STRENGTHENED CAREER   
EDUCATION – TEACHERS AND   
CAREER PRACTITIONERS GUIDE

SUPPORTING STUDENTS WITH DISABILITY TO EXPLORE, PLAN AND NAVIGATE PATHWAYS DURING AND AFTER THEIR JOURNEY AT SCHOOL

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# Purpose

Strengthened Career Education is a suite of resources which provides information and guidance on career education for students with disability and their teachers, career practitioners and parents. Strengthened Career Education resources have been designed to be student focused and student led.

The Strengthened Career Education resources include:

* The Strengthened Career Education Guide for Teachers and Career Practitioners
* The Strengthened Career Education Guide for Parents and Carers
* The Strengthened Career Education Guide for Students
* The Strengthened Career Planning web-based resource for students

This document provides guidance for school staff on careers and transition planning for students with disability and brings together information on the broad range of options available to them when they leave school. It is designed to help teachers and career practitioners to support students to:

* explore their interests, strengths, values and aspirations
* plan their pathways
* consider their options
* make informed subject, course and career decisions, and
* track their progress over time.

Information in the following sections will help you understand how to best support your students as they plan and use the online student resources.

Links to relevant information, resources and services are included within each section.

Strengthened Career Education replaces the previous *Strengthened Pathways Planning*, *RU Ready* and *Career Action Plan* resources.

# Section 1 Introduction

The Department of Education and Training (the Department) is dedicated to improving the opportunities for all learners, without exception, to ensure that school education is inclusive and engaging so that students are equipped to undertake further study or enter the workforce.

Career education is one of the key building blocks for lifelong success and can empower young people to seize the opportunities of a rapidly changing globalised world. Students need to make confident and informed decisions and be skilled to successfully manage their careers by:

* Understanding their interests, strengths and aspirations
* Exploring how jobs and careers are changing, what work looks and feels like, and the range of opportunities available to them
* Deciding the subjects and qualifications that suit them best and reflect industry needs, to take them beyond school to TAFE, university or meaningful employment.

(<https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/careers/Transforming_Career_Education.pdf>).

Both parents and teachers share a significant role in helping students identify their future aspirations and build work-readiness skills.

For young Victorians with disability, participating in further education, training and employment can lead to enhanced opportunities for greater economic and community involvement. It can be a protective factor against social exclusion and associated mental and physical health issues. Increased access to employment opportunities is key to improving economic security and personal wellbeing.

In short, every young student with a disability who is able to work should have an opportunity to participate in employment and be actively supported to do so.

For students with high support needs, their post-school planning should include options that foster independence and that support ongoing life skills development, social inclusion, and the pursuit of active and fulfilling experiences. The social participation of students with disability adds value to a rich and diverse community.

People with disability can face considerable barriers to participation in employment. The Strengthened Career Education resources are a core component of an effective career education program for students with disability.

Career education is a process that recognises three phases of development - personal awareness of strengths and abilities, exploration of possible opportunities and experiences and application of this learning to career choices. Career education is central to the development of students to make informed choices about study, training and employment options[[1]](#footnote-1). Deloitte Access Economics identified that it is ‘crucial that young people with disability receive the support required to participate in the workforce as early as possible to drive effective long-term employment and maximise the benefits of improved standards of living and social inclusion that come with employment’[[2]](#footnote-2).

## Transitions

Children and students undertake a number of important transitions at key points during their education; moving from kindergarten to school, primary school to secondary school, and finally leaving school to pursue post-school options.

The transition from the familiarity of the school environment to post-school is a significant milestone and can be an exciting time for students. For some, making decisions about future options can be daunting. For students with disability and their families, there may be additional challenges and uncertainty. It is important to seek information, support and advice ahead of this transition.

## Career Education

The Department provides a range of resources and services to support career education and pathways planning for all students, including those with disability.

### What does ‘career education’ mean?

Career education is the carefully planned program of learning experiences – in education, training and workplace settings. It helps students to make informed decisions about courses and careers, see the connection between school and future careers and gives them skills and knowledge to effectively navigate multiple and complex careers throughout their life.

A career no longer refers to a specific job or occupation. A career includes a lifetime of experiences including life roles, education, training, paid work and unpaid work. The Foundation for Young Australians (FYA) identified in their ‘New Work Order’ research, that students will need a range of transferrable skills developed through structured career education programs that commence at an early age[[3]](#footnote-3). They identified that students who are self-initiated and collaborative, responsive and reactive, capable of interfacing with people and technology will manage change and transition in evolving workplaces.

Exploring the concept that a career includes participating in leisure activities, community groups, volunteering and sport can support a more holistic view of a young person’s future.

As students embark on their post-school transitions, they are faced with a range of life, learning and work options.

### What does ‘work’ mean?

The term ‘work’ is used to describe a range of valued activities that bring personal satisfaction. ‘Work’ does not necessarily refer to paid work only, as other meaningful or satisfying activities are also forms of work, such as unpaid life roles (e.g. parenting) and volunteering. This shift from work being considered simply as a paid job or an occupation recognises that people engage in a number of work activities throughout their career and their life and as a result develop a range of valuable skills and capabilities

Students with disability can participate in a variety of valued work activities regardless of the level of their ability.

Some students with a disability can undertake work activities independently, whereas others may require some additional support. Employers are required under the Commonwealth *Disability Discrimination Act* 1992 to make reasonable adjustments to the workplace to cater for specific support needs. A variety of work options are available for students who cannot fully engage in open employment.

### Features of successful career education

Effective career education supports students to identify what they can do, rather than what they cannot do, and considers individual interests, values and aspirations as a central component of career decision making.

A career is no longer one job for life. Research has suggested that Australians will change employers 17 times across five different careers during their working life[[4]](#footnote-4). A career includes a lifetime of experiences including periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles.

