kinds of jobs that people can do in many different industries. People often do lots of different jobs over their lifetime, and some people choose to stay in one job for a long time, without changing.

You need to develop different kinds of skills for different jobs.

For instance, some research suggest that suggests that a 15-year-old today will have at least 17 different jobs over five careers in their lifetime.

While you’re at school you should think about your skills, experience and interests and how these relate to the different kinds of jobs and careers you might want to explore.

While you are still at school there are also lots of things you can do to help you develop your skills like:

* work experience
* structured workplace learning
* getting a part-time job
* volunteering
* School Based Apprenticeships and Traineeships

### To learn more and explore your options visit these websites:

* Action 1: Look at the ‘**Exploring the Possibilities**’ booklet (<http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/exploring-the-possibilities-post-school-for-disabled-young-people>) to learn about the range of options for what you can do after you finish school.
* Action 2: Visit the ‘**myfuture**’ website ([www.myfuture.edu.au](http://www.myfuture.edu.au)) and try the ‘**Exploring Occupations**’ quiz which helps you find out about important things to consider when exploring different types of jobs and careers.
* Action 3: Look at the ‘**The New Work Mindset**’ report (<https://www.fya.org.au/report/the-new-work-mindset-report/>).This report helps you understand how the skills you acquire can be used across many different jobs.

### Use the list to select all the types of jobs that interest you.

* This will help you start thinking about planning your goals and developing your skills.
* Thinking about types of jobs that interest you can also help you in planning for work experience.
* For a comprehensive list of occupations, you can visit Job Outlook at <https://joboutlook.gov.au/>.

|  |  |  |
| --- | --- | --- |
| Examples of the types of jobs you can do in different industries | These are the types of jobs that interest me | Comments from your teacher or parent / carer about why this would suit your skill sets |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-cooking-hat.png**Accommodation and food services** (e.g. barista, cafe worker, chef, hospitality worker, hotel worker  | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-business-building.png**Administrative and support services** (e.g. call centre worker, cleaner, gardener) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-potted-plant.png**Agriculture, forestry, fishing** (e.g. agricultural and forestry scientist, farmer, forestry worker) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-art-2.png**Arts and recreation services** (e.g. actor, tour guide, sports or fitness instructor, park ranger, zookeeper, environmental scientist) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-safety-hat.png**Construction** (e.g. architect, builder, tradesperson, labourer, civil engineer) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-community.png**Education and training** (e.g. teacher, child care worker, tutor, instructor, school principal) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-water-electricity.png**Electricity, gas, water, waste services** (e.g. electrician, engineer, waste services, chemical and materials engineer, electrical engineer) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-money-2.png**Financial and insurance services** (e.g. accountant, bank worker, financial adviser, insurance broker, economist) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-care-2.png**Health care and social assistance** (e.g. community worker, disabilities services officer, nurse, aged care support worker, dental practitioner, general practitioner, psychologist, physiotherapist) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-speaker.png**Information media and telecommunications** (e.g. author, computer network engineer, ICT support technician, designer, telecommunications) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-manufacturing.png**Manufacturing** (e.g. baker, fitter, forklift driver, glazier, engineer, chemist, food and wine scientist, electronics engineer) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-oil-rig.png**Mining** (e.g. driller, excavator operator, miner, truck driver, mining engineer) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-view-more.png**Other services** (e.g. automotive electrician, beauty therapist, laundry worker, mechanic) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-tool-symbol.png**Professional, scientific, technical services** (e.g. scientist, programmer, engineer, project manager, actuary, mathematician, statistician) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-admin.png**Public administration and safety** (e.g. aircraft maintenance engineer, human resource adviser, emergency service worker, safety inspector, barrister) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-house.png**Rental, hiring and real estate** services (e.g. real estate agent, property manager, secretary) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-store.png**Retail trade** (e.g. sales assistant, checkout operator, store person, pharmacist) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-warehouse.png**Transport, postal and warehousing** (e.g. pilot, flight attendant, baggage handler, driver, freight handler) | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-heavy-goods-vehicle.png**Wholesale trade** (e.g. fashion designer, industrial and jewellery designer, warehouse administrator, production clerk) | [ ]  |  |

