

PART G

TOOLS & RESOURCES FOR IMPLEMENTATION

This part of the resource kit provides a variety of samples, tools and resources which your Youth Commitment may find useful in implementing strategies undertaken in your local area.

CONTENTS OF THIS PART:

1. Whittlesea Community Team Manual
This is a separate document, access it at www.dsf.org.au/nyc/howto.html
2. Whittlesea Youth Commitment Passport
This is a separate document, access it at www.dsf.org.au/nyc/howto.html
3. Whittlesea Youth Commitment Personal Action Plan
4. Transition Broker Proposal
5. Transition Broker Job Description
6. Potential Early School Leavers Survey
7. Tracking Survey
8. How to Get Ahead in 2000 – A Guide to Career, Education & Training Options at School & in Wagga Wagga

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Relevant Documents

9. Plan-It Youth Manual (Mentoring)  See <http://www.dsf.org/planityouth/>

10. School Leavers' Guide prepared by the Gold Coast Youth Commitment 

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11. School Leavers' Guide prepared by the Whittlesea Youth Commitment 

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**WHITTLESEA YOUTH COMMITMENT
PERSONAL ACTION PLANNER**

**PERSONAL ACTION
PLANNER**

**YOUR GUIDE
TO
GOAL SETTING
AND
CAREER
PLANNING**

CONTENTS

TOPIC	PAGE
Introduction	3
Your Personal Goals	4
Your Career Goals	5
Developing Your Career Path	6
Creating Your Career Path Diagram	8
Next Steps	9

INTRODUCTION

What is a Personal Action Plan?

Developing a Personal Action Plan is a process of working out and planning what you want to achieve in both your personal and working life. It enables you to set small achievable milestones and plan each stage of your development.

The activities which follow need to be regularly reviewed and changed to suit your circumstances. You should seek advice from a mentor, co-worker or family friend when you are developing this plan to ensure that the goals and targets you have set yourself are achievable.

Remember the golden rule of Personal Action Planning is to be SMART.

S ensible

M anageable

A chievable

R ealistic

T argets

YOUR PERSONAL GOALS

Goal setting is an important part of planning. Fill in the chart below, listing your goals in order of preference (number 1 being the most important). Review this chart monthly and make any necessary changes.

PERSONAL PLANNING CHART			
	GOALS: What do I want to achieve?	PLANS: Tasks I need to complete to reach these goals	OUTCOMES: When will my tasks be complete?
PERSONAL eg. Get fit	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
EDUCATION/ TRAINING eg. Year 10 Certificate, Driver's Licence, First Aid Certificate	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.
OTHER eg. Religion, athletics, volunteer work	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

YOUR CAREER GOALS

The first step towards reaching your career goal is to identify and plan how you will do it. Use the following chart to assist you.

CAREER GOALS CHART			
	People and resources I can go to for more information	Courses required/ recommended	Skills and qualities I need
Career Option 1 _____ 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •
Career Option 2 _____ 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •
Career Option 3 _____ 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

DEVELOPING YOUR CAREER PATH

A “career path” can be mapped by answering the following four questions in order (1 - 4), from the past to the present and future:



4

Where do I see myself in the long term (two years time)?

3

Where do I see myself in the short term (12 months time)?

2

Where am I now?

1

Where have I been?

