

# Career Development for Refugee and Migrant Youth Facilitators Guide

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# About this package

This career development program has been developed specifically for youth who have come to Australia as refugees. As a result, there are a number of factors that have been taken into consideration such as:

- ◆ Level of acculturation – many refugees to Australia do not have a clear understanding of Australian work and education systems
- ◆ Level of education – many refugee students attending Intensive English Centres may have had disrupted or limited schooling
- ◆ Level of English – this package has been specifically designed for students in ESL classes 3 and 4. The information below indicates the levels at which these students are operating.

- Level 3
  - ◆ Writes simple stories and reports in class about familiar topics
  - ◆ Reads and understands familiar and new texts that have known words and expected patterns of words
  - ◆ Communicates in well known social and learning situations and understands the English in different situations
- Level 4
  - ◆ Writes about some well known topics for different reasons using a basic range of styles
  - ◆ Reads for different reasons and finds main ideas and selected information in simple texts
  - ◆ Understands the main ideas in new topics when known language is used.

While designed for refugee youth the package has also been successfully used with migrant youth coming to Australia under family and skilled migration streams.

This program is an introduction to career development and could be offered by a range of providers. It has been designed to fit with curricula at Intensive English Centres (IEC) and has been successfully implemented with the assistance of a local Migrant Resource Centre (MRC). The partnership between the IEC and MRC ensures that students have a pathway to select subjects for mainstream schooling. In addition, students build a relationship with the MRC who can facilitate employment, vacation employment and training options.

The package has been funded by the Department of Education and Training and is directly aligned with the Australian Blueprint for Career Development (ABCD) competencies. The competencies addressed are:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work
- 8 Make career enhancing decisions
- 11 Understand, engage in and manage the career building process

**This package includes a CD ROM containing:**

- ◆ **Facilitator's Guide**
- ◆ **Hard copies of material to be presented to students**
- ◆ **Student Workbook including bullseye posters and job description sheets.**

When assembling the Workbook please include the bullseye posters and job description sheets after Session 3 Worksheet 1.

**A final report for the development of this program can also be viewed at [www.cscr.murdoch.edu.au](http://www.cscr.murdoch.edu.au)**

# Resources for facilitators

The following resources may be useful for facilitators in preparing for sessions:

- **DEST Job Guide**  
Provides descriptions of jobs and information about education pathways - <http://jobguide.dest.gov.au/>
- **myfuture**  
Provides descriptions of jobs and information about education pathways (choose 'The Facts' tab on the home page) - <http://www.myfuture.edu.au/>
- **getaccess**  
WA based site providing career profiles, information about learning options and useful web links - <http://www.getaccess.wa.gov.au/>
- **Apprenticeships and Traineeships**  
Provides information about apprenticeships and traineeships in Western Australia - <http://www.apprenticeships.training.wa.gov.au/>
- **VETinfoNet**  
Provides information about Vocation, Education and Training in Western Australia - <http://www.vetinfo.net.det.wa.edu.au/home/>
- **TAFEWA Course List**  
Provides information about courses offered at TAFE including entry requirements, location of course, duration of course, and career opportunities - <http://www.tafe.wa.gov.au/>
- **University Handbooks/Course Guides**  
Provides information about courses offered at particular institutions including entry requirements.
  - Curtin University - <http://handbook.curtin.edu.au/>
  - Edith Cowan University - <http://www.ecugreatcareers.com/searchframe.htm>
  - Murdoch University - <http://handbook.murdoch.edu.au/>
  - University of Western Australia - <http://admissions.uwa.edu.au/undergrad/courses>

# Overview of sessions

This career development program has been divided into four, two hour sessions. However, it is feasible to divide the program into eight, one hour sessions.

## Session 1

This session provides information on what a career is and the different pathways to careers.

By the end of this session students will:

- ◆ Understand the difference between a job and a career
- ◆ Identify possible pathways for career opportunities
- ◆ Understand what influences choice of career
- ◆ Identify at least two questions to ask about a career

ABCD competencies:

- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy

## Session 2

In this session invited guest-speakers talk to students about their career pathways.

By the end of this session students will:

- ◆ Understand more about a range of different careers
- ◆ Understand the pathways and influences others have on career pathways

ABCD competencies:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work

### **Session 3**

This session allows students to explore their personal attributes and to gather more information about different career choices.

By the end of this session students will:

- ◆ Identify specific job skill shortages in their local area
- ◆ Understand the steps involved in planning a career
- ◆ Understand who and what influences career choice
- ◆ Identify interests, skills and previous experience
- ◆ Identify three potential career options

ABCD competencies:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work
- 8 Make career enhancing decisions
- 11 Understand, engage in and manage the career building process

### **Session 4**

This session enables students to further explore career choices, the pathways for that career choice and what subjects they need to do in school.