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| --- |
| **Other (fill in another idea you have about a job area that interests you)** |
|  |
| **Think about all the experiences and interests you’ve already explored, then use the boxes below to fill in your thoughts about:** |
| **In the future, I would be happy if…** |  |
| **In the future, I would be unhappy if…** |  |
| **In the future, I would like to…** |  |
| **When I finish secondary school, I plan to…** | [ ]  Get a full-time job[ ]  Get a part-time job[ ]  Become a volunteer [ ]  Seek a job at a disability employment service [ ]  Continue my studies at TAFE, University, in the community or another way |

### Here are some websites you can visit to learn more about the different kinds of jobs and career options and the skills you need to work in these areas.

###

* Visit the ‘**Careers Bullseye**’ posters website <https://docs.education.gov.au/system/files/doc/other/2013_-_bullseye_booklet_update.pdf> which has information to help you identify occupations that link with subjects you study at school and what level of education and training is required.
* Visit the ‘**MySkills**’ website <https://www.myskills.gov.au> to explore a list of vocations education and training (VET) organisations and courses.
* Visit the students section of the ‘**Skills Gateway’** website <https://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/default.aspx> to explore courses and career paths.
* Job Outlook provides information on different industries and occupations - https://joboutlook.gov.au/
* Visit the Apprenticeships Pathways website <https://www.aapathways.com.au> to find information for students on apprenticeship and traineeship career pathways
* You could also go and **listen to talks by other young people** who have left school and started a job or training.
* Visit the VTAC <http://www.vtac.edu.au/opendays.html> website to find information on **open days** you can go along to at Universities and TAFES
* Ask your teacher about opportunities to go along to **industry visits** where you can learn more about different workplaces.

|  |
| --- |
| **Sources of information** |
| Use this space to list all the sources of information you have found useful in exploring different kinds of jobs and careers. E.g. myfuture: [www.myfuture.edu.au](http://www.myfuture.edu.au) |
|
|  |

**My Career Choices**

You can fill in this table as you learn more about different kinds of jobs and careers that interest you.

|  |  |  |
| --- | --- | --- |
|  | First Choice | Second Choice |
| **Career** |  |  |
| **Qualities required**\* Check the “attributes” in:myfuture: [www.myfuture.edu.au](http://www.myfuture.edu.au) |  |  |
| **Skills required**\* Check the “skills” in:myfuture: [www.myfuture.edu.au](http://www.myfuture.edu.au) |  |  |
| **Potential employers**\* List places where you could work |  |  |
| **Employment possibilities** |  |  |
| **Education/training and skills you need**\* List the courses you will need to do |  |  |
| **Institutions offering courses**\* List the institutions offering the courses you will need to do |  |  |
| **Course requirements and prerequisites**\* List the special things you need to do to get into the course, like study a certain subject at school, submit a portfolio, or attend an interview |  |  |
| **Alternate entries into my preferred course** |  |  |
| **Similar occupations**\* List other similar jobs you could do |  |  |

**Actions and support I need to be able to participate in the workplace**

You can skip this section if you’re not ready to think about the kinds of support you might need to participate in the workplace yet

|  |  |  |
| --- | --- | --- |
| Examples of adjustments in the workplace | Personal adjustments required beyond the resources and services readily available in the workplace. | Personal examples of the actions and support I need |
| **Behaviour** | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-mind.png**Cognition** | [ ]  |  |
| **Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-conversation-bubble-2.png****Communication** | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-heart-with-pulse.png**Health** | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-listen.png**Hearing**  | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-wheelchair.png**Mobility** | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-ok-hand-gesture.png**Motor Skills** | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:DET:icons8-eye.png**Vision** | [ ]  |  |
| Macintosh HD:Users:catem:Dropbox:Current Clients:Department of Education and Training:Strengthened Pathways Planning (SPP) Resources:5.0 Build Test Deploy:icons:new DET:icons8-view-more.png**Other** | [ ]  |  |

### Examples of adjustments in the workplace

**Behaviour** - increased supervision, minimise anxiety through predictable routines and rosters

**Cognitive** - extended timeframes, visual instructions, repeated instructions

**Communication** - augmentative /alternative communication device, sign language

**Health** - on site equipment, restricted work hours, access to medical care /medication

**Hearing** - sign language, lip reading, written instructions, interpreter

**Mobility** - assistance with transfers, rest periods, wheelchair access

**Motor skills** - rest periods, switch device, modified equipment

**Vision** - large print, magnification devices, speech to text software, braille, lighting

**Section 3: Why are setting Goals important?**

**Setting goals is important to get you thinking about:**

* The skills you might like to develop
* The things you might like to achieve in your life, and
* The steps you need to take to accomplish your goals

You should use the tables below any time you feel ready to explore setting goals for things you would like to achieve.