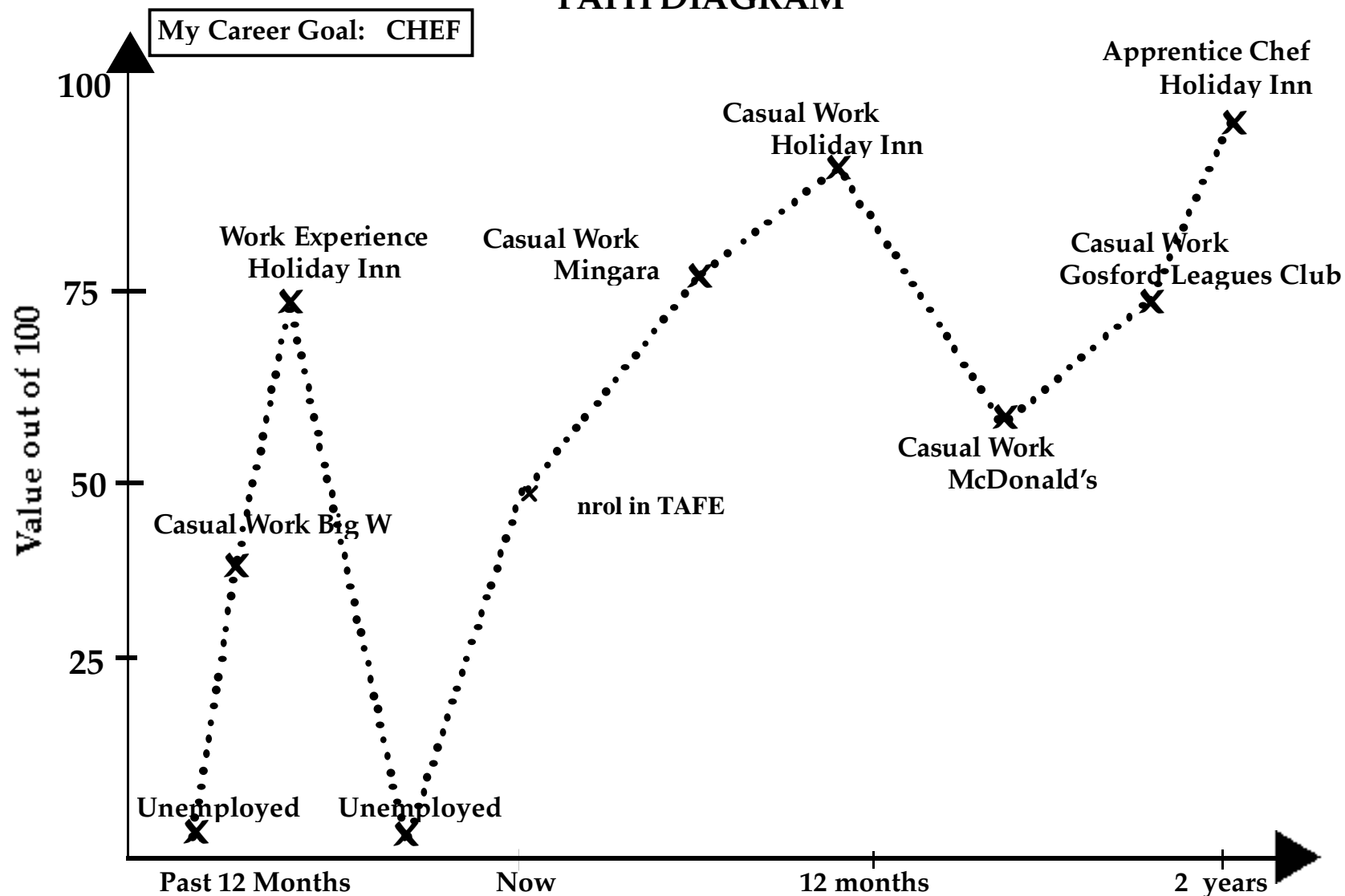
HOW AM I GOING TO GET THERE?

Use this information to help draw a Career Path Diagram.

On the following page is an example of a Career Path Diagram.

Each landmark or activity is rated out of 100 as to its value towards the career objectives.