By the end of this session students will:

- ◆ Find out more information about their chosen careers.
- ◆ Know which subjects at school they need to choose.
- ◆ Understand the pathways they need to follow to undertake their career choice

ABCD competencies:

- 2 Interact positively and effectively with each other
- 4 Participate in life long learning supportive of career goals
- 5 Locate and effectively use career information
- 6 Understand the relationship between work, society and the economy
- 7 Secure/create and maintain work
- 8 Make career enhancing decisions
- 11 Understand, engage in and manage the career building process

# Session 1

## Introduction

This introduction provides students with a rationale for the program. It is designed to encourage them to reflect on differences and similarities between education and work systems in their countries of origin and Australian.

## Topic 1

**The Australian system of education and work is different from that of home countries.**

### Time required

10 minutes

Ask students how education was undertaken in countries of origin, and what it was for.

Try to make sure that there are responses from different countries of origin.

Question suggestions to get the discussion going:

- Q: What types of schools do you have in your country?
- Q: Do you have post-high school/secondary school education?
- Q: Do you have to pass an exam to get into this education?
- Q: What other options are there?
- Q: Ask students what paths they would have taken to getting work.

## Topic 2

**The Australian Education System**

### Time required

5 minutes

Explain the Australian education system and make the following points:

Use Projection 1

Education serves three goals:

- To expand minds
- To provide skills useful/helpful/relevant to society
- To provide skills useful/helpful/relevant to employment



You may need to explain the word goal:

**Q:** Who knows what “goal” means?

**A:** A goal is something you want to achieve and you may have short term goals, things to achieve soon or long term goals **things** to achieve in the future.

Education is funded by the government so that people can learn to be productive members of society.

By ‘productive’ we may mean a number of different things.

**Q:** Ask students what “productive” might mean.

Responses could include:

- Able to be active citizens
  - ◆ Voting
  - ◆ Participating in democratic institutions
  - ◆ Undertaking voluntary work to help others
- Able to contribute to society through paid or unpaid work.

Use Projection 2

Being able to work is a fundamental right of all people and is included in Universal Declaration of Human Rights under Article 23:

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

In Australia, all Australians have the right to:

- contribute to the social, political and economic life of Australia
- benefit from ‘productive diversity’

Students need guidance to help them understand all the education and work choices available to them. This program is designed to help you start thinking about education choices which would lead to a career that you would like to do.

Use Projection 3

Use this information to give students an overview of what will be taking place each session.

**Week 1:** information on what a career is and different pathways to careers

**Week 2:** guest speakers will come to talk to you about the careers they chose

**Week 3:** you will learn more about what you enjoy doing and what career may suit you

**Week 4:** you will find out more about three of your career choices, the pathway for that career choice and what subjects you need to do in school

## Objectives

At the end of Session 1 students will:

- Understand the difference between a job and a career.
- Identify possible pathways for career opportunities.
- Understand what influences their choice of career.
- Identify at least two questions to ask about a career.

## Reminders

This program has been designed for students at ESL Levels 3 and 4. Be aware of the language that you use. Remember to check for understanding and explain any words or concepts that may be potentially new. Remind students to ask questions whenever they do not understand.

## Important points to make this session:

1. There are a lot of options to choose from
2. Planning is important to make sure you have choices
3. The choices you make now can be changed
4. You need to have both short and long term goals

## Pre-course questionnaire.

### Time required

15 minutes

As part of the evaluation of this program there is a pre-course questionnaire to complete. Please ensure all students receive a copy and complete before commencing. You may need to explain some terms and check that all students know what is required of them.

You may need to explain

- What is a questionnaire?
- What do "strongly agree", "agree", "unsure", "disagree", "strongly disagree" mean?

After the pre-course questionnaire has been completed hand out the student's workbooks. Explain that they need to bring them every week of the program. Ask them to write their names on the front of their workbook.

## **Topic 3**

### **Definitions**

In this component the definitions of “work”, “job” and “career” are explained to students.

**Time required**  
10 minutes

### **Materials required**

OHP projector or PowerPoint or Whiteboard  
Student Workbooks

Use Projections 4-6  
Refer students to Session 1 Handout 1 in their workbooks.

### **Work**

People who work have a job which they are paid to do.

### **Job**

The work that you do regularly in order to earn money (duties or tasks you perform).

### **Career**

The type of job or profession that someone does for a long period of their life.

### **After this section check understanding:**

**Q:** Ask students if they understand what a career is?

**Q:** Ask students for an example of a career?

**Q:** Ask students for an example of a job?

## **Topic 4**

### **Why planning is important**

**Time required**  
5 minutes

### **Materials required**

OHP projector or PowerPoint or Whiteboard  
Student Workbooks

**Q:** Ask students why they think planning is important for a career that they could be doing for a long time.

Use Projection 7  
Refer students to Session 1 Handout 1 in their workbooks.

