



Commonwealth Government



PARENTS HELP WITH CAREERS

future**directions**



COMMONWEALTH
DEPARTMENT OF
EDUCATION
SCIENCE &
TRAINING

CAREER INFORMATION

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Introduction

This booklet is for parents, guardians and those who have a responsibility or an interest in looking after young people.

It covers some of the issues your teenager (and you) will be facing during their high school years and gives suggestions about how you can help your teenager make career decisions.

This booklet is one of a suite of career information products published by the Department of Education, Science and Training. Two other booklets in the series, **future directions**, are:

I Can Do That Too: A booklet which assists jobseekers to identify the skills they have developed in their everyday lives. These skills are presented as assets of value to employers, and the book shows how they can be presented as such. It is particularly aimed at women who wish to return to the paid workforce; and

Getting A Job: A guide for people who are completing schooling, considering career options or searching for their first job.

You can view or download various career information publications that will help in planning a career or applying for jobs from the DEST website, www.dest.gov.au/schools/careers/ciproducts.htm

The big decision – How you can help

Your teenager's 'career' includes all the paid and unpaid work, learning and the life roles they will experience. Choosing a career path is one of the most important decisions a young person will have to make. The decision will be the first of many as they develop their career direction. The success of this first step will impact on the pattern and quality of their adult life.

During these years your teenager really needs you, even though they may rarely admit it. By Year 9, today's high school students have experienced and tested themselves against many

subjects and interests. The ones they enjoy are usually the ones they do well at because those subjects or hobbies suit their abilities. By helping teenagers to identify the areas of interest they both enjoy and succeed in, you will also be helping them make successful career decisions.

Your role is also vital in prompting their thinking from early high school. Teenagers need to learn about the variety of occupations they might be suited to and you can help them in getting a real picture of what individual occupations involve.

Personalities are also significant in developing and enjoying a career. Try to see your teenager as their teachers and friends see them rather than as your child.

Some children are late bloomers and may make career choices late in their school life.

You can help, but remember your teenager's career is his or her choice.

You can ...

- Browse on the Internet. A very useful site is www.myfuture.edu.au which is an interactive career exploration site. It has a section called 'Assist Others' for those who are helping others in making career decisions.
- Update your knowledge of occupations and education and training requirements. Some things may have changed since you left school.
- Go to career expos or fairs with your teenager. Encourage them to attend open days.
- Talk about people you know who have interesting jobs and the sort of work they do. Neighbours, relatives and friends who work in occupations your teenager might be interested in can make good subjects, particularly if your teenager likes them. Encourage your teenager to talk with these people and help them plan some appropriate questions to ask.
- Arrange for you and your teenager to visit the workplaces of people whose occupations might interest them.

You can ... continued

- Visit a Career Information Centre with your teenager.
- Encourage your teenager to read a variety of newspapers and magazines and look for articles about various careers and people who are successful in them. Television and films can also spark an interest in a particular career and provide scenarios for discussion.
- Encourage them to read job advertisements in newspapers or on the Internet because these set out details of the work involved and the qualifications and personal requirements needed. Make sure they read material from a variety of sources as some focus on particular occupations.
- Remind your teenager that new jobs are continually being created as technology and people's needs change and that some skills can be applied to a variety of different areas of work. Encourage them to keep their options open and consider these new areas of work and interest.
- Discuss why some jobs are highly paid and some not, some more popular than others, some more tiring and some more secure.
- Encourage them to talk to careers advisers or counsellors at school.
- Encourage them to take up opportunities for work experience arranged by their school or during school holidays. It helps to build their confidence, assists the decision-making process and, if they obtain a reference from their employer, it can be of real value in the future. Doing volunteer work can also have these benefits.
- Look at the handbooks and course information brochures available from universities, TAFE colleges and private training institutions and talk about the various professional, technical and trade courses available. Most of this information is also available on the Internet.

Try to be impartial

It's usually better not to emphasise occupations you would have liked to do yourself, or ones you would particularly like them to do. This can be a natural tendency, but everyone has their own aspirations and abilities and your teenager is still learning about theirs. If you focus too much on what you think, your teenager may feel obliged to follow your dreams and wishes and later find they prefer, or were better suited to, another line of work.

It is better to provide as much information as possible about different careers without focusing on any one in particular. Talking about your current work situation can be helpful too as it gives them an understanding of what a real job involves. Cover both the good and the bad aspects of the job to provide a realistic picture.

Good starting points

You can help your teenager use the career exploration section of this booklet. It provides useful contacts and avenues for research.

Matching school subject interest areas with possible occupations is also a good place to start for anyone exploring their career options, and your knowledge of the workforce will be useful as your teenager considers various occupations. Use the 'Bullseye' posters at the back of the booklet as a starting point.

Look at the myfuture website at www.myfuture.edu.au. Your teenager might like to do the interactive career exploration activities and then talk about what they find out.

You can also look at the *Job Guide* which provides job descriptions and other related information. The *Job Guide* is on the Internet at jobguide.dest.gov.au. It is available in book form and is supplied to all Year 10 students in secondary schools and colleges. It can also be viewed at public libraries.

Remember that ...

- By starting the process of considering careers early, your teenager can keep options open and take time to make their career choices.
- There are probably a number of occupations for your teenager to consider. Help them learn about those best suited to their particular abilities and interests.
- It is a good idea for your teenager to have several occupations in mind rather than focusing on just one occupation. Opportunities in a particular occupation may decline, or a school subject they currently enjoy may prove too demanding later on. Having more than one focus helps keep options open and provides teenagers with a greater chance of finding the career to suit them. The competition for university places for some degree courses can be intense. Furthermore, for some occupations, particularly in country towns, there is strong competition for limited jobs.
- Encourage your teenager to keep the choice of work options broad and to remember that there will be many new jobs created during a working lifetime. Thinking of different pathways into their area of interest will help them to be flexible in their quest for a job.
- Also, remember that they can expect to have a number of jobs and life roles during their career and that they will be continually building on their knowledge, experience and skills.
- Both you and your teenager need to be realistic about the qualification levels required by employers or tertiary institutions. Your teenager should choose occupations that require the education and training levels that they want to reach and should match their capabilities. There are numerous occupations and satisfying careers that do not need university qualifications.
- You both need to be realistic about the level and type of work they are able to succeed in. Future promotion within a career stream, success in life and happiness usually come from working hard at something you do well and enjoy.

When should a teenager leave school?

Sometimes it is difficult to convince teenagers to continue their education. The decision may not be straightforward or easy and some research should be done before making a final decision. Teenagers should be encouraged to get the best education possible to enhance their abilities and provide a solid foundation for their future careers. They can do this by continuing at school and completing Year 12, going on to study at a college, university or TAFE institute, or by undertaking a vocational education programme. This may include a New Apprenticeship or a VET in Schools programme as part of their secondary schooling, or they may leave school and undertake vocational or industry training through a New Apprenticeship.

School-based New Apprenticeships feature paid employment and a contract of training. They are undertaken on a part-time basis as part of senior secondary studies. A part-time school-based New Apprenticeship will involve periods of time in the workplace and structured training as part of secondary studies. (For more information, see New Apprenticeships later in this booklet.)

Students can undertake VET in Schools programmes. The majority of school-based VET programmes provide students with the opportunity to gain credit towards the senior secondary certificate while at the same time gaining a national industry recognised qualification or credit towards this qualification. VET in schools programmes are commonly based on industry endorsed Training Packages and are delivered to the standards set out in the Australian Quality Training Framework (AQTF).

Anecdotal evidence suggests that if a student participates in vocational education at school, the chances of keeping them engaged in learning improve dramatically. Participation in vocational education programmes in school will not only encourage students to complete their senior secondary certificate, but also provide them with a broad range of opportunities and multiple pathways into the world of work.

When should a teenager leave school?

continued

This is particularly beneficial for those who are not interested in tertiary studies. Another option for your teenager is participation in Structured Workplace Learning, often a component of a VET in Schools programme. Structured Workplace Learning combines traditional classroom learning with hands-on workplace learning.

Research shows that young people are more likely to get a job if they have finished Year 12 or have some recognised qualifications through further tertiary study.

How you can help with decisions

First, try to find out if and why your teenager wants to leave school early.

Is it because they believe they are better suited to leaving school at Year 10 and undertaking vocational or industry training?

If you are unsure about whether they are suited to staying at school beyond Year 10, talk to your teenager's teachers, and ask their opinion about your teenager's potential for completing their secondary education. If the school has a careers adviser, talk to them.

Is it because they feel what they do at school is not related to the world of work?

Many schools offer vocational modules that provide training for a particular occupation or industry. This training may include on-the-job experience and the school's careers adviser or counsellor will be able to provide you with further information.

Encourage your teenager to talk to their Year Adviser or Coordinator, or the VET Coordinator if the school has one.

The Commonwealth Government's Jobs Pathway

Programme (JPP) operates at a regional level to fund brokers to provide industry and labour market advice to students thinking about leaving school. The brokers also help school leavers find a job with local employers and give advice and support for the first year after they leave school and get employment.

