Year 11 is essential

The better educated you are – the more choices you have. So, be smart about your future!

Research across Australia and overseas tells us that most of the career choices available to young people today require them to complete a post-secondary school education or training qualification.

Employers agree: in most cases they would rather employ a young person who has a Year 12 qualification than someone who has left school at the end of Year 10. Why? Because Year 12 leavers are generally more mature, have more skills and experience, and are more valuable to the workforce than their Year 10 counterparts.

So, the sooner you can start exploring your options, the better placed you will be to move through school and on to further education or training… and the job you want.

To make the most of Year 10, you need to start thinking about your future. Think about the types of things you like to do (or not do – which is just as important!) and make a short list of two or three jobs that interest you. Then, think about the sort of life you want: What sort of things are important to you? How will you fund them? How much money will you need to be comfortable and What sort of job can you do to make all this happen?

Make an effort this year to talk to your parents, your friends, family, teachers, neighbours, owner of the local shop… whoever it might be! and get an idea of the skills you need for the job you want. And make plans to stay at school or get a qualification. (It really is that simple!)

Your Pathway Planning Officer will help you and even identify programs and experiences that you might be interested in that will help you develop a pathway for your future. There are lots of taster days and vocational education and learning (VEL) programs for you to try, or you might even like to look into doing a school-based apprenticeship or traineeship.

Remember, you don’t have to lock in a decision right this minute! You just need to think and plan ahead to set yourself up with the skills and knowledge you will need to have a great future.

Don’t limit your chances. Give yourself the best chance of success in the future, and finish Year 12.
School-based apprenticeships

School-based apprenticeships are a great way to earn money while you learn!

School-based apprenticeships and traineeships (SBAs) are for students in Years 10, 11 or 12 who want to undertake a vocational education and training (VET) qualification as an apprentice or trainee while finishing their senior secondary education.

The benefits to undertaking an SBA include:
• getting paid while you learn
• still attending Years 10, 11 or 12
• guaranteed employment hours (between 8 and 15 hours a week during term time and longer hours in the holidays)
• studying for a nationally recognised qualification as part of the job
• working towards your Tasmanian Certificate of Education (TCE)
• the opportunity to qualify for university entrance.

With a school-based apprenticeship or traineeship you are paid for your time at work as well as being enrolled as a full-time student.

At the end of your course/apprenticeship, you will receive both a certificate/statement of attainment that details the skills you have acquired while working, and your TCE.

If you are intending to undertake a school-based apprenticeship in Year 11, you will be able to complete 6 – 8 TCE subjects (depending on the VET qualification) over the course of two years.

Example study load: Certificate II in Business school-based traineeship

<table>
<thead>
<tr>
<th>TCE Syllabus</th>
<th>Optional TCE subjects (student’s choice)</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maths at Work Senior Secondary 3C</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(example TCE subject)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Applied Senior Secondary 3C</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>(example TCE subject)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Systems 5C (example TCE subject)</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Home Group – Managing the present and Preparing for the future</td>
<td>50</td>
</tr>
</tbody>
</table>

BSB20107 Certificate II in Business 117.5

TOTAL* 617.5

*The hours of combined education and training must total a minimum of 600 hours and not exceed 800 hours annually. This incorporates Tasmanian Curriculum and/or TCE study and the nominal hours of training required to achieve the VET qualification.

If you choose to begin your school-based apprenticeship in Year 10, you will enrol in fewer optional subjects. The VET qualification undertaken as a school-based trainee or apprentice replaces one or more school optional subjects.

Want more information? Talk to your Pathway Planning Officer to find out more about school-based apprenticeships, or check out the information on the Australian Apprenticeships website: www.australianapprenticeships.gov.au/home.asp

If you are already in casual employment you can also talk to your employer about offering a position as a school-based apprentice or trainee.
Vocational Education and Learning:

get a taste of your future career!

Vocational Education and Learning (VEL) involves practical, hands-on learning that is directly related to the career or industry you want to work in, and will help you make informed decisions when planning your future work/study pathway beyond Year 10.

The good thing about VEL is that it’s great for all students. Programs are held in areas ranging from engineering, nursing and psychology to the more traditional industry areas of automotive, hair and beauty and hospitality. So there really is something for everyone!

VEL programs will help guide you to:

• learn new skills
• get hands-on experience
• use different tools and equipment
• learn outside of the normal school environment
• gain industry-specific knowledge and experience
• work to industry-based standards
• understand occupational health and safety (OH&S) practices.

Undertaking a VEL program is an excellent way for you to explore areas of interest and future career choices as it gives you a ‘taste’ of both the industry and the course/s that you can choose to do in Year 11.

The types of programs on offer vary across the state, and depend on student interest and the availability of staff to run the course/s.

Want more information?

To find out what is on in your area, and how to apply for programs that reflect your strengths and interests, talk to your Pathway Planning Officer or email transitionandretentionunit@education.tas.gov.au
[case study 1 : Haylee Snooks]

Then: Participated in 2009 TAPP (Hairdressing).