If appropriate use a personal example e.g. I have been a teacher for over 30 years; I began working as a teacher assistant and then decided to become a teacher.

**After this section check understanding:**

**Q:** Tell me again why it is important to plan your career?

**Have a break here**

## **Topic 5**

### **Activity – types of careers**

The objective of this activity is for the students to brainstorm and come up with as many jobs/careers as possible in a range of areas. Depending on the level of students this activity can be done in small groups with each student writing their answers on their worksheet, this gives students practice at writing and spelling words in English. Each group should assign a spokesperson. The activity can also be done as a large group with the facilitator using the whiteboard.

#### **Time required**

30 minutes

#### **Materials required**

Whiteboard

Student Workbooks

Refer students to Session 1 Worksheet 1 in their workbooks.

In small groups or as a large group ask students to brainstorm as many careers/jobs they can under the headings:

- Working with people
- Working with your hands
- Working inside
- Working outside

#### **Checks**

**Q:** Check that the students know what a brainstorm is?

Explain that there will be some jobs that will be a combination of headings; they need to choose just one heading to place it under.

Bring the group together and ask one member to report back what they came up with. Write these on the whiteboard. If in a large group put the responses on the whiteboard.

For each new career that goes on the board make sure all students understand the work involved.

For example:

Plumber

**Q:** Can anybody tell me what a plumber does

**A:** Fixes water pipes and toilets in homes or businesses.

If as a facilitator you are unsure of what work a particular job or career entails – set it as homework for the class to discover the work involved.

## Topic 6

### Pathways to careers

This section builds on the careers/jobs outlined in the previous section to introduce the concept of different pathways. This will introduce the terms that will be used in later sessions when the Bullseye Charts will be introduced. This section is also designed to introduce pathways that may be less familiar.

#### Time required

20 minutes

#### Materials required

Background information on Level 1-4 pathways

Student workbook

Use Projections 8-14 on definitions of different pathways

Refer students to Session 1 Handout 2, 3 and 4 in their workbooks.

Choose a number of careers/jobs described by the students.

Ensure that each Level is represented.

**Q:** For each job/career ask students:

- Do you know what you need to do to become a ....

Use projections to go through definitions of:

- ◆ University
- ◆ TAFE
  - stands for Technical and Advanced Education
- ◆ Apprenticeships and traineeships
  - combinations of on the job training while being paid, usually you go to TAFE once a week
- ◆ Self – employed
  - could own your own business or be a consultant
- ◆ Volunteer/work experience
  - explain that often being a volunteer can give you experience for paid employment
- ◆ Entry level job
  - means you go straight into a job from school

Some students may need to have the different classes at secondary school explained to them.

In most states of Australia you must stay in school, training, an apprenticeship or a traineeship or approved full-time employment until you are 16. In 2008, in Western Australia, this will increase to 17.

Different pathways require completion of different levels of schooling.

## **Topic 7**

### **Questions to ask**

This section aims to get students to reflect on the types of questions they would ask somebody doing the career they were thinking about. It aims to prepare the students for the guest speakers the following week.

Choose the careers represented by the guest speakers in the following session or choose from the range of careers suggested earlier.

In small groups ask students to each come up with a question they would ask regarding that career or career choice. Students must write the questions in their workbook.

### **Time required**

15 minutes

### **Materials required**

Student workbook

Refer students to Session 1 Worksheet 2 in their workbooks.

Some suggestions of questions include:

- How do I go about getting that job?
- Why did you choose to be a...?
- Will they always need people to do the work you are doing?
- How much money do you earn?
- What do you like about your work?
- Where did you study?
- How long did you have to study for?

Remind students to bring along these questions next session when the visiting guest speakers will talk to them about the careers they have chosen.

## **Evaluation**

### **Time required**

10 minutes

Ask students to complete the session evaluation form. You may need to explain the following terms on this evaluation:

- Issues
- Appropriate
- Format
- Suggestions

The projections required accompany this package as a separate file; printed copies are available in Attachment 1.

All copies of evaluation questionnaires used are available in Attachment 2.

The Student Workbook contains all the handouts and worksheets required.



## **Background information**

The following terms are used throughout the program but in particular in Session 3 when the Bullseye Posters are used.

### **Level 1**

Need to finish Year 10 at school, or a Secondary School Certificate, or a Certificate 1 or Certificate II qualification at TAFE. New Apprenticeships may be offered at 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.