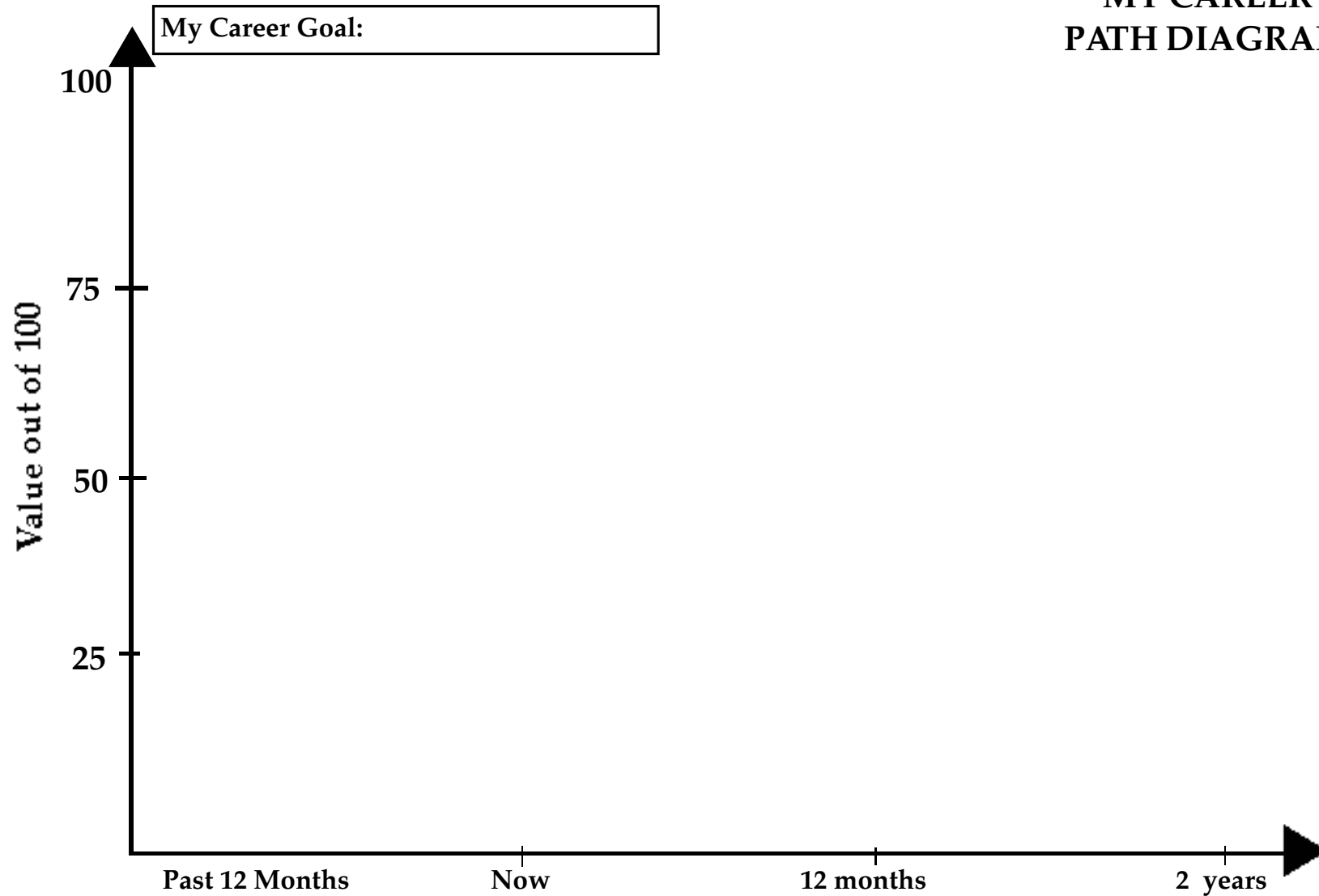
MY CAREER PATH DIAGRAM



CREATING YOUR CAREER PATH DIAGRAM

Draw your own Career Path Diagram noting significant 'Landmarks' along the way.

MY CAREER PATH DIAGRAM



NEXT STEPS

Your Personal Action Plan should identify steps to be taken between now and your next review. This may be with your school's Careers Advisor, your workplace supervisor, your mentor, your parents or your transition broker

My next review session will be with.....

Date..... Venue.....

Between now and my next review, my major goal is:

Other goals I aim to achieve before my next meeting are:

To reach these goals I need to:

The resources I will use are:

I will know my plan is working if:

TRANSITION BROKER PROPOSAL

..... Youth Commitment Transition Manager Proposal

AIM:

To provide support to all potential early school leavers in the Youth Commitment area to ensure that every student leaving school before completing year 12 has secured a place in employment, training or education or is actively engaged in job search activities.

METHOD:

- Survey all year 9, 10 and 11 students in the Youth Commitment schools to identify those students considering leaving school in 2000.
- Employ 3 additional transition managers to supplement the existing full-time position.
- Allocate a broker to each school based on the needs identified by the survey.
- Ensure each student identified in the survey is matched with a broker and that the broker meets the needs of that student in terms of:
 1. Clarifying the student's reasons for wanting to leave school;
 2. Assisting in the decision-making process including re-engaging those potential early school leavers into schooling;
 3. Providing support to the leavers to ensure a successful transition from school;
 4. Follow up each leaver until the desired outcome is reached; and,
 5. Continue to follow up as required in order to secure and sustain the placement until.....