It’s important to remember that setting goals are for everyone.

* Identify the goal – what do you want to learn or do
* Talk to your Student Support Group i.e. parents, staff members, such as career practitioners, teachers and trainers about:
	+ Your preferences, experiences and interests and how these relate to the skills you want to develop
	+ How will you begin to work on your goal and when
	+ Any extra support needed to manage the goal
	+ How will you monitor the goal

**A helpful way to plan your goals is to use the SMART planning tool.**

SMART stands for:

**S =** Specific: Make your goals targeted at something you really want to achieve

**M =** Measurable: Think about how you will know when have achieved your goal

**A =** Assignable: Think about who might need to help you achieve your goal

**R =** Realistic: Think about what things you might need to achieve your goal and all of the support and tools you need to complete it

**T =** Time: Think about how long it might take you to achieve your goal. You can have milestones or mini goals along the way that you aim for, so you can take small steps towards achieving your bigger goal

**Example SMART goal planning:**

**My goal is:** I would like to learn how to use public transport on my own.

**S** = Specific: I would like to learn how to catch the tram from my house to school.

**M** = Measurable (this can include milestones or mini goals): I will know I have achieved my goal when I:

* Know how to buy a myki and how to use a myki on the tram, train and bus
* Know how to read the timetable to know what time the tram is coming
* Feel confident to get on the tram on my own without someone traveling with me
* Know how to talk politely to different people I may meet on my journey e.g. the tram driver, other passengers
* Know what to do if I need help on the tram
* Know where to get off the tram and how to walk from the tram stop safely to my school
* Can catch the tram all the way to school on my own

**A = Assignable:** I will need help from my mum and my teacher to learn how to take all the steps towards achieving my goal.

**R = Realistic:** To make my goal happen I will need to have money on my myki and access to the tram timetable.

**T = Time:** I would like to achieve my goal of catching the tram all the way to school on my own by the end of the year. In order to do this, I will have to achieve each of my mini goals that are part of my bigger goal.

|  |
| --- |
| My Goal is: |
|  |
| **S =** Specific (make your goal really target) |  |
| M = Measurable (How will I know when I have achieved it?) |  |
| **A =** Assignable (who do I need to help me?) |  |
| R = Realistic (what other things do I need to access to achieve my goal?) |  |
| **T =** Time (when do I aim to complete my goal?) |  |
| Names of the people who helped me set my goals: |  |

**Reviewing and updating my goals:**

**Use the table below to help you review your progress towards your goals.**

* Your Student Support Group should also help you review your goals and track your progress over time
* If you feel you need to, you can also update your goals when you meet with your Student Support Group
* Review and update your goals after you complete any work experience
* Review your goals as part of your end of year reflection

|  |
| --- |
| Reviewing my goal |
|  |
| **How long ago did I set my goal?** |  |
| How have I progressed? (e.g. I have completed my goal / I’m making progress / I need to update my goal) |  |
| **What has helped me or challenged me in reaching my goal?** |  |
| Names of the people who helped me set my goals: |  |

**Each time you review your goals you can see:**

* The skills you are learning
* The things you are achieving that are getting you ready for what you might do once you finish school as well as good skills to learn that will help you throughout life

## My transport goals

It is important you know your options for how you can get from one place to another such as school, home and, in the future, possibly work. That is why it is good to think about your travel skills and how you might like to improve these over time.

Like anything we learn, practising and having support to learn new things always helps. By filling in the table below, you can set your travel goals and your teachers, parents and carers can help you work towards achieving these goals.