**Background information**  
**Examples of careers and their levels**

Level 1	Level 2	Level 3	Level 4
Accounts Clerk	Laboratory Technician/Assistant	Accountant	Engineer
Checkout operator	Multi media	Hotel/Motel manager	Maths teacher
Bank officer	Secretary	Web designer	Mathematician
Clerk	Real estate agent	Computer programmer	Computer systems Engineer
Postal worker	Insurance officer	Draftsperson	Architect
Sales assistant	Hairdresser	Tax agent	Surveyor
Metal trades assistant	Painter	Pilot	Civil Engineer
Sound mixer	Plumber	Dental Technician/Assistant	Interior Designer
Footwear worker	Carpenter	Cartographer	Marine Engineer
Saw doctor	Shipwright	Architectural Drafter	Mechanical Engineer
Car detailer	Welder	Building surveyor	Veterinarian
Business equipment repairer	Electrician	Building contractor	Park ranger
Gardener	Roof tiler	Enrolled nurse	Biological scientist
Fisher	Landscape gardener	Medical Laboratory technician	Registered nurse
Animal attendant	Forest worker	Agricultural officer	Dentist
Fruit picker	Food standards officer	Ambulance officer	Doctor
Pest and weed controller	Florist	Fisheries officer	Anthropologist
Nursery assistant	Veterinary nurse	Welfare officer	Speech Pathologist
Child care worker	Public servant	Migrant settlement officer	Language teacher
Personal care worker	Police officer	Immigration Department officer	Diplomat
Aged care worker	Travel consultant	Human Resources officer	Archaeologist
Waiter	Local government officer	Interpreter	Sports psychologist
Exporter/Importer	Hotel attendant	Translator	Sports doctor

Level 1	Level 2	Level 3	Level 4
Library assistant	Customs officer	Personal trainer	Physiotherapist
Teachers assistant/aide	Jockey	Sports coach	Health Promotion
Milk vendor	Tiler	Sports umpire	Dietitian
Scaffolder	Fire-fighter	Fitness manager	PE teacher
Sportsman	Aerobics instructor	Fashion designer	Art teacher
Stable hand	Baker	Dressmaker	Artist
Ward assistant	Butcher	Graphic designer	Occupational therapist
Builders labourer	Chef	Food service manager	Stockbroker
Makeup artist	Photographer	Catering officer	Financial planner
Presser	Jeweller	Illustrator	Optometrist
Cake decorator	Florist		
Bar attendant	Office administrator		
Waiter			
Clothing machinist			
Costume maker			
Word processor operator			

# Session 2

This session aims to increase the exposure of students to a range of different careers. By inviting guest speakers to come to the school and tell students about why they chose their career and the pathways they took to achieve that.

## Objectives

By the end of this session students will:

- Understand more about a range of different careers
- Understand the pathways and influences others have on career pathways

## Reminders

This program has been designed for students at ESL Levels 3 and 4. Be aware of the language that you use. Remember to check for understanding and explain any words or concepts that may be potentially new. Remind students to ask questions whenever they do not understand.

## Guest speakers

Ideally at least one speaker from Level 1, 2, 3 and 4 should be selected with a preference for those from refugee or migrant backgrounds. Wherever possible, if the speakers are from refugee or migrant backgrounds, ensure that their cultural diversity reflects that of the class. In addition, try to ensure that there is an even number of male and female speakers.

Speakers could be chosen that:

- Reflect current local skills shortages
- Are in careers for which students have indicated a preference
- Have some contact with the school

Speakers need to be advised to speak slowly and clearly.

This session can be done in one morning or afternoon with each speaker given a 20-30 minute time slot. Alternatively the speakers can be invited to come and speak throughout the program for a half hour before the program begins or at the end of each session.

## Guide to assist in selecting speakers

1. Identify potential speakers through:
  - Local businesses
  - Local TAFEs
  - Local migrant centres
  - Local universities
  - Parents
  - Teachers
  - Other contacts
2. Attributes required are:
  - Confidence to speak in front of a group of young people
  - Reasonable oral English skills
  - An identified career, job or pathway to be showcased
3. Contact the potential speaker by telephone and explain what is required of them using the speaker notes as a guide. Ascertain availability on the day and if possible give a number of options for time. Ascertain transport arrangements. Check for audiovisual requirements.
4. Follow the phone call with a letter outlining:
  - Location of the school accompanied with a map and a meeting point
  - Time required – often it is best to allow 15 minutes before the scheduled start
  - Confirm transport arrangements if made
  - Length of time they will be speaking for
  - The number and type of students they will be speaking to
  - The topics and questions they need to answer
  - Audiovisual requirements
5. Two days prior to the scheduled day ring to confirm availability and check for any concerns or difficulties.
6. Arrange for somebody to meet the speaker in a designated place and escort them to the venue. Check with the speaker as to how they would prefer to be introduced to students.