FUNDING:

Funding for this project will be provided by

The brokers will be employed directly by with day-to-day management of the project delegated to a nominated representative. A planning and support group for the brokers will meet monthly and will comprise the following:

- 1. Principals' Representative
- 2. The Brokers (new and existing)
- 3.
- 4.

This group will review progress towards agreed targets, deal with issues as they arise and confirm plans for the following month.

As the employer will negotiate appropriate employment contracts and conditions.

ADDITIONAL SUPPORT:

For this project to be successful..... is seeking support from schools and/or other organisations to provide appropriate space in schools for counselling, dedicated computer access for the broker, access to students and support from teachers and principals to promote the concept to students.

TRANSITION BROKER

SAMPLE POSITION DESCRIPTION



WHITTLESEA YOUTH COMMITMENT

SCHOOL-TO-WORK

TRANSITION BROKERAGE/CASE MANAGEMENT

These new positions will be working with young people, schools and services participating in the Whittlesea Youth Commitment (WYC). In particular brokers will be relating to students, staff and the communities of eight colleges located within the City of Whittlesea. Epping Secondary College, Lalor SC, Lalor North SC, Mill Park SC, Peter Lalor SC, Thomastown SC, Whittlesea SC and St Monica's College are the participating schools. The eight schools have been working collaboratively as part of the WYC since June 1999.

The objective is to provide support to all potential early school leavers in the Whittlesea Youth Commitment area to ensure that every student leaving school before completing year 12 has secured a place in employment, training or education or is actively engaged in job search activities.

The positions involve working with students who are deemed 'at risk' of leaving school early providing case management using a brokerage approach

among local service providers. The brokers will provide individual support to maintain these young people in further education, training or employment. The brokers will directly follow up individuals, particularly those in Years 9, 10 and 11, and act as a 'bridge' between the colleges and existing agencies such as Jobs Pathway Program and Job Network organisations.

CONTRACT: 38 HOUR WEEK

SALARY: \$35,000 pro rata

General Work Description

The key tasks involve providing vocational counselling, sharing accurate and up to date information about local industry and introducing the client group to: Job Network agencies, Centrelink, Jobs Pathway Program in the North, Training institutions, other Secondary Colleges and community based organisations. A central activity is assisting young people to examine and act on their education, employment and training options, and to assist them to develop job search skills and general life skills.

The transition brokers will be responsible for ensuring each student identified through a survey of potential early school leavers (which is currently being administered by Whittlesea schools) is counselled and assessed and that the broker meets the needs of that student in terms of:

- Clarifying the student's reasons for wanting to leave school
- Assisting in the decision-making process including re-engaging potential early school leavers into schooling
- Providing support to the leavers to ensure a successful transition from school
- Follow up each leaver until the desired outcome is reached

- Continue to follow up as required in order to secure and sustain the placement until end February 2001

For administrative purposes the brokers will be based at Mill Park Secondary College senior campus and at Peter Lalor Secondary College. However brokers will be allocated to schools based substantially on the needs identified by the survey of potential early school leavers that is currently being undertaken.

Features of the position

The brokers will be employed directly by the with day-to-day management and co-ordination being delegated to a nominated representative..

A planning and support group for the brokers will meet monthly and will comprise the following:

1.
2.
3.
4.

This group will review progress towards agreed targets, deal with issues as they arise and confirm plans for the following month.

Brokers will be required to evaluate and establish trends and patterns and make recommendations to the participating schools for program development. Attending and contributing information and updated reports at Whittlesea Youth Commitment meetings are part of the general activity.

The targets for service delivery will be determined by the survey of potential early school leavers, and by tracking students who have already left in school year 2000.

Key Selection Criteria

1. Substantial relevant experience working in the education, employment & training fields
2. A working knowledge of secondary schools, further education and training institutions and employment and job network related agencies
3. Very good organisational and administration skills
4. Well developed written and oral communication skills including the ability to provide concise reports and prepare correspondence and deal with a wide range of individuals including teachers, students, parents and staff from various community organisations
5. Computer and keyboard skills and knowledge of Access and Windows '98
6. Ability to operate as part of a team
7. Demonstrated ability in an understanding of 'client confidentiality'

For further information contact:

POTENTIAL EARLY SCHOOL LEAVERS SURVEY

Name..... Year.....