If this programme has been funded in your region, you can get information from the careers adviser or counsellor at the school. Information can also be obtained from the JPP Internet site at jpp.dest.gov.au or from Centrelink.

Is it because of a lack of confidence?

If the problem is an increasing lack of interest in school, this may be because of a lack of self-confidence or a lack of social confidence (not able to mix socially with other people).

Poor self-confidence may stem from poor school results. Talk to the teachers involved because a change of subjects or additional assistance with problem subjects may help.

A lack of social confidence can often be overcome by helping teenagers develop an interest they are good at. This may enable them to experience success or a sense of belonging to a team, both of which can also help boost self-confidence.

If you feel the problem might be too much confidence, help your teenager to realise that this does not automatically lead to satisfactory rewards in the job market.

Is it because they do not have a realistic view of the job market?

If they want to leave school, discuss with your teenager what they expect in terms of work. Using the myfuture website, *Job Guide* or the Australian JobSearch website at www.jobsearch.gov.au and visiting Centrelink will show them the jobs they are able to apply for with their current skills and qualifications. It will also show them how many of those jobs are currently available, whether they have skills which can win them a job over other applicants with better qualifications or previous experience, and whether they need to undertake further training.

Is it because of financial problems?

If the problem is financial, it may still be possible to continue studies. See the information that follows for financial assistance.

Financial assistance

Youth Allowance

Youth Allowance is a number of different government income-support payments available to teenagers and young adults up to age 24.

Austudy

Austudy provides financial help to eligible students in approved secondary and tertiary studies. It is for students aged 25 and over. Austudy is subject to income, assets and actual means tests.

ABSTUDY

ABSTUDY provides financial help to Indigenous people in approved secondary and tertiary education studies.

If you think your teenager may be eligible for any of these, contact Centrelink (phone 13 24 90 or visit their website at www.centrelink.gov.au) to find out what is available and the eligibility criteria.

Cadetships and scholarships

These are offered for particular courses by some private firms and government authorities. Private schools, universities, colleges, private individuals, companies, foundations and other organisations also offer scholarships and bursaries to students who study at particular universities and colleges. Details are usually included in university handbooks and calendars. Contact your school's careers advisor or counsellor, or check with university or college handbooks, websites and calendars for further information. www.myfuture.edu.au has an extensive listing of scholarships linked to different occupations.

New Apprenticeships

New Apprenticeships combine practical work with structured training to give young people a nationally recognised qualification and the experience needed to get a job. New Apprenticeships are now available in more than 500 occupations in an ever-increasing range of industries, including those involving new technologies.

- Trainees in a New Apprenticeship may be employed full-time or part-time. They also undergo accredited training which is either on- or off-the-job, or a combination of both, and get practical work experience.
- Although a job is not guaranteed at the end of the training period, the skills and qualifications gained can improve career opportunities and many young people continue to work for the same employer after gaining their qualifications.
- The length of a New Apprenticeship depends on the level and number of 'competencies' that are required to complete the qualification.
- A training agreement (contract) must be signed between the employer and the apprentice. The trainee must undertake to fulfil the terms detailed for the training period.

New Apprenticeships may be advertised, or your teenager can arrange one with an employer. The New Apprenticeship must be approved by the state or territory training authority.

The New Apprenticeships Access Programme (NAAP) provides training assistance for people who may be disadvantaged and need preliminary training to successfully participate in a New Apprenticeship.

For further information on New Apprenticeships contact a careers advisor, your local Centrelink office or a New Apprenticeships Centre. You can also call the New Apprenticeships Referral Line on 1800 639 629 or visit the website at www.newapprenticeships.gov.au

Other issues

Think outside the square

In the last decade or so the job scene has changed dramatically and career options for both men and women have broadened. Jobs which were stereotyped as the domain of either one sex or the other have become blurred. When teenagers are researching future career options they should consider all jobs within the available market. Careers such as engineering, nursing, teaching, office management and hairdressing are being chosen by both men and women today. For example, women are moving into non-traditional work areas such as the building and automotive trades. Encourage your teenager to consider all options.

Office administration and secretarial work has been revolutionised by new technology. Organisational and computer-related skills are in increasing demand in most occupations. Studying subjects such as mathematics, science, economics and English will provide a solid base to build on.

Encourage your teenager to keep an open mind when considering a future career—no job is out of bounds today.

There are many pathways to a chosen career. Young people can undertake Certificate courses followed by Diploma courses which can lead to further studies at University later on in their lives to progress their career.

Do you live in a country area?

Smaller country towns do not have the range of jobs that are available in the cities, and often there is insufficient work locally for all school leavers.

Your teenager will be suited to a variety of occupations, so help them find out the sorts of qualifications and additional training that are most valued by the various local employers.

For career information, first check with your school. If they do not have a careers programme try the Centrelink office that services your area.

Also, why not talk to other parents and encourage the school principal to introduce a careers education program? Many of these have been started through the initiative of individual parents. If you can get an undertaking from the parents' association or local service clubs to assist with financial support this usually helps to get things started.

Careers nights for parents and students are another good idea for getting students interested in planning their future, and usually gain good support from local employer, community and education groups.

From school to employment

If your teenager intends finding employment, you may be able to help them in a number of ways.

You can:

- Be supportive, positive and confident of eventual success.
- Be available—remember how you felt when you were looking for your first job.
- Show interest in their efforts and be prepared to help.
- Mention that they are looking for work to friends and associates.
- Put them in contact with people you have met over the years who are involved in the sort of work your teenager is interested in.
- Help them write their applications and resumes, or help them find someone else to do this.
- Help them prepare for interviews—possible questions that might be asked, positive ways of answering them, and questions that they could ask the interviewer. You can also advise them on what to wear to create a good impression.
- If there are not many local employment opportunities see if they are interested in finding work elsewhere. If they are, contact friends and relatives in other towns where there may be more work.

From school to employment continued

Explain that it could also be helpful if they:

- Obtain references from the school principal, relevant teachers, previous employers (if any) and work experience or volunteer activity coordinators.
- Obtain a copy of **future directions—Getting A job**. This can be downloaded from the Department of Education, Science and Training (DEST) website at www.dest.gov.au. There are also worksheets that may be helpful.
- Continually check job advertisements in the newspapers and on the Internet.
- Ask friends and relatives to let them know if they hear of any immediate or potential job vacancies.
- Regularly visit the local Centrelink office to look at the job vacancies on the touchscreens.
- Write, review and rewrite each job application until it clearly answers the needs of the potential employer and is personal, well written and correct in grammar and spelling.
- Arrange for each application to be typed so its presentation is appropriate.
- For information on payments and available assistance while your teenager is job seeking, enquire at your local Centrelink office, or call Centrelink on 13 24 90.
- Ask Centrelink about its Career Counselling Programme and whether your teenager is eligible.

From school to continuing education

If your teenager intends to continue their education after they leave school, help them decide what courses they need to do. You and your teenager could:

- Ask the school's careers adviser about course and application details published in university and college handbooks and on the Internet.
- Contact the university or college direct, or refer to course information available at some Centrelink offices.
- Attend the university's open day or a TAFE institute's or other college's information session to get a feeling for the practical aspects of the task your teenager is undertaking.
- If government financial assistance is being sought, such as Youth Allowance or ABSTUDY, check with Centrelink that the course chosen is approved for assistance.

Career information publications

There are several Commonwealth Government Internet sites and publications available about jobs and careers. Here are some of them.

Job Guide

This publication contains details of about 1000 occupations as well as training information. It also provides useful information on how to work out career options (based on interests and abilities), the job search and application process, New Apprenticeships, government assistance, and contact addresses. Schools receive *Job Guide* books and CDs for use with secondary students and school leavers. Public libraries also keep reference copies.

Job Guide is on the Internet at jobguide.dest.gov.au

Career information publications *continued*

Getting A Job – future directions

This booklet is for people entering the labour market. It helps with:

- career planning
- where to find information
- finding jobs
- applying for jobs
- interview skills.

You can download a copy from the DEST website at www.dest.gov.au by following the career information links.

Getting A Job Worksheets. A series of nine worksheets with tips on various aspects of looking and applying for jobs.

You can download copies from the DEST website at www.dest.gov.au by following the career information links.

‘Bullseye’ posters

Also known as the ‘Do you enjoy or are you good at ...?’ series, these twenty posters help people focus on occupations that have something in common with school subjects that they like and have succeeded at. They are available as A4-sized sheets and can be accessed on the DEST website at www.dest.gov.au by following the career information links. The posters have also been reproduced at the back of this booklet.

The Internet

www.jobsearch.gov.au – Australia’s largest employment website, JobSearch is Australia’s most comprehensive job board, allowing people to access vacancies in the next suburb or anywhere across Australia.

www.workplace.gov.au – The WorkPlace website is an entry point to every aspect of employment information. It provides information on employment, labour markets, working conditions, careers, training, volunteering and government assistance.

Career exploration

www.myfuture.edu.au There is a special section available for younger job seekers. The myfuture site provides very extensive information on how to identify personal interests and strengths, how to plan a career, the labour market, and how to look for jobs.

You and your teenager might also like to try some of the following ideas for researching careers.