## Workbook

Refer students to Session 2 Worksheet 1 in their workbooks

This worksheet contains space for students to write down the things they learned about the careers presented. There is also a section to describe what is involved in that career, and another why they would or would not consider that career. Allow 5 minutes at the end of each speaker to enable students to complete.

## **Facilitator**

Introduce the speaker to the students with the preferred method of address and the career that the speaker will be talking about.

The role of the facilitator in this session is to ensure that any words or concepts that are unfamiliar to the students are explained. Place any words or concepts on the whiteboard to explain later or if appropriate explain during the guest speaker's turn.

Depending on the confidence of the speaker the facilitator may need to ask questions directing the speaker to certain areas of their career pathway.

Get students to ask the questions they had formulated in Session 1 or to ask any additional questions they may have.

Thank the presenter after the completion of the talk. Depending on the budget available it may be appropriate to present a small gift to the presenter.

Allow five minutes after each speaker to enable students to complete Worksheet 2. In Session 3 the facilitator should provide students with a summary of the career path of each of the speakers.

## **Evaluation**

### **Time required**

10 minutes

Ask students to complete the session evaluation form. You may need to explain the following terms on this evaluation:

- Issues
- Appropriate
- Format
- Suggestions

Please photocopy the following pages, as required, for speakers.

# Career Information Talks

## Notes to presenters

**Please remember that for many of the students English is their second language. Please remember to:**

- **Speak slowly and in short sentences**
- **Use simple terms and explain any technical terms**
- **Keep the information limited to four main points**

**Suggested points to cover:**

1. Introduction yourself and where you are from. How long have you been in Australia?
2. What is the work that you are doing now? What does that work involve? Where do you work?
3. How did you find out about this career? Why did you decide to do this career? What interests you most about this career? Have you had any other careers or jobs?
4. Did you have to train or get any qualification to undertake this career?
  - Where did you study/train?
  - How long did it take you?
  - What subjects did you do?
  - Did it cost you anything?
  - Does everybody need this sort of qualification to do this career?
  - Did you do work experience in this area?
  - When did you leave school?
5. What are the qualities, strengths, and personality traits etc. considered important in this career area?
6. What sort of money do you earn in this career? What is the starting salary? What are the opportunities to progress?
7. What do you like the most about your career? What do you like the least about your career?

# Career Information Talks Registry of speakers

Career/Industry/Level	Speaker	Contact Details



# Session 3

## Objectives

This session aims to begin the career planning process by asking students to think about their interests and skills. It introduces local skills shortages and the pathways required to complete those. By the end of the session, students will have chosen three careers to investigate further during the final session of the program.

By the end of this session students will:

- Identify specific job skill shortages
- Understand the steps involved in planning a career
- Understand who and what influences career choice
- Identify interests, skills and previous experience
- Identify three potential career options from at least two different levels

## Reminders

This program has been designed for students at ESL Levels 3 and 4. Be aware of the language that you use. Remember to check for understanding and explain any words or concepts that may be potentially new. Remind students to ask questions whenever they do not understand.

## Important points to make this session

- There are many influences on what we choose as a possible career
- Planning is important to make sure you have choices.

## Preparation

This session requires some preparation to ascertain local skills shortages. This information can be sourced from the following: To find out about skills shortages in your local area access the following:

- <http://www.workplace.gov.au/workplace/Category/ResearchStats/LaborMarketAnalysis/SkillsDemand/Skillsindemand.htm>
- Local employment agencies
- Local Migrant Resource Centres

Choose a range of careers that emerge from the skills shortages and divide into Level 1, Level 2, Level 3 and Level 4 (terms introduced in

Session 1). Ensure that you know what each career entails. The information given in this session provides an example of skills shortages in the southern suburbs of Perth in 2006.

## **Topic 1**

### **Review of Session 2 speakers**

#### **Time required**

10 minutes

#### **Materials required**

Session 2 Worksheet 1

**Q:** Ask the students what they learned from the speakers last session? Briefly go through each speaker and outline the career pathway taken.

## **Topic 2**

### **Who influences your choice of career?**

#### **Time required**

5 minutes

#### **Materials required**

Student workbook

Discussion as a large group.

The aim of the discussion is to get students to reflect on who influences their career choice and how they find out about different types of careers

**Q:** How did you know about different jobs/careers?

**Q:** Who influences you when you are thinking about a career?

**Q:** What career do your parents want you to do?

**Q:** What career does your community want you to do?

Refer students to Session 3 Handout 1 in their workbooks.

In this section it is important to acknowledge that there are many influences on career choice. For refugees, in particular, parental influence can be very strong. In addition, many students choose careers that will help their communities.

