STRENGTHENED CAREER  
EDUCATION – PARENTS AND   
CARERS GUIDE

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

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# Section 1 Introduction

Parents and carers play a central role in the career education of their children, supporting their child to 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 student with 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 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.

To support schools, parents and students, the Department of Education and Training has developed the Strengthened Career Education resources. These resources have been designed to be student focused and student led and include:

* Strengthened Career Education guide for teachers and career practitioners
* Strengthened Career Education guide for parents and carers
* Strengthened Career Education guide for students
* Strengthened Career Planning resource for students

This Strengthened Career Education guide is designed to help parents and carers to support their child to:

* explore their interests, strengths, values and aspirations
* support their pathway planning to achieve their goals
* track their progress over time

Information in the following sections will help you understand how to best support your children and the young people in your lives 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 2 Career education

## 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’ [[1]](#footnote-1)research, that students will need a range of transferrable skills developed through structured career education programs that commence at an early age. 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

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, there may be additional challenges and uncertainty. It is important to seek information, support and advice ahead of this transition.

Career education aims to empower students to seize opportunities in the rapidly changing world of world and it helps students make informed decisions about courses and careers.

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[[2]](#footnote-2). A career includes a lifetime of experiences including periods of education, training, paid employment, unpaid employment, unemployment, volunteer work and life roles.

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.

It is important to keep in mind that effective career education supports students to identify what they can do, rather than what they cannot do.

An integrated and collaborative approach should assist student’s with disability:

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

## Personalised Learning and Support Planning

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Personalised Learning and Support Planning

**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.

The ***Engaging Parents in Career Conversations*** (EPiCC) Framework provides resources to help schools work together with parents to ensure that students are empowered with positive career messages both at school and at home. See: <https://www.education.vic.gov.au/school/teachers/teachingresources/careers/parentsframe/Pages/default.aspx>

***Workplace Learning Opportunities*** allow students to participate in a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. See: <https://www.education.vic.gov.au/school/teachers/teachingresources/careers/work/Pages/default.aspx>

* **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 work experience 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.

* **Structured Workplace Learning**

Structured Workplace Learning (SWL) provides students with the opportunity to integrate on-the-job experience with secondary study. It is delivered as part of either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied 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. Vocational Education and Training (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)

The Department of Education and Training 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. See [SWL Statewide Portal](http://www.workplacements.education.vic.gov.au/)

* **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.

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

An SBAT offers students enrolled in the 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.

HSATS 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 HSATs 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.

## 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[[3]](#footnote-3). 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[[4]](#footnote-4). 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 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 from 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. For example 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 disabilities. They begin to focus their career conversations with Sara on building her evidence of skills in her career e-portfolio. 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 School Leaver Employment Supports (SLES) funding for Sara.

The Transition Coordinator at Sara’s school brings together all elements of the Personalised Learning and Support Plan (PLSP) 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 Personalised Learning Plan Support Group (PLPSG) to gain an insight in to her goals, interests, abilities and the best way to support Sara. In the following few weeks Sara’s career practitioner arranges a number of work place visits and short work experience placements, including one at Sara’s gym. 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 work place visits recording evidence of ongoing skill development to be included in Sara’s career portfolio over the next two years.

# Section 3 Your role in career education



As a parent you have a key role to play in supporting your child with their career journey. You are generally the first point of call for career information, advice and guidance for your child. Your attitude can have a powerful impact on your child’s choices and how they manage their careers. Having a positive attitude, watching for activities your child is drawn to and seeing their career as a journey are some of the ways in which you can support your child to prepare for their future and be adaptable to change.

## The Student Support Group

The Student Support Group (SSG) at your child’s school provides a valuable forum for ongoing discussions about your child’s career aspirations.

The SSG engages in personalised learning and support planning with the student that sets out the student’s short-term and long-term learning goals.

SSG meetings provide an ideal opportunity for engaging parents and carers 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)).

## Career Conversations

It is helpful for your child to have career conversations with you, a careers practitioner, teachers and other trusted adults.