Enter search words into a search engine to find information. When searching on the web you need to know that:

- not all industries or specific occupations will be there
- information from other countries might not be relevant to Australia
- you need to check that information is current and up to date
- you need to use several search engines to get a range of sites
- Commonwealth, state/territory and local government websites provide an excellent starting point for initial exploration of industries.

State and territory libraries

Libraries are a great place for information. Allow a few hours to search and find what you need. State and territory libraries around Australia provide an online reference and information service which uses their own, the nation’s and world libraries. You may have to book ahead to use the online facilities.

The Australian Libraries Gateway is at www.nla.gov.au/libraries/resource/ref.html

Career exploration

continued

Government departments

You can visit government information offices and websites to find out about:

- trends within industries and career fields
- knowledge required for government funded projects
- job requirements.

Try www.gov.au

Employers

To research information about employers you should:

- access marketing material to learn about services and products
- many larger companies have websites with career information
- look up company annual reports to find information (eg company direction, organisational structure, products and services)
- visit state and territory library reference sections for business directories
- conduct an information interview with an employer.

Professional associations

Professional associations provide a range of resources about careers. Most associations are able to answer enquiries from people exploring careers.

The Facts section of myfuture at www.myfuture.edu.au provides a list of professional associations under the heading 'Contact organisations'.

Career exploration

continued

Industries

Many industries now have Internet sites with useful career information. Here are some:

www.electrotecfutures.com.au

- careers in electrotechnology

www.aigroup.asn.au/aig_web_html/index.html

- careers in manufacturing

www.ruralskills.com.au

- careers in the rural sector

www.autocareers.com.au

- career in the retail automotive industry.

Career advisers

Career advisers are also known as case managers, employment consultants, recruitment consultants, career counsellors, and career development professionals. You can find career advisers at:

- high schools
- training or educational institutions
- private agencies
- Job Network providers
- Jobs Pathway Programme
- human resource departments.

Visit the Australian Association of Career Counsellors (AACC) website at www.aacc.org.au. AACC is a national organisation of practitioners who provide careers services for people entering the workforce.

www.gradlink.edu.au - The Graduate Careers Council of Australia publishes The Graduate Destination Survey. This is Australia's official annual review of the activities of graduates who have recently completed the requirements for their qualification. It includes an analysis of employment status, type of work performed, and further study undertaken. This comprehensive report also provides a detailed look at individual universities' graduate employment data.

Career exploration

continued

Training and education providers

Training and education providers have a range of career resources such as:

- course information
- employer profiles and job leads
- industry information.

www.anta.gov.au The Australian National Training Authority - ANTA - is a Commonwealth statutory authority providing a national focus for vocational education and training. Its website is a gateway to information about learning for work and life.

Bookstores

Find a range of resources related to careers including:

- occupation information
- current affairs and industry trends
- education/training information (eg course textbooks which give you an idea of the knowledge required for particular career fields).

Career expos

Recruitment agencies, universities and industries hold career expos where employers, education/training providers and employment agencies provide career information. Expos are usually advertised in the newspapers.

Attending a career expo gives you and your teenager the chance to speak to people who have personal experience of the career they are interested in.

Key Words

| | |
|---|---|
| Accredited training | Training which has been endorsed under the National Training Framework and is provided by Registered Training Organisations. |
| Affirmative action | A Federal government policy to achieve equal employment opportunity for women in the workplace. Most State governments have complementary legislation. See also Discrimination and Equal Employment Opportunity. |
| Agreement | Individual agreements between employers and workers and, sometimes their representatives, for a particular workplace. Formal agreements under the Federal industrial relations system are known as Australian Workplace Agreements, and must be approved by the Employment Advocate. Agreements registered under State legislation may be named differently. See Certified Agreement, Contract. |
| Apprenticeships | Apprenticeships combine practical work with structured training to provide a nationally recognised qualification and experience. Participants earn while they learn. Referred to as New Apprenticeships or Traineeships in some States. |
| Award | A legally binding document setting out rates of pay and conditions to be provided by employers for employees covered by the award. There are Federal and State awards. |
| Award rate | The minimum rate of pay for a particular classification in an award. Payments over the award rate are quite common and are referred to as 'over-award' payments (see below). |
| Block release training | The release of New Apprentices from their normal workplace to attend full-time vocational study. |
| Cadetship | An employment arrangement in which an employer agrees to subsidise formal training of an employee to enable certain qualifications to be obtained. The employee is usually required to remain with the employer for a specified period after training is completed. |
| Casual work | Employment in which the days, hours and times worked may vary according to the need of your employer. Employees are usually paid on an hourly basis. |
| Certified agreement | An agreement between employer and employees or union(s) detailing wages, working conditions and work practices in that particular organisation. |
| Commission | A fee or percentage paid to a salesperson or agent for sales or services, usually on top of a retainer. |
| Competency-based training | Training based on the ability to perform tasks rather than the length of time spent in training. |
| Contract of employment | An informal agreement between an employer and employee about the job to be done and the conditions of employment (eg wages, hours of work, etc.). Unlike formal agreements, an informal agreement, such as a contract of employment, does not have to be registered by a government body. |
| Contract of training/ Training agreement | A legally binding contract/agreement between the employer and new apprentice. The employer guarantees to train the new apprentice in the agreed occupation and the new apprentice agrees to learn all aspects of the occupation and to work for the employer for a specified period of time. See Indenture. |

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| Curriculum vitae (CV) | Written summary of a person's educational qualifications, employment history and personal details. This can also be called a r sum . |
| Deductions | Money taken out of an employee's pay by an employer for payments such as tax, superannuation or health care. Deductions apart from tax need to be authorised by the employee. |
| Discrimination | Unfair treatment of someone, or giving another an advantage or a disadvantage, because of their colour, politics, race, religion, gender or other personal attribute which does not relate to work performance. See also Equal Employment Opportunity. |
| Dismissal | When an employer ends a worker's employment. |
| Duty statement | A written outline of the main duties, responsibilities and qualifications required for a particular job. Also called a position description. |
| Employer association | An association of employers to promote and represent their individual or collective interests. |
| Equal Employment Opportunity (EEO) | An Australian government policy to discourage discrimination in employment. Employers following this policy consider job applicants on their ability, not on their colour, politics, race, religion, gender or other personal attributes that do not relate to work performance. |
| Flexitime | An arrangement whereby employees can start and finish work earlier or later than the normal times. Time debits or credits can be built up (within specified limits), enabling a day or time to be taken off now and then. There are conditions attached to flexitime to make the system manageable. These vary between employers. See also Rostered Day Off. |
| Full-time work | Generally considered to be employment for a full working week (normally five or six days) for a minimum of 35 hours. Full-time workers are eligible for annual leave, sick leave and other entitlements. |
| Gross pay | Pay before tax and other deductions have been taken out. |
| Group certificate | See Payment Summary. |
| Higher Education Contribution Scheme (HECS) | A payment that students enrolled in university courses must make towards the cost of their higher education. |
| Income tax | Tax deducted from an employee's wages by the employer and paid to the Federal government. |
| Indenture | The contract by which a person, such as an apprentice, is bound to service. It is now known as a contract of training or training agreement. See Contract of Training. |
| Itinerant worker | A person who travels from place to place working at various jobs. |
| Job sharing | An arrangement where one full-time job is shared by two or more employees. The hours of work are arranged to suit the employees and the particular job. |
| Labour market | A term used to describe the number of people that are willing and able to work. |
| Living away from home allowance | An allowance paid to an employee who is prevented by employment from living at their normal place of residence. |

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|---|---|
| Long service leave | An additional period of leave, usually three months, granted to an employee who has worked for the same employer for a qualifying period, usually 10–15 years. |
| Maternity/paternity/parental leave | Leave may be granted to parents by employers to cover a period of several weeks before and after the birth of a child. Unpaid leave of up to 12 months may be granted and in some cases a limited period of paid leave may be granted. |
| Minimum wage | The lowest wage which may legally be paid to an adult employee. |
| Net pay | Pay after deductions (tax, superannuation, etc.) have been taken out. See deductions. |
| New Apprenticeship | New Apprenticeships combine practical work with structured training to provide a nationally recognised qualification and experience. Participants earn while they learn. Referred to as Traineeships or Apprenticeships in some States. |
| Off-the-job training | Instruction that takes place away from an individual's normal work situation. See block release training. |
| On-the-job training | Instruction that takes place at a normal work situation while workers are doing their normal job. |
| Over award payments | Payments over the minimum rate specified in the award are referred to as 'over award' payments. |
| Part-time (P/T) work | Work for significantly fewer hours than for full-time work under the same award. Hours are set. Part-time workers are eligible for annual leave, sick leave, etc., in proportion to the time worked. |
| Payment Summary | A yearly statement of an employee's earnings issued by the employer for taxation purposes. Formerly known as a Group Certificate. |
| Penalty pay | An additional amount of money that must be paid according to some awards to some employees for working nights, weekends or public holidays. |
| Personnel officer | An employee of a government department or large business concerned with all matters affecting staff, such as recruitment, welfare, training, wages and salaries. |
| Piecework | Work for which pay is based on the number of 'pieces' or goods that are completed or produced, e.g. garments made or fruit picked. |
| Prerequisite | A subject or qualification required to be eligible for entry to a particular course of study or type of employment. |
| Pre-vocational course | Introductory course aimed at giving participants a range of underpinning skills (including literacy, numeracy, communication, etc.) needed to be ready for employment or more specific skills-based training. |
| Probation/probationary period | A trial period that enables an employer to assess a person's suitability for a job. |
| Quota | A limit which a college or university places on the number of students who can enter a course at any one time. |
| Recognition of Prior Learning (RPL)/ Recognition of Current Competency (RCC) | Credit given for previous experience or training, used for entry to, or credit towards, formal education or training. |