The Department recommends a career education approach that is customised for students with disability and builds upon existing school processes. An integrated and collaborative approach to career education should assist students with a disability and their families to:

* build knowledge about themselves, their strengths, aspirations, interests and goals
* discover the world of work, through engagement in career focused classroom and activities and encounters with a variety of employers and industry
* understand what further education, training and employment options are available when they leave school; and
* plan ahead for a fulfilling and active future.

Career education provides a platform for the ongoing development of students with disability to engage with education, training and work. Within the complex range of learning opportunities career education facilitates the psychosocial aspects of overall development, as students grow from a position of dependence to independence. With the impact of globalisation, technological change and new socioeconomic realities in the changing world of work, career education assists students to understand the decision making process so that they are oriented towards self-determination [[5]](#footnote-5). The Strengthened Career Education Resources are designed to equip students with the capacity to manage their career throughout their lives.

## Students who benefit from Strengthened Career Education

The definition of ‘disability’ under the Disability Discrimination Act 1992 is broad and can include a range of psychiatric, sensory, physical and intellectual difficulties.

This guide is intended to strengthen career education for students supported under the Program for Students with Disabilities (PSD) in Victorian government schools and the wider cohort of students with disability and additional needs in schools.

Effective career education has at its core a strengths-based approach to learning and work. A strengths-based approach involves identifying that every student has the potential to grow and develop. Planning an individualised, person-centred life, learning and work program is at the core of a strengths-based approach to career education. The objective of a strengths-based approach is to assist individuals to express their hopes and dreams, to identify their capacities and to develop strategies that help them to live their lives and participate in their communities as they see fit. It’s also about supporting people in the choices they make about their lives.

For students supported under the Program for Students with Disabilities, a strengths-based approach is strongly recommended.

# Section 2 Career education for students with disability

The Department provides a range of resources and services to support career education of all students, including those with disability. These include universal career education resources as well as those specifically customised for students with disability.

## Universal career education resources

* **Victorian Careers Curriculum Framework**

The Victorian Careers Curriculum Framework is an online resource aimed at assisting students to acquire the skills, knowledge and behaviours to manage their careers. It provides a scaffold for a career education program for all students from Years 7 to 12 and for young learners with Vocational Education and Training (VET) providers and the Learn Local adult community education sector. It supports the work of education and training staff in the preparation of students to make a successful transition into further education, training or employment.

See: [Victorian Careers Curriculum Framework](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx) (www.education.vic.gov.au/school/teachers/teachingresources/careers/carframe/Pages/framework.aspx).

* **Managed Individual Pathways**

Managed Individual Pathways supports Victorian government schools’ career education programs and activities. This includes ensuring that all students aged 15 years and over are provided with an individual, annual Career Action Plan and associated support as a means to making a successful transition through school to further education, training or employment. Schools are also funded to provide additional support to students at risk of disengaging or not making a successful transition to further education, training or employment.

See: [Managed Individual Pathways (MIPS)](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/mips.aspx) (http://www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/mips.aspx).

* **Workplace Learning Resources**

Workplace Learning Resources enable students to trial different post-school options, including work experience. A range of online resources are available for all students, including students with disability, to assist schools, students, parents and employers to plan and prepare for work experience or structured workplace learning placements.

See: [Workplace Learning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx) (www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx).

These universal supports are applicable to all students with disability, and in some cases, will fully meet their career education needs.

### Personalised Learning and Support Planning

Every student needs the opportunity to transition successfully from school to further education, training, work and community life. To do this successfully, students with disability need information, support and guidance, which they receive from a range of people who directly and indirectly influence the development of their careers.

Personalised learning and support planning is a process that acknowledges and celebrates the diversity of students in Victoria’s classrooms. It is a dynamic, collaborative and student-centred process, designed to provide all students with high quality, inclusive education. Personalised learning and support seeks to accommodate the individual learning differences of all students as a key foundational practice in providing tailored teaching and learning strategies and a high quality education to all students.

Personalised Learning and Support Planning provides the foundation for ensuring that students with disability are supported towards successful transitions.

Personalised Learning and Support Planning

## A Case Study in Personalised Learning and Support Planning

One of the keystones to successful preparation for transition to work or future learning for students with disability, is the development of truly individualised plans/programs that take into account the individual’s personal circumstances, rather than trying to use a “one size fits all” approach[[6]](#footnote-6). While career practitioners should focus on helping their students recognise and work towards their personal career goals, input and support from family, carers, peers, teachers and any other relevant agencies working with the student (such as rehabilitation counsellors, physical therapists or employment agencies) should also be sought[[7]](#footnote-7). Students with disability may also need additional time and support, the length and nature of which will vary, in order to fully develop their self-awareness and create more effective career plans and strategies.

**Case Study: Sara – I just want a job**

Sara is 15 years old and is heading towards her final years of schooling. She often meets with her career practitioner during structured career education classes and uses the Strengthened Career Planning resource to support the development of her Career Action Plan. In her Career Action Plan she consistently comments – *“I just want a job.”* She knows she wants to get a paid job when she leaves school, but is not sure what type of job she would like or where she could work.

Sara has reflected that she is is a visual person with a hands-on approach and learns best by completing tasks repetitively supported by visual prompts. Her career practitioner has identified that Sara has good relationships with her friends and teachers and could focus on building her social confidence when meeting new people. Sara feels comfortable to use public transport with support and has identified independently using public transport as one of her goals.

She has a learning disability and she knows she will need a bit more support to find and keep a job. Additional information from Sara’s family, teachers and her Strengthened Career Planning resource shows that Sara would benefit from learning more about what work involves, building her confidence and trialling a few things. Sara needs to begin identifying the transferable skills she has developed already which could include the technology skills she has developed at school, collaboration skills through her sporting activities and problem-solving skills as a result of her volunteering.

Sara’s parents are keen to support her and participate in an Engaging Parents in Careers Conversations (EPiCC) program at Sara’s school, where they learn about trends in the labour market, latest research on the skills employers are seeking in entry level workers and how pathways provide a seamless transition into the workforce for students with disability. Sara’s parents establish links with an industry mentor to discuss preparing for the workforce. They also find out more information on the National Disability Insurance Scheme and make inquiries with the school about SLES funding for Sara.