You can start a conversation when your child asks questions about life after school. Share some of your work and life experiences and those of other family members and friends. Encourage them to reflect on their experiences with questions like:

* What is it about \_\_\_\_\_ that interests you?
* What did you learn about yourself from that experience?
* How could you get experience in that field of work?
* I wonder what qualifications might be required for that field of work.
* Would you like to go to TAFE or university? Have you thought about doing an apprenticeship?
* What are you and your friends thinking of doing after school?
* Who could you talk with to get more information or careers advice about that field of work?

## Activities at home and at school

Other activities you can undertake to support your child’s career education include:

* practicing work skills at home
* talking with other parents of students with disability who are undertaking their career journey
* contributing to the development of your child’s personalised learning and support planning which targets skills linked to your child’s career aspirations
* attending career workshops for parents
* attending open days, information sessions and Career Expos to fully explore the range of post-school options available to your child
* sharing relevant information with external departments, agencies and employers as required.

# Section 4 Strengthened career planning

A range of career supports are available in schools for all students. For students supported under the Program for Students with Disability, a strengths-based, student-led approach to career planning is recommended. A strengths-based approach is about assisting the student to identify their interests, values and skills and applying these to what a future career could like for them.

Strengthened Career Education is an enhanced and integrated approach to career planning for students with disability. Central to the approach the new Strengthened Career Planning resource which will assist your child to map their skills, interests and abilities. It has been purposefully designed to reflect the breadth of interests and skill areas that young people with disability are engaged in across their schooling, community and life interests.

The resource is a stepped approach to gather a picture of student’s strengths and interests to begin to sketch out and self-guide their career journeys as they develop and explore their opportunities to experiment, learn and test some ideas about future careers.

The planning is overseen by the students Student Support Group and the agreed activities are incorporated within the student’s personalised learning and career planning.

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

The three sections of the ‘I’m a Student’ 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 sections of the Strengthened Career Planning resource should be completed throughout a student’s journey at school to support them in tracking and monitoring their progress and identifying individual and additional learning and support needs over time.

This resource should be used alongside universal career planning resources in schools and should be integrated into the student’s personalised learning and career planning.

## My Profile:

Encourage students to start using the 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 within the Strengthened Career Planning Resource will help you guide and support your child to recognise their strengths and opportunities for targeted skill development at various points in their learning development. This section can be administered annually or as needed to reflect the learning development of individual students.

With your support, using this section will inform your child’s 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 within the Strengthened Career Planning Resource should be used regularly across your child’s journey at school to allow them to set targets for things they want to achieve. It will help you and your child to record and review goals and can also be used as an important tool to monitor progress and refine their learning goals 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 the Strengthened Career Planning Resource be used?

The new Strengthened 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.

The resource constantly evolves as the student progresses through structured career education interventions.

* The Strengthened Career Planning 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 careers practitioners.
* The different sections will help prompt ongoing conversations between students, their parents, carers, 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 students have and open up discussions about their options after they finish school, including career options.
* Completing the ‘My Goals’ section can assist the Student Support Group to identify which specific supports may be required to facilitate your child’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 disability.

# 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 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. Students with disability will be considering some or all of the following opportunities when planning for life after school.

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

* employment
* education and training
* specialist transition and community support

## Employment

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

* **Centrelink**

Young people 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.

Young people 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 or visit Traineeships and Apprenticeships <http://www.ndcovictoria.net.au/traineeships-and-apprenticeships>

* **Youth Employment Scheme**

The Youth Employment Scheme (YES) offers young people 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 (young people do not have to be registered with a Jobactive 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. See: [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)

* **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. See: Australian Government’s [JobAccess](http://www.jobaccess.gov.au/) (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.

Young people with a 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. See: [Victoria’s Volunteering portal](http://www.volunteer.vic.gov.au/) (<http://www.volunteer.vic.gov.au/>).