Tick the box below that describes how you most often travel to school.

|  |
| --- |
| How do you most often travel to school? |
|  | Driven by car and dropped off | [ ]  |
|  | I drive myself  | [ ]  |
|  | By walking or on my bike | [ ]  |
|  | On public transport | [ ]  |
|  | On the school bus | [ ]  |

**Use the table below to select all the boxes that describe the parts of traveling you are most interested in developing skills for or the things you already feel confident doing.**

|  |  |  |  |
| --- | --- | --- | --- |
| Types of travel skills | I can already do this | I would like help to learn to do this | Comments from teachers and parents on when and how they can help you with this |
| Knowing what to do if I get lost | [ ]  | [ ]  |  |
| Knowing what to do if the train, bus or tram does not arrive or is late | [ ]  | [ ]  |  |
| Learning about car parking options | [ ]  | [ ]  |  |
| Learning how to drive a car | [ ]  | [ ]  |  |
| Learning public transport routes | [ ]  | [ ]  |  |
| Learning to buy tickets / use a Myki for trains, buses and trams | [ ]  | [ ]  |  |
| Learning to read public transport timetables | [ ]  | [ ]  |  |
| Learning to safely cross the road on my own | [ ]  | [ ]  |  |
| Learning to use public transport on my own | [ ]  | [ ]  |  |
| Practising getting in and out of trains, buses, trams on my own | [ ]  | [ ]  |  |
| Planning a travel route to an unfamiliar place | [ ]  | [ ]  |  |
| Other (add any other transport goal you might have here) |  |  |  |

## DICTIONARY:

|  |  |
| --- | --- |
| Advocacy: | Advocacy is acting, speaking or writing to promote, protect and defend people's universal human rights, including advocating for the rights of people with disabilities |
| **Allies:** | People who can help, advise, and support you, such as family, friends, teachers, community members and neighbours |
| Career: | A career can be a variety of roles, both paid and unpaid, that a person takes on throughout their lifetime. A career can be the lifelong process of managing learning and work activities in order to live a productive and fulfilling life |
| **Career Pathways:** | Career pathways are different ways of entering a course or occupation |
| Career Plan: | Choosing and creating a life and/or work path by using your knowledge of your aspirations, interests, skills and research into the requirements of occupations that interest you |
| **Career Profile:** | Your career profile highlights the subjects you have studied, your skills, the experiences you have gained and some important background that summarises who you are as a person. |
| Employer: | A person, company, or organisation that employs people |
| **Experiences:** | Opportunities to gain skills or knowledge that can be useful for home, life or work situations. Experiences can come through school, home and family life, paid work, volunteering, or social events |
| Interests: | Interests can help you work out the kinds of study, industries, or work environments that may or may not be satisfying to you |
| **Job:** | A job is a paid position requiring skills that enable a person to perform specific tasks |
| Objectives: | These are the goals on individual plans to accomplish |
| **Review:** | The process of looking back at your achievements or experiences to see what you have learned e.g. reviewing progress towards your goals over time |
| Student Support Group: | A group of people that support students with additional needs. It is usually made up of a parent/guardian/career, a teacher or teachers who work with the student, the principal or a nominee and the student |
| **TAFE:** | Technical and Further Education - TAFE institutions usually offer courses from Certificate I to Advanced Diploma level |
| **VCE:**  | Victorian Certificate of Education - The VCE is awarded to students who successfully complete their secondary education. It is recognised internationally, and provides pathways to employment as well as to further study at university and TAFE (Technical and Further Education). Within VCE, students can undertake vocational education and training (VET) through School-Based Apprenticeships or at a training organisation. |
| VCAL: | Victorian Certificate of Applied Learning - VCAL is an accredited secondary school certificate which gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work |
| **VET:** | Vocational Education and Training – provides an education that directly relates to getting a job through practical, hands-on learning |
| Volunteer: | A person who gives their time, skills, and talents to help others, without receiving any payment or reward.  |
| **Work:** | Work is not limited to paid positions, it can mean other activities such as parenting or volunteering. Work is a set of activities with an intended set of outcomes.  |
| Work experience: | Short term placement with an employer to provide experience and insights into their industry and their workplace |
| **Workplace:** | A place where people work, such as a shop an office or factory |
| Workplace learning: | Learning experiences designed to help someone understand the nature of employment and workplaces in a variety of industries or businesses |