## **Topic 3**

### **Skills shortages**

#### **Time required**

10 minutes

#### **Materials required**

Whiteboard

This session introduces the idea of a demand for jobs which may change over time.

Explain skill shortage.

Points to include are:

- That there is a demand for people who can do this sort of work
- In areas where there are skills shortages there can be opportunities for additional training or financial rewards

Use the skills shortages identified in your local area for this section.

Choose two jobs/careers from each of the levels below.  
Place them on the whiteboard.

With each career ask students:

- Q:** Do you know anybody that does this kind of work?  
**Q:** Do you know what kind of work is involved?  
**Q:** Where do people do this work?

Other topics for discussion may include:

- Q:** How interesting do you think this job would be?  
**Q:** How long do you think you could do this job for?

Discuss short term and long term options.

For some students Level 1 jobs may be a long term option for others those types of jobs may be short term options to earn money while they are studying or looking for other work.

In the southern suburbs of Perth, Western Australia there is currently a need for:

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Kitchen hands	Butcher	Administration staff	Engineers
Cleaners	Baker	Computer software technicians	Early childhood teachers
Checkout operators	Chef	Information technology specialists	Dentists
Trolley collectors	Welder	Child carers	Nurses
Clothes sorters	Aluminium Fabricator		
	Builders		
	Carpenters		

Refer students to job shortages descriptions in their workbooks.

# Job Shortages

## Checkout Operator

Operates a cash register at a supermarket.

**Level 1**



## Cleaner

Cleaners clean schools, construction sites, businesses, industrial sites (factories) and homes.

**Level 1**

## Butcher

Butchers select, cut, trim and prepare meat for sale or supply.

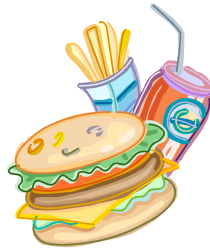
**Level 2**



## Baker

Bakers make bread, cakes and pastries using flour and other ingredients.

**Level 2**



## Clothes Sorter

Clothes sorters or material handlers work in clothing factories to check that clothing parts are sorted according to style, size and colour before they are sewn up.

**Level 1**



## Child Care Worker

Look after children in a child care centre while parents are away at work. Training is usually required but untrained workers can also be employed.

**Level 2**



## Chef

Chefs organise and plan the preparation and cooking of food in restaurants.

**Level 2**



**Kitchen Hand**  
Assists cooks and chefs in preparing and storing food, washing dishes and utensils, and cleaning work areas.

**Level 1**

**Trolley Collector**  
Collects trolleys in supermarket car parks.  
**Level 1**

**Builder's Labourer**  
Assists tradespeople on building and construction sites by doing a range of manual labouring jobs.  
**Level 1**

## Carpenter

Constructs and repairs wooden and metal structures on buildings. They may also work on large concrete, steel and timber structures such as bridges, dams, and power stations.

**Level 2**

## Aluminium Fabricator

Shapes and forms metal (aluminium) into products by operating sheetmetal shaping and forming machines such as brake presses, and folding, bending and rolling machines.

**Level 2**



## Administration Staff

Undertakes a range of office jobs such as typing, sorting mail, answering telephones, using office machines such as photocopiers and faxes, and filing papers.

**Level 2**



## Welder

Welders construct or repair metal products by joining parts. These parts are used to complete structures and equipment (e.g. ships, bridges, pipelines, vehicles and domestic appliances).

**Level 2**

## Dentist

Treats diseases of the mouth and gums and fixes teeth problems.

**Level 4**



## Nurse (registered)

Provides health care for sick and injured people in hospitals, homes for old people, and other health care places.

**Level 4**

## Computer Support Technician

Computer support technicians provide technical advice and support to help people use computer software and hardware.

**Level 3**



## Early Childhood Teacher

Early childhood teachers plan and conduct education programs for pre-school children.

**Level 4**



## Engineer

Engineers use their knowledge of maths and science to plan and design industrial equipment and structures. There are many different types of engineers including: civil engineers, electrical engineers, marine engineers, mechanical engineers, railway engineers and pipeline engineers.

## Topic 4

### Planning a career

#### Time required

5 minutes

#### Materials required

Projections

Workbook

Use Projection 15

Refer students to Session 3 Handout 2 in their workbooks

#### Four steps of planning

Go through the four steps involved in planning a career:

##### **SELF:**

Gather information about yourself (Passions, Interests, values, skills/aptitudes, personal attributes).

##### **OPTIONS:**

Explore occupations, industries and the labour market in your area of interest.

##### **MATCH:**

Identify possible occupations and evaluate them, explore alternatives.

##### **ACTION:**

Education and training, work experience, writing a resume, gathering company information, gaining work skills.