The Transition Coordinator at Sara’s school brings together all elements of the Personalised Learning and Support Plan and Sara confidently presents her career ideas, aspirations and work experience plan for the next term. Sara is supported through her plans and she asks lots of questions to make sure her plan reflects her goals and job aspirations. In the meeting, her career practitioner asks Sara to describe a normal week in her life. She explains how she goes to the gym and goes to the local footy games on the weekend. Sara asks if she can invite her mum and dad to the next PLPSG to gain insight into her goals, interests, abilities, and the best way to support Sara. In the following few weeks Sara’s career practitioner arranges a number of workplace visits and short work experience placements, including one at Sara’s gym. She also engages an occupational therapist who conducts workplace assessments and assistance before, during, and after the workplace visits. The career practitioner stays in close contact with Sara and her mum and dad, regularly providing updates and keeping them informed of Sara’s career plans. She conducts a number of workplace visits recording evidence of ongoing skill development.

# Section 3 Strengthened Career Planning Resource

The new Strengthen Career Planning Resource for students with disability incorporates the principles of quality career education into a reflective online resource that guides students through the process of self-awareness, career exploration and career management. Students will transition through each stage based on their personal development and community context. This resources captures students current career interests and allows students to change those interests as they grow and develop.

## When should the Strengthened Career Planning Resource for students be used?

Research identifies that there is broad agreement that all students need a set of smart skills that will prepare them for employment, further learning and ongoing employability in the workplace.[[8]](#footnote-8) The skills required for work readiness are developmental and should form part of a comprehensive career education program that commences in Year 7 and 8.

The three sections of the resource include:

* My Profile
* My Experiences and Interests
* My Goals

Each of these sections provides an insight and assessment of a student’s development and potential readiness for work or other post-school options at a point in time.

The three Strengthened Career Planning Resource sections should be introduced when a student commences secondary school and be reviewed at various times during a student’s journey at school. This would support them in tracking and monitoring their progress and identifying individual and additional learning and support needs over time.

The sections build upon the universal career education resources in schools and should be integrated into the student’s Personalised Learning and Support Planning.

## My Profile:

Encourage students to start using Strengthened Career Planning Resource by filling in the ‘My Profile’ section. This will provide a baseline profile that they can reflect back on and can be updated over time as often as desired, as they develop and grow.

## 

## My Experiences and Interests:

The ‘My Experiences and Interests’ section will help you guide and support students to recognise their strengths and opportunities for targeted skill development at various points in their learning development. This resource can be administered annually or as needed to reflect the learning development of individual students.

With your support, using this resource will help students engage in personalised learning and support planning which will prepare them for their journey at school and the options of what they may consider doing after they finish school, including workplace learning opportunities in the senior secondary years.

## My Goals:

The ‘My Goals’ section is a tool that should be used regularly across a student’s journey at school to allow them to set targets for things they want to achieve and provide you and the student with a framework that is realistic and helps you to track and monitor progress over time or adjust goals as necessary.

The ‘My Goals’ section should be used regularly to record and review goals but can also be used regularly as an important tool to monitor progress and refine the learning goals in the student’s Personalised Learning and Support Planning each time the Student Support Group meet across the year.

In the senior secondary years, the ‘My Goals’ section can assist in preparing for workplace learning opportunities and identifying meaningful post-school pathways.

## How can the information in Strengthened Career Planning Resource be used?

Primarily the information in the Strengthening Career Planning Resource should form the central component of a structured career education program.

* This resource has been designed to help **empower students** to lead the planning process and set their own directions for their individual learning and additional support needs with the support of their parents and carers, teachers and career practitioners
* The sections will help prompt **ongoing conversations** between students, their parents and carers and teachers and career practitioners about their post school interests and explore meaningful options.
* Completing the Skills activity in the ‘My Experience and Interests’ section can highlight the **range of skills** a student has and open up discussions about their options after they finish school, including career options.
* The information in the ‘My Experience and Interests’ and ‘My Goals’ sections will contribute to the development of a student’s Personalised Learning and Support Planning
* Completing the ‘My Goals’ section can assist the Student Support Group to identify which specific supports may be required to facilitate a student’s aspirations and best prepare them for exploring options transitioning from school, including career pathways.
* The information from the ‘My Profile’ and ‘My Experience and Interests’ sections also provide helpful information for potential employers and external agencies offering workplace learning opportunities to students with additional needs.

Teachers can link the new student resource to key online career education resources to support career exploration and management activities:

* **MyFuture** – includes a comprehensive occupational database of over 600 jobs and places to work - <https://myfuture.edu.au/>
* **Youth Central -** [**Jobs and Careers**](http://www.youthcentral.vic.gov.au/jobs-and-careers) – provides career management resources and templates - <http://www.youthcentral.vic.gov.au/jobs-and-careers>
* **Victorian Skills Gateway** - is a one-stop shop for vocational training in Victoria. This site allows users to search occupations, courses and training providers. Watch videos and read about the career journey of many different people with different skills and abilities - [www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx](http://www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx)

For specific help regarding support available to students with disability and what to consider in choosing a training provider, see Victorian Skills Gateway’s - [www.education.vic.gov.au/victorianskillsgateway/adult%20learners/pages/choosing-a-training-provider.aspx](http://www.education.vic.gov.au/victorianskillsgateway/adult%20learners/pages/choosing-a-training-provider.aspx).

* **Australian Apprenticeships –** provides extensive information on apprenticeships, training and links to Victorian employment sites - <https://www.australianapprenticeships.gov.au/>
* **JobOutlook –** provides relevant and current labour market trends and career information - <https://joboutlook.gov.au/>

These resources would also be useful for parents and carers.

## Engaging Parents in Career Conversations

Involve the young person’s parents in transition planning and decision making.

Research indicates that parents are the single greatest influence on their child’s education and career decisions. High parental engagement can have a major impact on the young person’s learning, so every opportunity should be explored to nurture family-school/organisation partnerships.