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| Redeployment | Movement of an employee between jobs for greater efficiency or when some tasks are no longer needed, for example, when machinery takes over some jobs. |
| Redundancy pay/ severance pay | Compensation paid by an employer to an employee whose services are no longer required because of the introduction of automation or other technological changes, or a decrease in the demand for goods/services provided by the company. |
| Reference | A statement about personal qualifications, character and dependability from a responsible person (referee) familiar with the job applicant. |
| Registered Training Organisation (RTO) | Any training organisation registered with a state or territory training authority to provide vocational education, training and/or assessment services. |
| Rèsumè | A written summary of educational qualifications, employment history and personal details. This can also be called a curriculum vitae (CV). |
| Retainer | A basic fee or wage paid to salespersons. A commission is usually paid as well. |
| Retirement | The end of employment, generally due to the worker reaching a certain age. |
| Retraining | Instruction which is given so that an employee can take another job. |
| Rostered day off (RDO)/paid day off | A paid day's leave granted instead of payment for extra hours worked in a fixed period, eg a fortnight or month. Some awards and agreements provide an RDO as part of the normal hours of work. |
| Salary | Fixed amount of money paid to an employee for work performed. This can be expressed as an annual, monthly, fortnightly or weekly amount. See wages. |
| Scholarship | A lump sum grant designed to help support a student. There may or may not be conditions attached to the grant. For example, a person may have to work for a specified time for the organisation granting the funds. |
| Seasonal work | Work that is only done at certain times of the year, such as fruit picking or shearing. |
| Selection test | A method used by employers to determine suitable applicants. Selection tests may vary in length of time and subject matter. Generally, they are based on speed and accuracy combined with knowledge of the subject area. |
| Self-employment | A person works for themselves rather than for an employer. |
| Shift work | In some industries, work may be rostered into two or three shifts over a 24-hour period. |
| Sick leave | Paid leave granted to an employee who cannot attend work because of illness or injury. There is a limit to the amount of sick leave that can be taken. |
| Special leave | Paid leave granted to cover special situations, such as the death of close relatives, attending jury service, undertaking private study or attending to trade union affairs. |
| Structured work placement | Students learn practical skills through structured experience and practice in the workplace. The outcome of this on-the-job training contributes to the senior secondary school certificate and an industry-recognised qualification. |
| Study leave | Leave given to employees to attend courses of study that are approved by their employer. |

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| Superannuation (super) | A savings scheme funded by employers and employees. The total (plus interest) is paid out either in full or as a continuing pension to the employee on retirement. |
| Supervision | Workload is allocated to members of a team by a supervisor. Some positions are closely supervised while others allow for a more flexible, independent and self-motivated approach. In every job there is an element of supervision. |
| TAFE | Technical and Further Education institutions provide vocational education and training. |
| Tertiary education | Post-secondary courses offered by universities, private providers and TAFEs. |
| Trainee | A person who is receiving instruction. |
| Traineeship | Traineeships combine practical work with structured training to provide a nationally recognised qualification and experience. Participants earn while they learn. Referred to as New Apprenticeships in some States. |
| Training | The development of skills, knowledge and aptitudes necessary to perform a job. |
| Training Packages | Packages developed by industry and endorsed by government to ensure that vocational education and training meets industry standards and is consistent across states and territories. |
| Union | An association of people doing the same or similar work or working in the same industry, who have come together for their mutual protection and to further their common interests by negotiating with employers. |
| Voluntary work | Work that is done for no payment, such as Meals on Wheels, school tuck shops and hospital visiting. |
| Wages | Payment for services which are usually made on an hourly, daily, weekly or piece basis. See Salary. |
| Work experience | Any unpaid participation in the workforce designed to provide an experience of working life. Many schools arrange work experience for secondary students as part of career education programmes. |
| Workers' compensation | Money paid to an employee for losses (financial and physical) caused by an injury or disease that occurs at work. |
| Workplace bargaining | The process in which the employer, employees or union(s) work together to develop an agreement on wages and conditions which apply to that organisation. |

Where to find out more

Centrelink provides advice, help and information on careers, education, training and jobs

(as well as government income support)

Centrelink

Centrelink delivers Commonwealth services as a 'one-stop-shop'. Some of the services provided by Centrelink include registration for employment assistance and access to job vacancies via touchscreens.

Centrelink should be the first stop for those job seekers seeking referral to employment services and for people seeking information on education, training and careers.

Centrelink also provides advice on Austudy, ABSTUDY and other allowances.

Career information

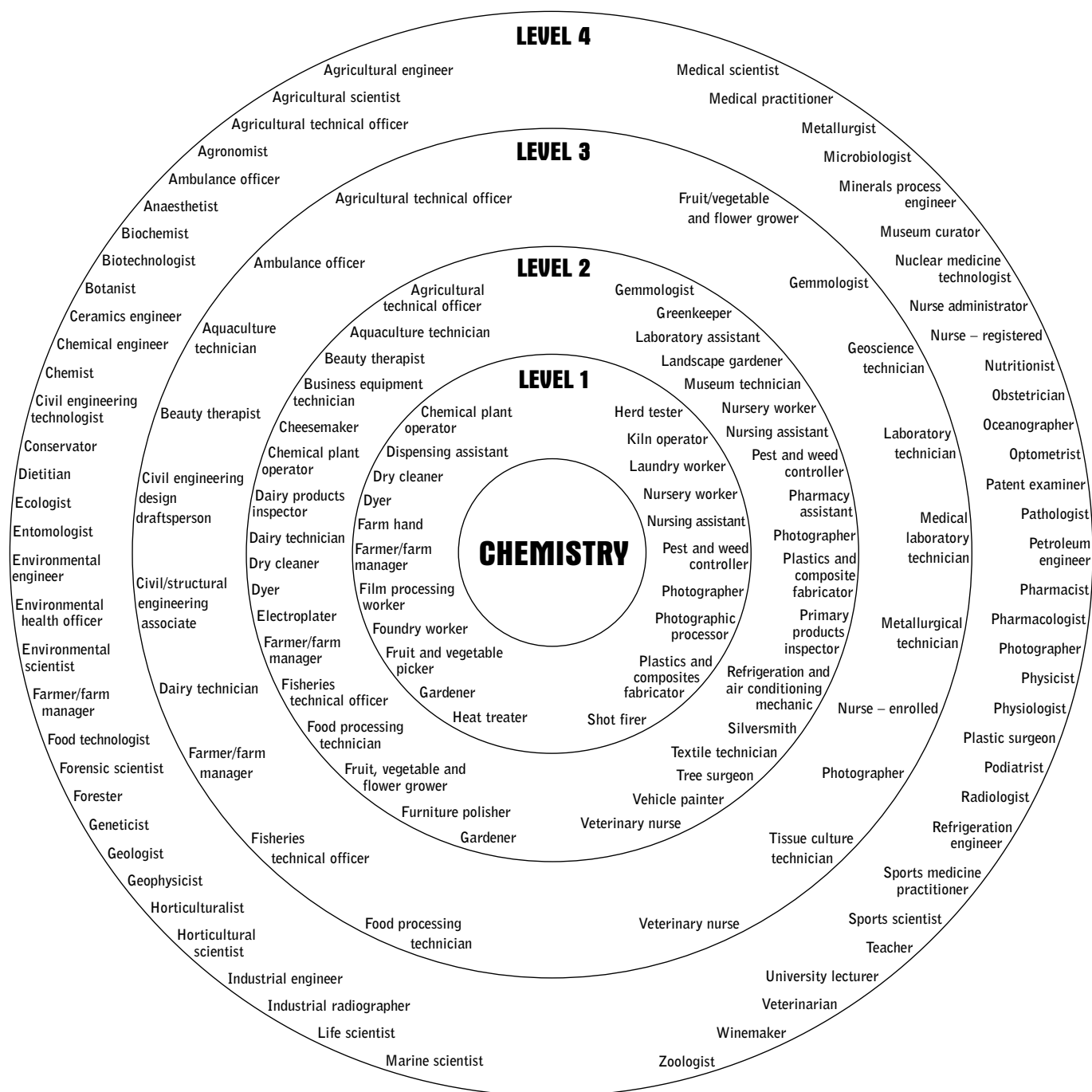
Career information is provided in Centrelink offices, including through Centrelink Career Information Centres. This information will help people of all ages, from school students planning careers to adults seeking career changes or wanting to get back into the workforce. It may include videos, booklets and leaflets covering all aspects of jobs, careers, education and training.