## Topic 5

### Finding out about yourself

#### Time required

45 minutes

#### Materials required

Student workbook including bullseye posters and job description forms

This activity relates to the SELF and OPTIONS components in planning a career. Refer students to Session 3 Worksheet 1 in the workbooks.

There are a number of options for the next activity:

1. Students can use the worksheet individually
2. Students can divide into pairs and interview each other.  
However, the student being interviewed needs to write down their own responses as English skills vary considerably
3. Students can work in small groups

After students have completed the worksheet, have a break.

After the break, come together in small groups to use the bullseye posters and job description sheets and Session 3 Handout 3 to identify careers that match their interests and skills. Alternatively students could work in pairs to use the bullseye posters and the job sheets.

This activity will need the facilitator to provide some input with each individual or group.

Refer students to Session 3 Worksheet 2 in their workbooks.

At the end of this session students should have three careers they would like to investigate further. IT IS IMPORTANT THAT AT LEAST TWO CAREER CHOICES ARE FROM DIFFERENT LEVELS. These three careers need to be placed on the Session 3 Worksheet 2 with the student's name. It is important that this is carried out so that in Session 4 they have direction for undertaking the job guide search.

## **Evaluation**

### **Time required**

10 minutes

Ask students to complete the session evaluation form. You may need to explain the following terms on this evaluation:

- Issues
- Appropriate
- Format
- Suggestions



# Session 4

## Objectives

This session aims to develop the ability of students to search for information on the computer about the careers they think they might want to do and have selected in Session 3.

By the end of this session students will:

- Find out more information about their chosen careers
- Know which subjects at school they need to choose
- Understand the pathways they need to follow to undertake their career choice

## Reminders

This session relies on the use of computers with internet access. If your school or facility does not have access to adequate computers, consider contacting a local migrant resource centre or career guidance centre.

This program has been designed for students at ESL Levels 3 and 4. Be aware of the language that you use. Remember to check for understanding and explain any words or concepts that may be potentially new. Remind students to ask questions whenever they do not understand.

Students will have varying levels of computer literacy. If doing in small groups make sure there are no more than three students at a terminal and that at least one student has some computer ability. If this is not possible, be aware that some students may need additional assistance.

## Topic 1

### Where can you find out about careers?

#### Time required

5 minutes

#### Materials required

Student workbook

**Q:** Ask students about where they could find out about careers. Remind them that there are many places they could find out about careers including:

- Career advisors
- Family
- Friends
- Teachers
- Role models
- Career exploration tools
- Career expo's

## Topic 2

### Using the computer to find out about their chosen career

#### Time required

45 minutes

#### Materials required

Student workbook with the completed worksheet from Session 3.  
Computer with internet access

Refer students to Session 4 Handout 1 in their workbooks.

A variety of computer based tools can be used to find out about chosen careers. Many require high levels of literacy and are language based. Students may need additional assistance.

Depending on the number of students and the number of terminals divide students into small groups. If possible ensure that at least one student has some knowledge about computers. Ensure that all computers are turned on and that a web navigator and search engine such as Google is what the students see.

Using the searches students should complete Session 3 Worksheet 2 with all the details regarding pathways and subjects at school.

In the first instance the students will use **JobGuide** to find out information. It may be necessary for them to undertake further searches.

## Jobguide

### Step 1

Type jobguide into google

### Step 2

Click on the first entry Job Guide 2006 which will take you to

<http://www.jobguide.dest.gov.au>

Job Guide has been selected as it requires no log on details and has a simple search engine

### Step 3

Click on Graphic Version

### Step 4

Click on Search the job guide

### Step 5

Students can choose to then browse alphabetically or do an advanced search

A number of selections may then be possible.

Click on one required if more than one option given

Click on State/Territory Specific Information – choose WA

The information covers what the job involves, subjects required in school, where you can train and how long it takes.

In some cases the information given on particular career choices is not specific.

As an alternative students can access **MyFuture**.

## MyFuture

### Step 1

Type tafe western australia into google

### Step 2

Click on the first entry which will take you to

<http://www.tafe.wa.gov.au/>

### Step 3

Ensure courses is marked and then type job/career into search

### Step 4

Ensure All Courses is ticked and that the semester one 2007 option is NOT selected

Select Continue

### Step 5

The students will be given a number of options in different TAFES throughout the WA. Select the one that suits and minimum requirements are then given

For those that are not available in either these two sites, students may need to complete a google search or be assisted in finding the information they require.

Ask students to complete their worksheets. This worksheet can then be used to facilitate discussion between the student and career counsellor regarding subject selection for mainstream schooling. Alternatively it can be used to facilitate discussions with employment agencies or other organisation.