To help parents provide the best possible information, advice and guidance to their children, schools are encouraged to promote a contemporary understanding of what ‘career’ means today. This broader definition of ‘career’ includes periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles. Students need the skills and knowledge to navigate through these various experiences, and use resilience to move forward when their preferred option does not follow a direct pathway.

The most important thing for parents is to be positive about the ideas and choices made by a young person and their chances of finding a satisfying career path. This needs to include a consideration of their aptitudes (what they are good at), interests (what they like or enjoy doing), values (what is important to them), aspirations (what they want to achieve) and skills (what they can do).

Schools can engage parents in the career education of students with disability through a range of formal and informal activities.

The Department developed the Engaging Parents in Career Conversations (EPiCC) Framework to support schools to engage parents in the career education of young people. The EPiCC Framework has been customised for parents of students with a disability. Opportunities for more structured information sharing and discussion can occur in Parent Workshops and Student Support Group meetings.

For more information, see: [Engaging Parents in Career Conversations](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx) [www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx)

### Parent Workshops

Parent workshops organised by the school provide an important opportunity to:

* share information on the concept of a career, and pathways to particular careers
* assist parents to help their child to acquire the skills, knowledge, attitudes and behaviours to manage their learning and work, and make informed decisions throughout a productive and engaging life
* assist parents to become career development allies, by helping their child to develop and build their preferred career future, feel less worried about the future and build a network of trusted people as partners to assist them on their journey.

The workshops can provide parents with skills and knowledge to:

* engage their child in career conversations
* help their child identify their interests, values, beliefs, skills, strengths and aspirations
* support their child to identify and develop ‘meta skills’ (e.g. skills for learning how to learn) such as resilience, persistence, adaptability, flexibility, drive, efficacy, creativity, innovation
* identify opportunities and access relevant information on learning and career options and the labour market
* help their child make appropriate and effective learning and career decisions.

Workshops can provide parents with accurate, relevant, high quality information about the opportunities that are available to their children. For example, senior secondary programs and subjects, tertiary courses, apprenticeships and traineeships; and labour market information including new workplace trends, emerging occupations, and industries with skill needs.

Engaging a respected community representative with some career expertise to help deliver these parent workshops is recommended. This allows your workshop to deliver content that is relevant to your community’s particular circumstances as well as ensuring that it delivers ‘real life’ examples and opportunities in your community. This may require the use of interpreters.

It can be powerful and reassuring to invite graduate students with disability and their parents to attend workshops and share their stories of successful post-school transition.

If workshops are scheduled outside of class time, respite care may be required.

A Parent Workshop presentation customised for parents of students with disability is available for schools. See:

[www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx#link19](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx#link19)

### Student Support Groups

Student Support Group (SSG) meetings provide an ideal opportunity for engaging parents in career conversations.

The SSG can invite a staff member with careers expertise or representatives from external agencies to provide advice regarding workplace learning opportunities or post-school options.

For more information, see: [Student Support Group](http://www.education.vic.gov.au/school/teachers/health/Pages/oohcstusupp.aspx#link15) ([www.education.vic.gov.au/school/teachers/health/Pages/oohcstusupp.aspx#link15](http://www.education.vic.gov.au/school/teachers/health/Pages/oohcstusupp.aspx#link15)).

### Further Information

Parents can seek information about career options from the:

* Career practitioner
* Year level coordinator
* Year 11 or 12 coordinator
* VCE, VCAL or VET coordinator

## Workplace Learning Opportunities

Provide the student with opportunities to participate in a variety of workplace learning activities while they are at school

Whether or not students with disability have decided on their preferred post-school pathway, the Department recommends that they be given the opportunity to experience and engage in a variety of workplace learning activities to build their awareness of career opportunities – and the pathways to achieving them. Workplace learning activities can help students to:

* explore or expand their possible career options
* develop employability skills
* understand employer expectations
* increase their self-understanding, maturity, independence and self-confidence.

When planning workplace learning opportunities for a student with a disability, it is important that the employer knows what the student can and cannot do, and that activities and supervision are arranged accordingly. Arrangements made in advance of the placement will enhance the likelihood of a valuable experience for the student.

Following a work placement, employers can provide valuable feedback to the student and Student Support Group to help identify areas for further skill development.

Students can undertake workplace learning through:

* **Work Experience**

Work Experience is the short-term placement of secondary school students with employers to provide insights into the industry and the work place in which they are located. Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or experience. The provision of between one or two weeks ‘out’ at work has become part of many school programs over the last 40 years, and is generally undertaken in Year 10. Work experience involves secondary school students who are over 14 years of age and up to and including 21 years of age undertaking short-term industry placements, which broadens their experience and understanding of the world of work and career opportunities.

The Department requires that students undertaking work experience must complete *A Job Well Done* – an online resource that supports students with disability to undertake OHS training prior to work experience placements. See: https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/safety.aspx

For more information, see: [Work Experience](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx) (www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/workexperience.aspx).

* **Structured Workplace Learning**

Structured Workplace Learning (SWL) involves secondary students undertaking structured on-the-job training during which they are given the opportunity to develop a designated set of skills and competencies related to a course accredited by the Victorian Registration and Qualifications Authority (e.g. VET in Schools programs, VCAL, VCE Industry and Enterprise). For more information, see: [Structured Workplace Learning](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx) ([www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/structuredlearning.aspx)).

* **School Community Work**

School Community Work (volunteering work) is community work undertaken by students which:

* supports students' learning and career development
* directly benefits the community
* is organised by the school, and
* is approved by the principal of the school as School Community Work.

School Community Work should be undertaken voluntarily by students and they must not receive any remuneration or reward for this work.

* **Apprenticeships and Traineeships for Students**

Apprenticeships and traineeships provide one of the most powerful ways to connect students with the industry career path they are interested in.

* **School Based Apprenticeships and Traineeships (SBATs)**

SBAT offers students enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) the option of combining their school studies with training and part-time employment. Students undertaking an SBAT will typically undertake a Certificate II or Certificate III from a wide selection of courses alongside one day, per week of paid employment.