At this stage I think I will be continuing at school next year

or

I intend to leave school during or at the end of this year

or

I intend to leave school when I get a job

If you think you'll be leaving before completing Year 12 Please tick below where you think you will go when you leave school – you can tick more than one eg TAFE and part-time work

TAFE

Full-time work

Part-time or casual work

Apprenticeship.....What industry?.....

Traineeship What industry?.....

Don't know

Other

EARLY SCHOOL LEAVERS TRACKING SURVEY

DATE.....

SURNAME.....

FIRST NAME..... SEX MALE FEMALE

CONTACT DETAILS:

STREET ADDRESS.....

SUBURB / TOWN.....

STATE.....POSTCODE.....

PHONE NUMBER ().....EMAIL.....

LEFT SCHOOL IN YEAR 9 10 11 12

CURRENT ACTIVITY

▪ EMPLOYED? YES NO

▪ IF YES APPRENTICE? YES NO

TRAINEE? YES NO

- EMPLOYED FULL TIME PART TIME CASUAL (F/T OR P/T)
- JOB TITLE.....
- INDUSTRY.....
- NAME OF EMPLOYER.....
- LENGTH OF EMPLOYMENT.....
- SATISFACTION WITH EMPLOYMENT.....
-
-
-
-

IF NOT EMPLOYED

- LOOKING FOR WORK? YES NO
- LOOKING FOR TRAINING? YES NO
- REGISTERED WITH CENTRELINK? YES NO
- ARE YOU REGISTERED WITH OTHER AGENCIES EG. JOB NETWORK,
JOBS PATHWAYS PROGRAM, JPET?.....
-
-
- LENGTH OF UNEMPLOYMENT.....
- TYPE OF WORK/TRAINING BEING SOUGHT.....
-
-
-

IN EDUCATION OR TRAINING?

YES

NO

▪ INSTITUTION.....

▪ COURSE.....

▪ STATUS

F/T

P/T_

ALL PARTICIPANTS

▪ FUTURE GOALS.....

.....

.....

.....

.....

NEEDS FURTHER FOLLOW-UP / REFERRAL

YES

NO

NAME OF INTERVIEWER:.....

HOW TO GET AHEAD – CAREER, EDUCATION & TRAINING OPTIONS GUIDE

HOW TO GET AHEAD IN 2000...

A GUIDE TO CAREER, EDUCATION & TRAINING OPTIONS AT SCHOOL & IN WAGGA WAGGA

This project took place in Wagga Wagga and involved local school students in the research, design and writing of a guide to career, education and training options within their own schools and the local area. The following steps outlined below, led to the production of the booklet, which was then distributed to all Year 9 and 10 school students in the Wagga Wagga area.

1. Firstly, one team of students per school was recruited for the project – the organisers tried to get all 10 schools in the area to each put in a team but ultimately only 5 schools participated.
2. A full workshop day was arranged for all the teams to get to know one another. This day was held outside of the school environment. The day involved ice-breakers and team building exercises. Then the students brainstormed what they thought should be included in the booklet. Many different topics were written up on the whiteboard and each team nominated which topic they wanted to research and report on.
3. The students then had around 6 weeks to research and prepare the information. Each participating school gave the students around 2 periods per week to work on this (some did it instead of sport - others did it instead of science - some had to do it in their lunch breaks).

4. All students then met up again for another full day workshop and reported to the whole group on their findings. When the content was agreed on, the students then sat down with butchers paper and worked out how they wanted the information to be presented in the booklet. Then they put all their butchers paper up on the wall, decided on what order the topics went in and debated on what needed to be changed.

5. Then came the biggest challenge of what to call the booklet. The students wanted it to be a double meaning and something catchy and thought that “Get Ahead in 2000” was quite good - although originally they did want to call it “How To Get A Head Job” !!!

6. An external person then designed the booklet exactly how the students had planned. (However, now that there are so many capable IT students in Year 11 & 12 this would be a great project for them - next time).

7. An official launch of the booklet was held which we luckily coincided with a visit to Wagga from Dr Kemp who attended and officially launched the booklet. This was very exciting for the students and they were really proud of their achievements. The booklet was also advertised in the paper for Youth Week.

8. The booklets went out to every student in Year 9 & 10 in the Wagga Wagga area.

For more information regarding the production of this booklet contact:-

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Wagga Wagga

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