## Evaluation

### Time required

10 minutes

Ask students to complete the session evaluation form. You may need to explain the following terms on this evaluation:

- Issues
- Appropriate
- Format
- Suggestions

Ask students to complete the post-course questionnaire.

## Wrapping it up

Students will be able to use the information they have received in a number of different ways:

- They could take the information with them to the careers counsellor to assist in the transition from ESL classes to mainstream schooling
- They could use the information to find out more about career options they had not previously considered

It is important to stress that what they have chosen in these sessions is not necessarily what they may end up doing. They may change direction because:

- They change their mind
- They discover they are good or enjoy a different subject at school
- Their financial circumstances may change
- Their living arrangements or family circumstances may change
- They may move

The information in these sessions is a guide only.

## Acknowledgements

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Instrumental in developing this resource were:

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Lynda Winter, Manager, Employment Services, South Metropolitan Migrant Centre.

Rachael Kitchens, Research Assistant who collected data regarding career packages, redeveloped the bullseye posters and job description forms, and facilitated the guest speakers. Angela Leahy, Research Assistant, who collected data regarding local area skills shortages.

# **Attachment 1 Projections**

# **Attachment 2**

## **Evaluation resources**

# Career Guidance Pre-course Evaluation

In order to assess the usefulness of the package we would like you to fill in this evaluation form and return it to us. You will be asked the same questions before and after the Career Guidance Package, to assess its usefulness. Your response is anonymous.

There is a statement and for each statement you need to circle your response. Strongly agree is "YES YES"; Agree is "YES"; Disagree is "NO" and Strongly disagree is " NO NO".

**Please circle your answer**

**I know what career I would like to have**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know how to find out about careers**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know what course or training I need to do to get into the sort of job I want**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know which subjects to take at school in order to follow my chosen career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know what skills and knowledge I will need for my chosen career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I understand the difference between a job and a career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**My parents will choose my career for me**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I will choose my career for myself**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I will choose a career which will help my family**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I will choose a career which will help my community**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**It is important to have work experience to get a job in Australia**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree



**It is important to plan for my future career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know how and where I can use computer packages for career information**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know where and how to get written information about careers**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know where to go to talk to people who can give me career information**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know what types of jobs need workers currently (current skills shortages)**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I do not feel sure about choosing a career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I do not feel sure of how to find out about different jobs**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**Thank you.**

# Career Guidance Post-course Evaluation

In order to assess the usefulness of the package we would like you to fill in this evaluation form and return it to us. You will be asked the same questions before and after the Career Guidance Package, to assess its usefulness. Your response is anonymous.

There is a statement and for each statement you need to circle your response. Strongly agree is "YES YES"; Agree is "YES"; Disagree is "NO" and Strongly disagree is " NO NO".

**Please circle your answer**

**I know what career I would like to have**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know how to find out about careers**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know what course or training I need to do to get into the sort of job I want**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know which subjects to take at school in order to follow my chosen career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know what skills and knowledge I will need for my chosen career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I understand the difference between a job and a career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**My parents will choose my career for me**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I will choose my career for myself**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I will choose a career which will help my family**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I will choose a career which will help my community**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**It is important to have work experience to get a job in Australia**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**It is important to plan for my future career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know how and where I can use computer packages for career information**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know where and how to get written information about careers**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know where to go to talk to people who can give me career information**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I know what types of jobs need workers currently (current skills shortages)**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I do not feel sure about choosing a career**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**I do not feel sure of how to find out about different jobs**

Strongly Agree      Agree      Unsure      Disagree      Strongly Disagree

**Thank you.**

# Career Guidance Session Evaluation

Circle which session this relates to:

1      2      3      4

In order to assess the usefulness of the information session, please complete this evaluation form. Please circle the most appropriate response.

**1. I found the format of the session appropriate.**

Strongly Agree      Unsure      Disagree      Strongly Disagree

Comments \_\_\_\_\_

**2. I found the information clear and understandable.**

Strongly Agree      Unsure      Disagree      Strongly Disagree

Comments \_\_\_\_\_

**3. I had the opportunity to ask questions.**

Strongly Agree      Unsure      Disagree      Strongly Disagree

Comments \_\_\_\_\_

**4. I have a better understanding of the issues covered in the session.**

Strongly Agree      Unsure      Disagree      Strongly Disagree

Comments \_\_\_\_\_

**6. How useful was the session?**

Very useful      Quite Useful      Unsure      Not very Useful      Not useful at all

Comments (what was most useful, and what was least useful)

\_\_\_\_\_  
\_\_\_\_\_

**7. What did you enjoy most about this session?**

\_\_\_\_\_

**8. Do you have any suggestions for future sessions?**

\_\_\_\_\_