* **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 Services Australia](https://jobsearch.gov.au/#jobseekers-container) (<https://jobsearch.gov.au/#jobseekers-container>)

### More information

* [**Australian Apprenticeships Access Program**](http://www.humanservices.gov.au/customer/services/centrelink/australian-apprenticeships-access-program) **–** gives job seekers who experience difficulty entering skilled employment training, support and assistance. See: <https://www.australianapprenticeships.gov.au/publications/support-australian-apprentices-disability>
* **Australian Disability Enterprises** – are commercial businesses that provide employment for people with a disability, operating across a wide range of industries - from design, printing and packaging, to manufacturing, laundry and landscaping. Employees of Australian Disability Enterprises enjoy the same working conditions as those in the general workforce. There are over 350 Australian Disability Enterprise outlets across Australia so there is likely to be a provider in your region. www.australiandisabilityenterprises.com.au/

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

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

## Education and training

### Higher education

Higher education courses offered in Victoria, range from undergraduate and postgraduate degrees, 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 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](http://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 early, 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 to access and participate in Higher Education and Vocational Education and Training 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 the participant 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 them from doing everyday things by themselves.

Students in receipt of one of the following supports at school during the transition to the NDIS will have their details 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 <https://www.vic.gov.au/ndis/about-the-ndis/eligibility-and-supports-available.html> or <https://www.ndis.gov.au/people-disability/access-requirements>

### 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, 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 student resource
* recent school reports
* Individual Education Plans
* work experience documents, and
* existing student 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 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 Leavers 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 my child isn’t eligible for the NDIS?

You 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. You can look up the LAC in your area here at [www.ndis.gov.au/about-us/locations.html](http://www.ndis.gov.au/about-us/locations.html).

# More information

You can seek more information about career options from school staff, including:

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

Support is also available from Skills and Job Centres at TAFE and Universities. Most institutions have dedicated staff to provide support for students with disability.

## Parent Websites

There are a range of websites that can provide you with more information on career development and career pathways, including:

* The myfuture: website provides a wide range of useful information on occupations, industry trends and how different school subjects led to different careers. <https://myfuture.edu.au/>
* The Career and Pathway Planning website provides information on possible pathways and support available specifically for students with a disability. See: [Career and Pathway Planning](http://www.education.vic.gov.au/school/parents/needs/Pages/careersupport.aspx) (www.education.vic.gov.au/school/parents/needs/Pages/careersupport.aspx).
* The Victorian Skills Gateway is a one-stop shop for vocational training in Victoria. This site allows users to search occupations, courses, training providers, video and written case studies. This website is also viewable via a purpose built smartphone interface. The courses on the Victorian Skills Gateway website are either regulated qualifications under the Australian Qualifications Framework (AQF), or short training programs comprising units of competency from regulated qualifications. See: [Victorian Skills Gateway (www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx](file://scw-hq-sbs-08/sharedv2/CLIENTS/DET%20Vic%20-%20Dept%20of%20Education%20and%20Training/Projects/Redevelop%20Strenthened%20Pathways%20Resources/8.%20Web%20content%20development/Victorian%20Skills%20Gateway%20(www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx)).
* For specific help regarding support available to students with a disability and what to consider in choosing a training provider, see Victorian Skills Gateway’s [Choosing a training provider](http://www.education.vic.gov.au/victorianskillsgateway/adult%20learners/pages/choosing-a-training-provider.aspx) (www.education.vic.gov.au/victorianskillsgateway/adult%20learners/pages/choosing-a-training-provider.aspx).



1. www.fya.org.au/wp-content/uploads/2015/08/fya-future-of-work-report-final-lr.pdf [↑](#footnote-ref-1)
2. McCrindle Research (2014) ‘Job mobility in Australia” using HILDA data. Available at: <https://mccrindle.com.au/insights/blog/job-mobility-australia/> [↑](#footnote-ref-2)
3. 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-3)
4. Beyer, S., 2008 ‘Transition from school to employment – What works?’ in Llais 87 (Spring 2008) pp.8-11; Luecking R, Gramlich, M (2003) Quality Work-Based Learning and Postschool Employment Success The National Center on Secondary Education and Transition (NCSET) USA [↑](#footnote-ref-4)