The Career Counselling Programme is available through Centrelink.

Contact Centrelink to find out more about these and other services available to you. To contact Centrelink you can call 13 24 90. You can also find out more information from the Centrelink Internet site at www.centrelink.gov.au.

Possible careers for those who enjoy or are good at:

CHEMISTRY?



Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

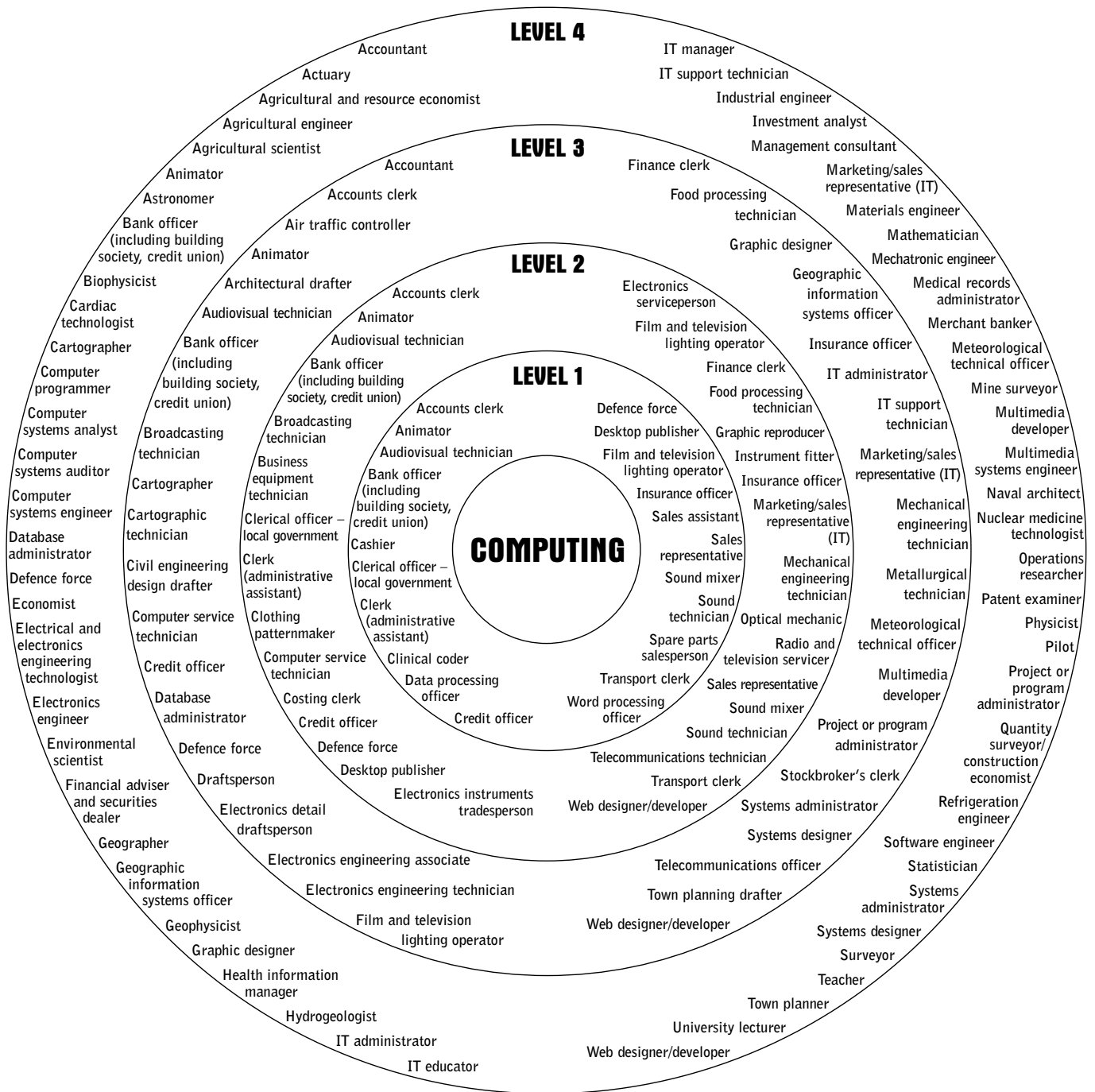
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Possible careers for those who enjoy or are good at:

COMPUTING?



Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

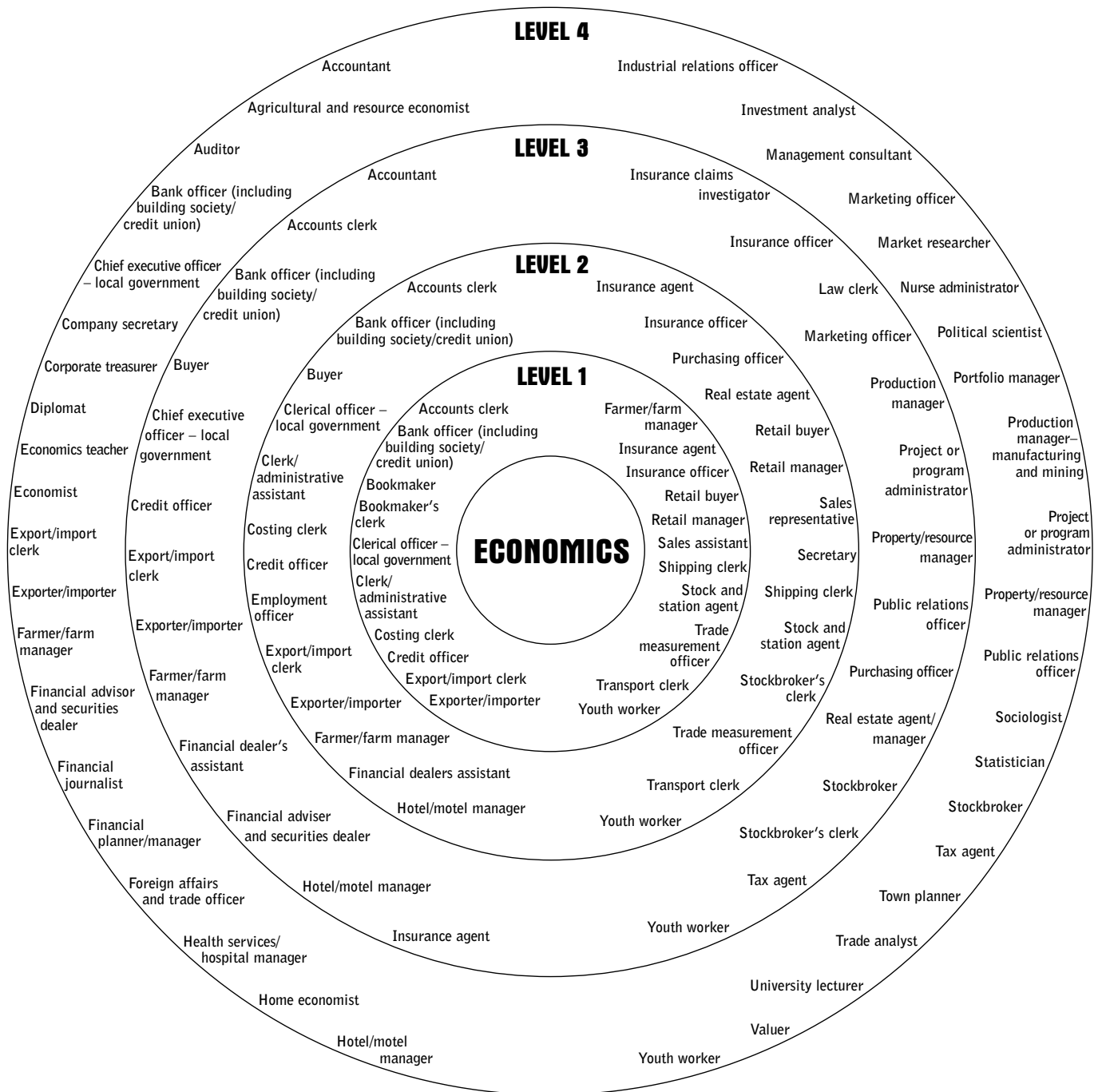
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

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Possible careers for those who enjoy or are good at:

ECONOMICS?



Usual training requirements

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Possible careers for those who enjoy or are good at:

ENGLISH?



Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

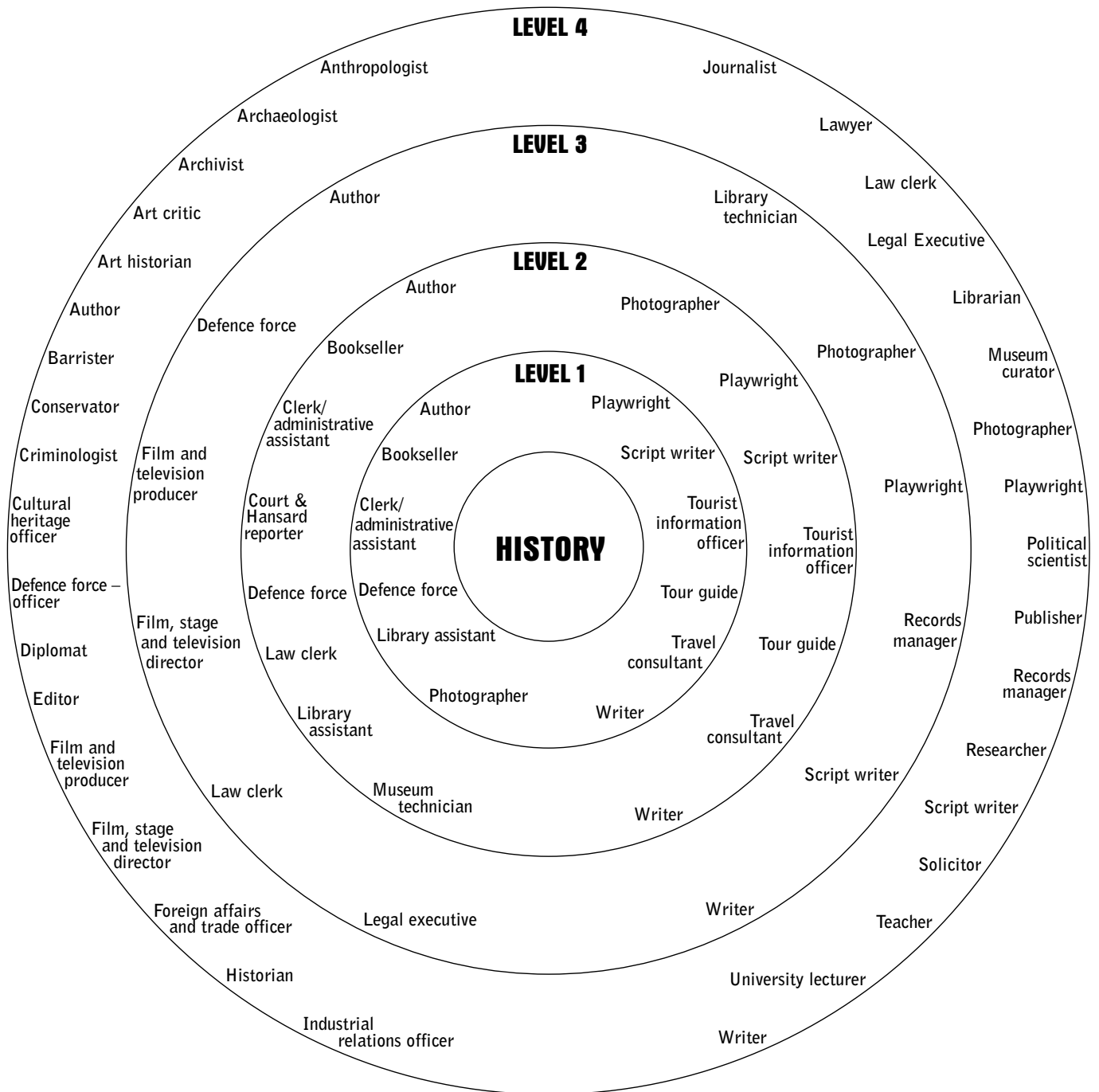
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Possible careers for those who enjoy or are good at:

HISTORY?



Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

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Possible careers for those who enjoy or are good at:

HOME ECONOMICS?



Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

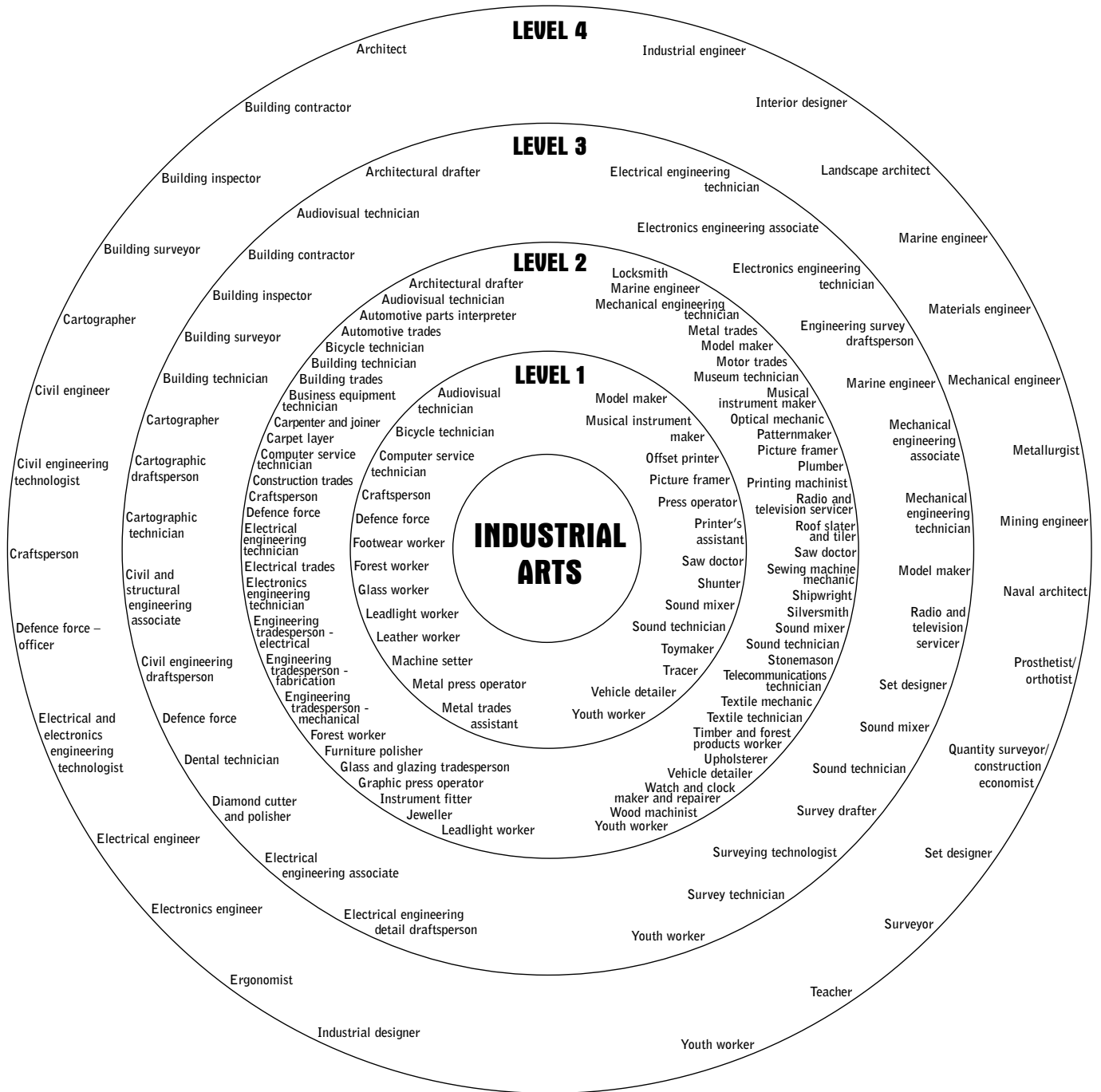
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

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Possible careers for those who enjoy or are good at:

INDUSTRIAL ARTS?