SBATs are available to secondary school students from 15 years of age who are on an Australian Permanent Visa. Subject to visa conditions, SBATs are also usually available to students who hold the following temporary resident visas: Bridging Visa subclass ‘E’ (BVE), Temporary Protection Visa (TPV), or Safe Haven Enterprise Visa (SHEV).

By the time the student completes their schooling they will have potentially completed their qualification and may have the opportunity to continue their apprenticeship or traineeship in a full-time capacity, or find other employment in their chosen field.

Schools have a key responsibility to provide effective oversight of SBAT arrangements to ensure a direct link with the student’s career plan. Tailored career education and guidance must be provided, with an emphasis placed by schools on genuine employment arrangements that lead to strong employment outcomes. The school must work with the student to ensure that undertaking an SBAT will not be detrimental to the student’s senior education.

For more information on SBATs see: <https://www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx>

* **Head Start Apprenticeships and Traineeships (HSATs)**

HSATs will be available from 2019 to students in any of the 100 schools selected to participate in the initial rollout of Head Start.

Head Start includes the same broad based eligibility and school responsibility as SBATs, however there are some important differences that students need to be aware of when considering this pathway:

* Limited course selection targeting high quality and in demand apprenticeships and traineeships, all at Certificate III level;
* Capacity to complete VCE or Intermediate/Senior VCAL over three years, including post Year 12, to enable students to spend more time in paid employment while still completing their studies;
* Strong focus on literacy and numeracy skills and school completion to better meet employer requirements;
* Increasing days in work for each year of the pathway, ranging from two days per week, up to a potential of four days per week, as well as options for working full time for up to eight weeks a year during school holidays; and
* Stronger focus on matching on and off the job competencies over the duration to enhance progression through the apprenticeship or traineeship.

It is anticipated that through Head Start students who have the capacity and commitment to take this pathway would be able to fully complete a traineeship, commensurate with a full time trainee, meaning they will be fully qualified and work ready. Similarly students undertaking apprenticeships, which are typically longer term, would be able to fully complete two to three years of their apprenticeship, with support provided to assist them to transition to a full time apprentice at the end of school so they can complete their apprenticeship.

For more information on Head Start see: <https://www.education.vic.gov.au/about/programs/Pages/headstart.aspx>

### Further Information

* **Workplace Learning Toolbox**

The Workplace Learning Toolbox provides teaching resources for students and teachers that have vital information about the work environment, with a strong focus on the importance of good Occupational Health and Safety practice. The teaching resources highlight the key messages contained in the video clips and supply schools with appropriate tools to ensure that their workplace learning program provides students with the skills and understanding required in the work environment. For more information, see: [Workplace Learning Toolbox](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/teachers.aspx) ([www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/teachers.aspx](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/pages/teachers.aspx)).

* **A Job Well Done**

Schools are required to adequately prepare students for the risks and hazards they may face in the workplace. The Occupational Health and Safety section of the department’s website provides teachers with resources to help prepare students for their work experience placement. These resources will prepare students for work experience by exposing them to activities and issues relating to the ‘world of work’. The resources are for use with the video “A Job Well Done” which has been prepared for students with a disability. For more information, see: [A Job Well Done – Teacher Resources](http://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx) (www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/welldone.aspx).

* **Structured Workplace Learning Statewide Portal**

The Department has established a website which provides students and teachers with a single, easy to navigate, information and referral point for SWL opportunities offered by a diverse range of employers. The opportunities are sourced and supported by Local Learning and Employment Networks (LLENs) across Victoria, who may also assist with targeted placement opportunities for particular cohorts in need. See [SWL Statewide Portal](http://www.workplacements.education.vic.gov.au/) (<http://www.workplacements.education.vic.gov.au/>).

* **Australian Network on Disability – ‘Stepping into’ program**

‘Stepping into’ is a paid internship program specifically for university students with disability, who want to gain some paid hands-on work in their chosen field of study. For more information, see: Australian Network on Disability’s [Information for Students](http://www.and.org.au/pages/information-for-students.html) (www.and.org.au/pages/information-for-students.html).

# Section 4 School Implementation

### FISO in the classroom: The Victorian Teaching and Learning Model

[The Victorian Teaching and Learning Model](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/Victorianteachingandlearningmodel.aspx) brings FISO into the classroom, creating a line of sight between the whole-school improvement approach and classroom practice. It consists of four components: the Vision for Learning, Practice Principles, Pedagogical Model and High Impact Teaching Strategies.

The Victorian Teaching and Learning Model allows teachers to focus on high impact improvement initiatives and to drive those initiatives through evidence-based decisions about their teaching and student learning. It assists principals, school leaders, teachers, students and parents/carers to work together in strong, effective learning communities that create and sustain better outcomes for students. It consists of the following resources:

* [Vision for Learning](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx) and [Practice Principles](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlesexcellence.aspx) to help teachers develop professional practice in collaboration with colleagues
* [Pedagogical Model](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/pedagogical-model.aspx) to bring the knowledge of subject content and pedagogy together in the classroom
* [High Impact Teaching Strategies (HITS)](http://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx) to increase teachers’ repertoire of strategies that improve student learning.

The Victorian Teaching and Learning Model operates in parallel with:

* Victorian Early Years Learning and Development Framework (VEYLDF), which is an essential resource for primary school teachers
* Abilities Based Learning and Education Support (ABLES), which is an essential resource for specialist school teachers

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## Recommended timeline

The following diagram provides a suggested timeline for implementing the components of *Strengthened Career Education* throughout the secondary school years.

## Roles and responsibilities

### The Student Support Group

The Student Support Group (SSG) oversees the career planning for students with disability supported under the Program for Students with Disabilities.

The SSG provides personalised learning and support planning for students with disability that is ongoing throughout the student’s school life and works with the student to set short-term and long-term learning goals based on the Victorian Curriculum Abilities Based Learning and Education Support and other relevant information.

As students with disability explore and refine their future options through the senior secondary years, the SSG should increasingly focus on setting learning goals within the personalised learning and support planning that prepare the student for their long term aspirations. These learning goals should aim to foster independence, develop work related skills, and increase the student’s confidence in their capacity to work. The ‘My Goals section’ of Strengthened Career Planning student resource should be used to plan and review a student’s progress towards reaching and achieving their goals.

The school’s career practitioner should be invited to SSG meetings to provide advice or assist in liaising with the young person, parents, and external agencies at relevant times.

For further information about Student Support Groups, see: [Student Support Group](http://www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx) (www.education.vic.gov.au/school/parents/needs/Pages/supportgroup.aspx).

Role descriptions for school staff, students, and parents engaged in Strengthened Career Education are provided below:

* Provide opportunities for the young person to develop their **Career Action Plan** using the Strengthened Career Education Resource
* Engage parents in their child’s career education through Student Support Group meetings and Parent Workshops
* Coordinate enhanced access to workplace learning opportunities
* Liaise with external agencies and employers to arrange workplace learning opportunities and access information about post-school options

School Staff

* + Identify areas of interest and aspiration through self-exploration and the Strengthened Career Education Resource
  + Talk with parents, teachers and friends about career options
  + Develop in collaboration with their parents and teachers a Strengthened Career Planning Resource that is reviewed regularly throughout the year
  + Participate in workplace learning opportunities
  + Attend open days, information sessions and Career Expos

Students

* Initiate career conversations with their child
* Practice work skills at home with their child
* Participate in Student Support Group meetings
* Contribute to the development of personalised learning and support planning which target skills linked to their child’s career aspirations
* Collaborate with school staff in completing the Strengthened Career Education Resource
* Attend career workshops for parents
* Attend open days, information sessions at TAFEs and universities and Career Expos to fully explore the range of post-school options available to their child
* Share relevant information with external departments, agencies and employers as required

Parents

### Community partnerships

There are a range of external organisations and agencies that provide valuable information and assistance to students with disability who are transitioning from school to post-school options.

These organisations such as Local Learning and Employment Networks can facilitate partnerships with local employers and external agencies, share information about possible pathways beyond school, and provide assistance to schools in sourcing structured workplace learning for students with disability.

Schools should work closely with these organisations to maximise the opportunities available to students with disability in their local community.

Community organisations and external agencies include:

* Local Learning and Employment Networks - https://www.education.vic.gov.au/about/programs/Pages/llens.aspx
* [Disability Employment Services](http://www.humanservices.gov.au/customer/services/centrelink/disability-employment-services) - http://www.humanservices.gov.au/customer/services/centrelink/disability-employment-services
* Registered Training Providers, including TAFEs – see: [Beyond School](http://www.education.vic.gov.au/school/students/beyond/Pages/default.aspx) (www.education.vic.gov.au/school/students/beyond/Pages/default.aspx).
* Centrelink – see: Department of Human Services’ [People with disability](http://www.humanservices.gov.au/customer/themes/people-with-a-disability) (http://www.humanservices.gov.au/customer/themes/people-with-a-disability).
* Volunteering information, see: [Victoria’s Volunteer portal](http://www.volunteer.vic.gov.au/) ([www.volunteer.vic.gov.au/](http://www.volunteer.vic.gov.au/)).
* Department of Human Services, see: Disability ([www.dhs.vic.gov.au/for-individuals/disability](http://www.dhs.vic.gov.au/for-individuals/disability)).

## Privacy and confidentiality

Students and their families often provide schools with personal and health information to maximise engagement with teaching and learning. Schools must maintain confidentiality of this private information in line with privacy legislation, and clearly document how this information is collected, used, disclosed and stored.

To assist decision making about a student’s needs, schools may inform parents/guardians of their child’s academic progress, behaviour, educational options or special educational requirements. For students with disability, this is often completed collaboratively with parents/guardians as part of Student Support Group meetings and recorded in planning documents.

Where schools partner with external agencies to support workplace learning opportunities and transition processes, student information can only be provided to third parties with prior consent from parents/guardians or the student (if over 18 years of age).

Students and parents are encouraged to consider the benefits associated with sharing selected information with third parties.

For more information, see: [Information Privacy](http://www.education.vic.gov.au/school/principals/spag/governance/Pages/privacy.aspx) (www.education.vic.gov.au/school/principals/spag/governance/Pages/privacy.aspx).

## Evaluation of post-school outcomes

On Track is a Victorian government initiative designed to monitor the destination outcomes of school leavers in Victoria and highlight the diversity of pathways students pursue after leaving secondary school. On Track will ensure that Year 10-12 students, from government and non-government schools, including students from Specialist Schools, are contacted within six months of leaving school to see if they are on a path to further education, training or employment. It also helps to develop the support available to students by offering a referral service to those who may be experiencing difficulty in achieving their education and employment goals.

Data obtained through the On Track survey is used to publish post school education, training and employment destinations celebrating the broad range of outcomes schools create for students. The results are provided back to schools, tertiary providers, departmental regional offices and local learning and employment networks to assist with program development. For more information, see: [On Track](http://www.education.vic.gov.au/about/research/Pages/ontrack.aspx) (www.education.vic.gov.au/about/research/Pages/ontrack.aspx).

Consent to participate is required by all participants. This is obtained as part of the VCAA enrolment process to enrol in a VCE or equivalent unit. Those that consented to participate are then contacted six months after leaving school to obtain their post school destination.

The Department is working to ensure all students with disability who exit specialist schools are engaged in the On Track surveys.

For general queries about the On Track survey, email: [ontrack.survey@edumail.vic.gov.au](mailto:ontrack.survey@edumail.vic.gov.au).

# Section 5 post-school options

When students leave school it is important to maintain social contact with peers, and undertake fulfilling activities that promote lifelong learning and development. Some students with a disability aspire to pursue employment and financial independence. Other students pursue further education or training which can provide social connections with peers, and opportunities for future employment. For students with very high support needs, their post-school planning should include options that support ongoing life skills development, social inclusion, and the pursuit of active and fulfilling experiences.