Usual training requirements

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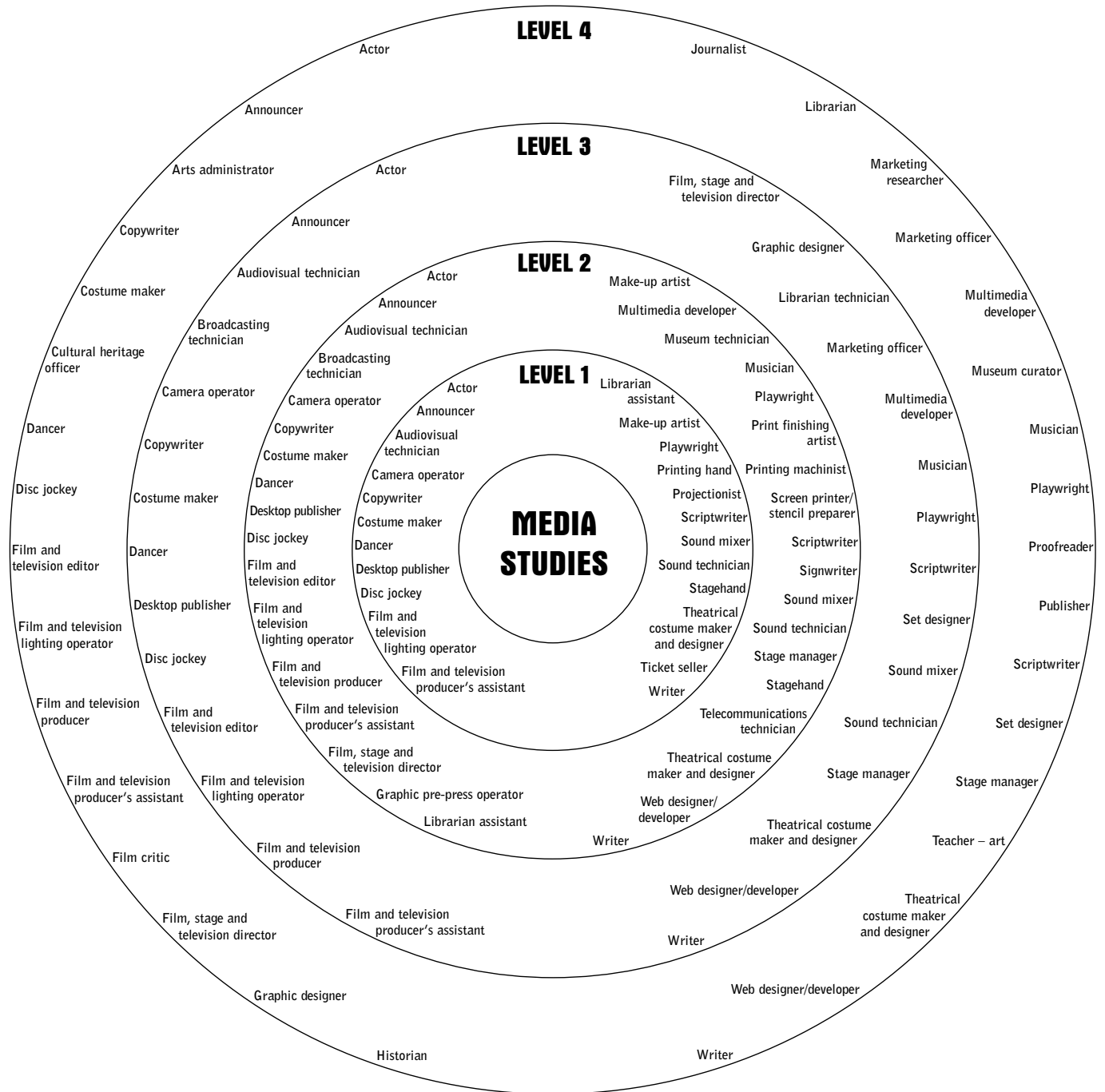
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LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Possible careers for those who enjoy or are good at:

MEDIA STUDIES?



Usual training requirements

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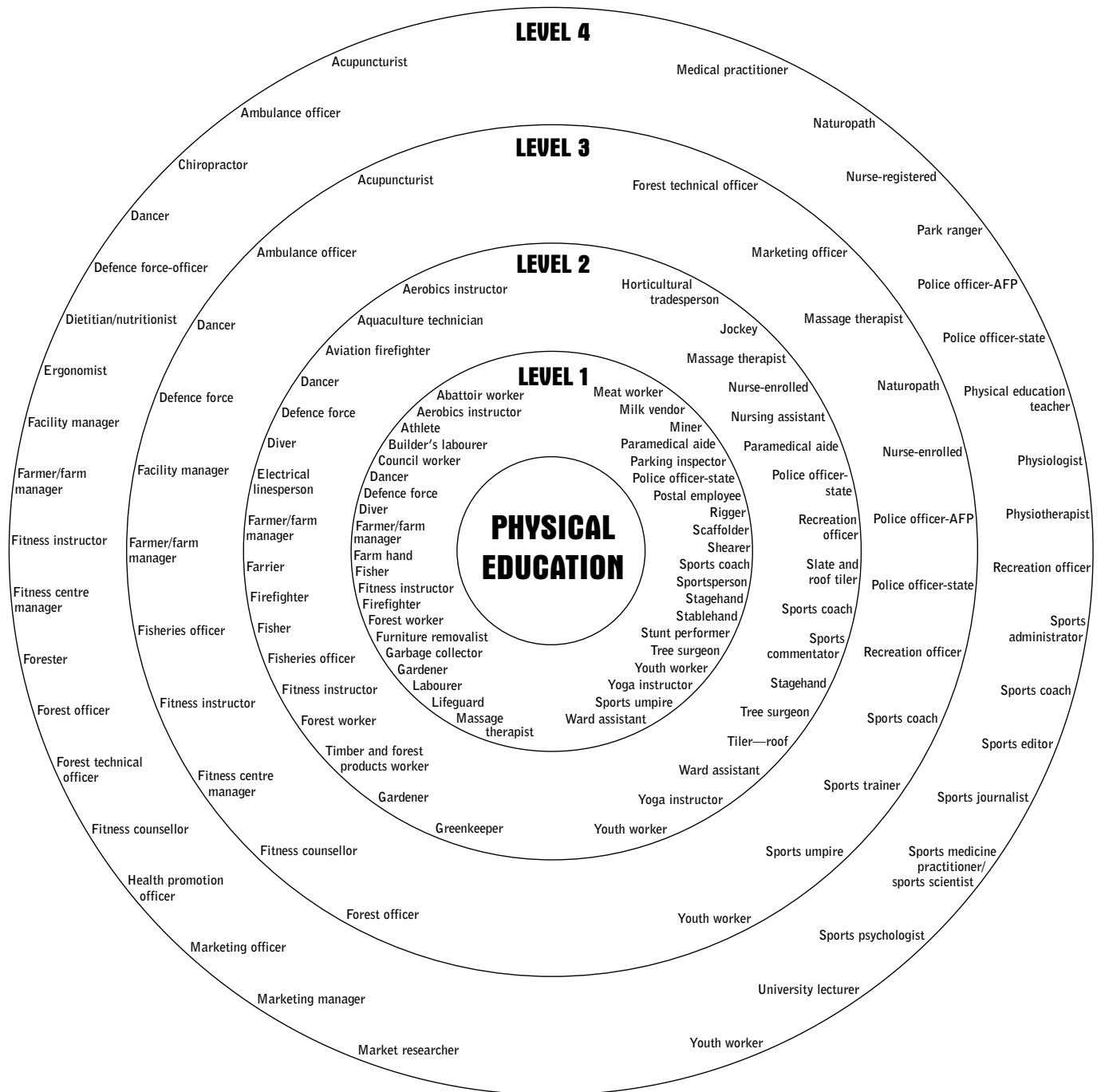
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LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Possible careers for those who enjoy or are good at:

PHYSICAL EDUCATION?



Usual training requirements

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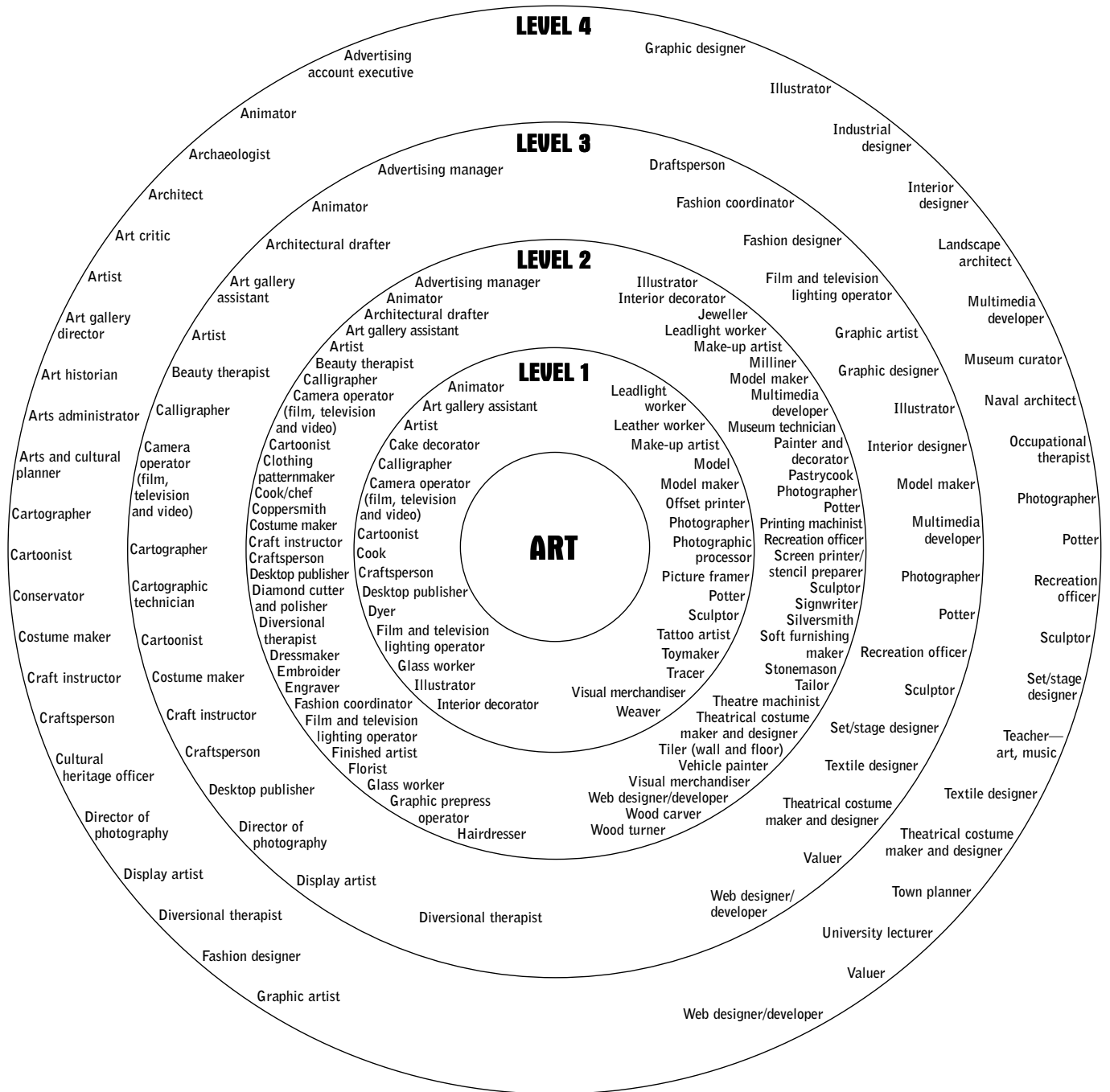
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

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Possible careers for those who enjoy or are good at:

ART?