This section provides an overview of options for students with disability in the areas of:

* employment
* education and training
* specialist transition and community supports.

## Employment

A range of employment services are available to help people find work. Most of these also offer specific help to students with disability.

**Centrelink**

* Students looking for work should contact Centrelink Employment Services on 13 28 50 or visit a Centrelink Customer Service Centre.
* Centrelink can determine the level of help a young person is eligible to receive and refer them to the employment service that best meets their needs.
* Students may also contact a local Job Services Australia provider or Disability Employment Network member directly for assistance.
* For further help, contact a Job Access Adviser on 1800 464 800.
* [**https://www.humanservices.gov.au/individuals/centrelink**](https://www.humanservices.gov.au/individuals/centrelink)

**Job Services Australia**

* Job Services Australia offers personalised help and services that are better targeted to the needs of a job seeker with more access to training opportunities and work experience to help people find and keep a job. Job Services Australia is a new approach to employment services, which gives a single entry point to a range of user friendly employment services for job seekers and employers. See: [Job Active](https://jobsearch.gov.au/#jobseekers-container)  (https://jobsearch.gov.au/#jobseekers-container)

**Youth Employment Scheme**

* The Youth Employment Scheme (YES) offers students aged 15 to 24 an opportunity to work in the Victorian Public Service (VPS) or an agency of government for 12 months while studying for a Certificate III or IV qualification.
* In order to be eligible for the Youth Employment Scheme, participants must be:
* aged between 15–24 years at the commencement of the traineeship
* unemployed or not working more than 15 hours per week (students do not have to be registered with a Job Active provider or be in receipt of assistance from Centrelink)
* not currently undertaking tertiary education
* without a post-school qualification (excluding Certificate level I - IV courses).

See: [Youth Employment Scheme](https://jobs.vic.gov.au/about-jobs-victoria/youth-employment-scheme) (<https://jobs.vic.gov.au/about-jobs-victoria/youth-employment-scheme>

**Disability Employment Services**

* Disability Employment Services (DES) offer specialist assistance to job seekers with a disability, who require ongoing support to find and maintain employment.
* DES members provide a range of specialist services individually tailored to meet a person’s employment needs - www.humanservices.gov.au/customer/services/centrelink/disability-employment-services

**JobAccess**

* JobAccess is a free information and advice service about the employment of people with disability. JobAccess helps people with disability, employers, service providers and the community to access information about services, financial assistance and workplace solutions - www.jobaccess.gov.au/

**Community and volunteer work**

* Volunteer work is an excellent way of experiencing new challenges and learning about the world of work.
* Volunteers provide an unpaid but valuable service to the community.
* There are a variety of organisations that rely on volunteers and it can be a great way to gain new skills and build on your work experience.
* Students with disability may enjoy rewarding careers where volunteer activities are included. Volunteer programs are supported by Centrelink, local governments and numerous community organisations.
* Being a volunteer frequently introduces people to networks that can lead to other career opportunities - http://www.volunteer.vic.gov.au/

### More information

* [Disability Employment Australia](http://disabilityemployment.org.au/) – represents the disability employment services sector and aims to help jobseekers and employees with disability. (http://disabilityemployment.org.au)
* [Australian Apprenticeships](https://www.australianapprenticeships.gov.au/)  – gives job seekers who experience difficulty entering skilled employment training, support and assistance. (https://www.australianapprenticeships.gov.au)

For information on different occupations, click on the links below:

* Youth Central’s [Jobs and Careers](http://www.youthcentral.vic.gov.au/jobs-and-careers) – gives planning and career advice (<http://www.youthcentral.vic.gov.au/jobs-and-careers> ).

## Education and training

### Higher education

Higher education courses offered in Victoria, range from undergraduate and postgraduate degrees, to diplomas. Courses are available to students at universities, some TAFE institutes or at a private higher education provider.

### Vocational Education and Training

Within the Vocational Education and Training (VET) sector, there is an extensive range of courses to choose from at TAFE institutes, Adult Community Education (ACE) organisations, TAFE Divisions of some universities, or private training providers. Training opportunities range from short courses to vocational graduate diplomas. Students can also study VET programs as part of their Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL). Many courses offer on-the-job training, and apprentices and trainees have the opportunity to learn while being employed.

Training is delivered through a range of options. The time it takes a young person to complete their qualification will depend on their prior level of skills and knowledge, whether the student is studying full-time, part-time or externally as well as what qualification they are studying. See: [Victorian Skills Gateway](http://www.education.vic.gov.au/victorianskillsgateway/pages/home.aspx) (www.education.vic.gov.au/victorianskillsgateway/pages/home.aspx).

### Short courses

If a student is unsure whether University or TAFE is right for them, they may do some short courses. Short courses are a valuable way of looking into career pathways and are often used as a stepping stone to further education.

### Learn Local Courses

Learn Local – provides less formal learning opportunities in a friendly local environment. See: https://learnlocal.org.au/about/

### Supports available

**National Disability Coordination Officer (NDCO)**

* The National Disability Coordination Officer (NDCO) Program works strategically to assist people with disability access, and participate in Higher Education and Vocational Education and Training (‘Tertiary Education’) and subsequent employment, through a national network of regionally based NDCOs.
* The NDCOs work with stakeholders at the local level to reduce systemic barriers, facilitate smooth transitions, build links and coordinate services between the education, training and employment sectors.
* The NDCO Program seeks to address these barriers by improving coordination and collaboration among service providers and building their capability to support people with disability.
* The Program also seeks to increase the knowledge and awareness of people with disability about their post-school options and supports to enable them to participate in education and subsequent employment to the same extent as people without disabilities.
* NDCOs can assist with:
  + making the introduction to further study easier by talking to students and finding out about their needs
  + putting students in touch with appropriate services in their area
  + information about scholarships and grants
  + pre-enrolment advice
  + advice about special entry schemes available
  + application and enrolment advice

For more information, see the Victorian NDCO website <http://www.ndcovictoria.net.au/>

## Specialist Transition and Community Based Supports

Students with a disability who previously accessed funded disability support through the Futures for Young Adults program will now be eligible for the National Disability Insurance Scheme (NDIS) if they meet the residency requirements. The National Disability Insurance Agency (NDIA) will contact these people to complete the access process and arrange a planning meeting to develop an NDIS plan that will replace disability supports previously funded through Futures for Young Adults.

Further information for school leavers about the NDIS is provided below.

## National Disability Insurance Scheme (NDIS)

The NDIS is the new way of providing individualised support for people with an impairment or condition that is likely to be permanent, or who have a developmental delay that affects their ability to take part in everyday activities. The NDIS provides funding for individual supports and services deemed to be *reasonable and necessary* for people with a disability to achieve their goals and aspirations.

The National Disability Insurance Agency (NDIA) is the federal agency delivering the NDIS.

Under the NDIS, a person receiving supports is called a participant.

NDIS participants will be able to access a wide range of supports to help them pursue their goals and aspirations after leaving school, such as independent living, being part of the community, further training or employment.

People currently receiving supports through the Victorian or Commonwealth governments will be moving to the NDIS at different times depending on the type of support they are receiving and where they live, not where they attend school.

For more information about the roll out and when the NDIS is available see – <https://www.ndis.gov.au/about-us/our-sites/VIC.html>

### Who may be eligible for the NDIS?

To access the NDIS you must live in Australia and be:

* an Australian citizen OR a permanent resident OR hold a Protected Special Category Visa
* Under 65 years of age
* have a functional impairment or condition that is likely to be permanent (lifelong) and that stops you from doing everyday things by yourself.

Students in receipt of one of the following supports at school during the transition to the NDIS will have their details will be given to the NDIA as the NDIS becomes available in their area.

Supports:

* Level 4, 5 or 6 funding under the Program for Students with Disabilities
* Medical Intervention Support
* Students with Disabilities Transport Program (special school bus)
* Funding under the Vision Impairment category of the Program for Students with Disabilities
* Enrolment in a specialist school exclusively for students with moderate to profound intellectual disability.

Some Department of Health and Human Services (DHHS) programs are also transitioning, including Respite, Early Choices and Disability Support Register.

Students who are not receiving any of the above programs can approach the NDIA to test their eligibility.

For more information about the NDIS, including eligibility criteria, please visit the National Disability Insurance Scheme website.

### How can the NDIS support career education?

Students who are NDIS participants may have career and employment goals in their NDIS plan. NDIS plans can be used to inform career education activities and planning and supports and school information and knowledge can inform NDIS planning and plan reviews.

Schools can support students who are NDIS participants to align short term goals and long term goals in both education and NDIS plans by providing students with information to share with their NDIA representative, Local Area Coordinators and Support Coordinators.

Information and resources that may be used to assist NDIS planning and career education planning include:

* Strengthened Career Planning resource
* recent school reports
* Individual Education Plans
* work experience documents, and
* existing student’s reports and records.

Students may wish to have an NDIA representative, Local Area Coordinator or Support Coordinator attend their Student support group meeting.

School planning processes might also consider what supports are required outside of school to inform NDIS planning.

### What NDIS support is available for school leavers?

Students who are NDIS participants may have access to a range of post school supports to assist them to move into employment or other options.

Students can talk with their NDIS representative about the support and assistance that is reasonable and necessary for them to achieve their goals. NDIS supports may include assistance across a range of life areas such as social and community participation, building life skills, mobility or communication technology, further study or finding and maintaining a job.

### What is School Leaver Employment Support?

The School Leaver Employment Support (SLES) is one NDIS post school option for those NDIS eligible Year 12 school leavers who are ineligible or unlikely to be eligible, for Disability Employment Services (DES). It is a new approach that builds on and strengthens the skills that students have gained at school.

Supports may include work experience generally in open employment, job site training, travel training and activities, which contribute to achieving an employment outcome and linkages to ongoing employment support.

Participants can have SLES and other reasonable and necessary funded supports in their NDIS plan. The participant will also have choice and control over how they use funded supports, how they reach their plan goals with the funded services and which service providers they use.

SLES is not the only post-school support the NDIS funds and it is not for everyone. NDIS participants may be eligible to receive SLES in addition to other supports that are deemed reasonable and necessary.

### What if the student isn’t eligible for the NDIS?

The student and their family can approach the NDIA for information about local community supports or the Local Area Coordinator (LAC) in their area for linkage to other supports such as Centrelink or Disability Employment Services. They can look up the LAC in their area here at [www.ndis.gov.au/about-us/locations.html](http://www.ndis.gov.au/about-us/locations.html).



1. Colin McCowan OAM, Malcolm McKenzie & Mansi Shah Introducing Career Education 2017 [↑](#footnote-ref-1)
2. Deloitte Access Economics (2011) The economic benefits of increasing employment for people with disability, Australian Network on Disability [↑](#footnote-ref-2)
3. www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf [↑](#footnote-ref-3)
4. McCrindle Research (2014) ‘Job mobility in Australia” using HILDA data. Available at: <https://mccrindle.com.au/insights/blog/job-mobility-australia/> [↑](#footnote-ref-4)
5. Colin McCowan OAM, Malcolm McKenzie & Mansi Shah Introducing Career Education 2017 Page 11- 13 [↑](#footnote-ref-5)
6. Submission 69 into the Parliamentary Inquiry into career activities in Victorian secondary schools – The submission was from the National Disability Services – <https://www.parliament.vic.gov.au/images/stories/committees/eejsc/Career_Advice_Activities/Submission_69_-_National_Disability_Services_15122017.pdf> ;  
    https://cica.org.au/wp-content/uploads/CICA-Trial-Report-Career-Development-of-Young-People-with-a-Disability-Final.pdf [↑](#footnote-ref-6)
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8. (FYA 2017 <https://www.fya.org.au/report/the-new-work-smarts/>) [↑](#footnote-ref-8)