Usual training requirements

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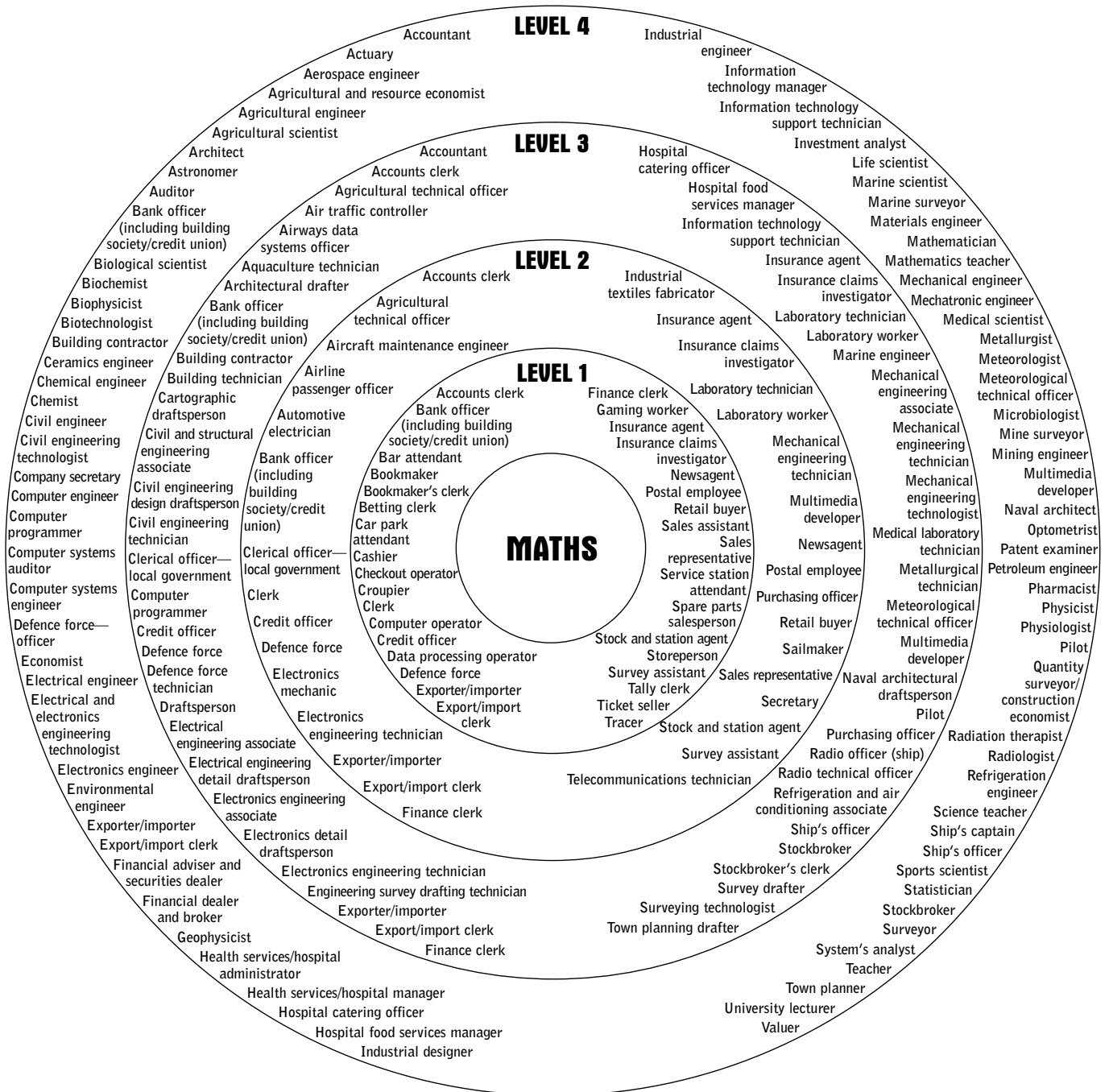
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Possible careers for those who enjoy or are good at:

MATHS



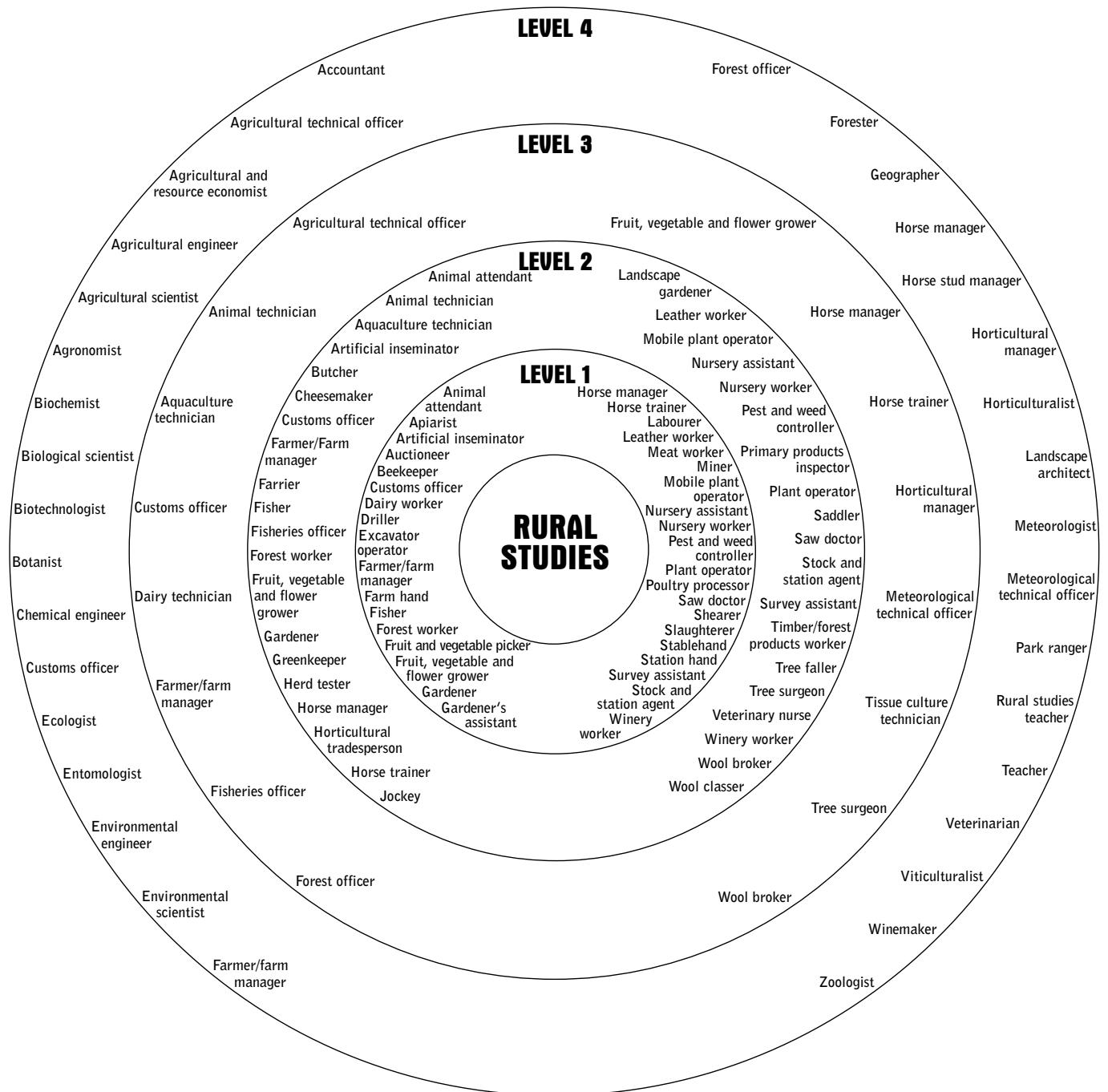
Usual training requirements

- LEVEL 1** Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.
- LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

- LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.
- LEVEL 4** Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

Possible careers for those who enjoy or are good at:

RURAL STUDIES?



Usual training requirements

LEVEL 1 Usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. New Apprenticeships may be offered in this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations.

LEVEL 4 Usually requires completion of a bachelor degree or higher qualification. Study is often undertaken at university.

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Planning a career in today's world opens up exciting possibilities and pathways for the individual