Now: Undertaking (third year) apprenticeship at Zeal Hair, Burnie.

“Getting an apprenticeship is easier if you’ve already had a taste of what it will involve. I’m so glad I did the VEL program in Hairdressing…”

Hairdressing had always been in the back of her mind as a career pathway, and in 2009, Haylee Snooks participated in the Traineeship and Apprenticeship Pathway Program (TAPP) as a Year 10 student at Parklands High School.

Haylee travelled to the Devonport Polytechnic one day every week from April to November for the TAPP Hair and Beauty class, and also commenced a work placement at Zeal Hair for one day a week. For the remaining three days a week, Haylee continued with her Year 10 studies at Parklands High School.

Finding the Polytechnic program to be well-structured and practical, Haylee maintained outstanding attendance throughout the year.

At the end of the program, Haylee was offered an apprenticeship at Zeal Hair and began her full-time apprenticeship just one week after finishing Year 10.

Haylee has now commenced the third year of her apprenticeship and hopes to go on at the end of her apprenticeship to complete extra studies and qualifications in Beauty Therapy before travelling overseas.

“I really recommend participating in TAPP, as it’s a great pathway into many career areas”.

[case study 2 : Brad Long]

Then: Participated in 2007 Step out in Bricks program.

Now: Qualified bricklayer/owner of Brad Long Bricklaying. Runs student programs of his own.

Participating in a VEL course in Years 9/10 not only gives you the knowledge and skills you need to get the job you want… It can also help you make your dreams of owning your own business a reality, and even give you the skills to help others find their own pathway.

Brad Long participated in the 2007 Step out in Bricks program as a Year 10 student at Kings Meadows High, and loved the experience so much that he knew it was the job for him.

In 2011, he was asked to run the programs at Brooks and Winneleah High Schools as a fully qualified brickie who runs his own business.

Sharing his knowledge and skills and advice about the pathway he took from student to site supervisor, Brad reinforced the valuable ‘real life’ learning offered through the program and inspired students to go on and ‘live the dream’.

“...It’s the experience I had doing the program in 2007 that really shaped my pathway into the bricklaying industry”

– Brad Long, Brickie.

[case study 3 : Claire Elliott]


Now: Studying for a Bachelor of Pharmacy at the University of Tasmania (first year).

Participating in a VEL program in Year 10 can help you make decisions about the education or training pathway you take in Year 11 and beyond, as Claire Elliott’s experience shows.

Claire attended New Norfolk High School and in Grade 10 was involved in the VEL program, ‘Design your Future: A Career in Engineering’.

The mentoring component of this initiative was undertaken at Norske Skog where Claire saw first-hand what being an engineer at an industrial site involved.

“The Engineering program allowed me a real insight into the prospects of engineering as a career and is definitely an option for my future.”

At the end of Year 10, Claire was awarded the New Norfolk High School medal for the most outstanding student for that year. She then went on to attend Claremont College for Years 11 and 12 and studied eight pre-tertiary subjects, with a maths/science focus.

Gaining an ATAR score of 89.2, Claire received offers to study both Pharmacy and Engineering at the University of Tasmania in 2012, and is excited about her future prospects and the decisions she will make about her future career.
myfuture: the key to YOUR future

myfuture is Australia’s national online career information and exploration website that provides information and resources to help you plan career pathways, explore different occupations and research industry and labour trends.

If you don’t already have an answer to the question, What are you going to be when you grow up?, keep in mind the following five messages when you think about your future career or career pathway.

1. Change is constant. Taking a flexible approach when planning your career is really important when unexpected changes happen. Making plans is great, but adjusting them along the way can also help create new opportunities that you might not have thought about.

2. Follow your heart. What may at first appear to be an unconventional or unrealistic choice may just be the very thing that turns into a career for you. Make sure you explore lots of different types of career choices, and talk to your friends, family and teachers to find out how you can make your dreams a reality.

3. Focus on the journey. Enjoying the journey to your career destination is vital. While the end result is important, remembering to explore and experiment with different career paths can be productive and lots of fun!

4. Keep learning. Keeping up to date and adapting to change is really REALLY important in today’s work environment. Learning comes from many experiences - not only workplace training but also from everyday activities such as using social network sites, being part of a community or sporting group, and talking to family or friends.

5. Have a support network. While it’s good to make your own decisions, it’s also important to seek advice and suggestions from those people who know you best. Having a support network of parents, neighbours, family, friends and employers on hand while you are exploring different career paths can be really valuable when you begin making career choices.

Want more information? Log on to www.myfuture.edu.au for current career information, articles and links to the thousands of resources available to help you plan for your future career.
The benefits of part-time work

Getting a part-time job is not only great for your bank balance; it’s the perfect opportunity to get some valuable work experience and to expand your networks!

Whether it’s working at the local supermarket, on the drive through at McDonalds, or waiting tables in a restaurant, having a part time job is great for your resume!

Some of the benefits to getting a part-time job include:

• the chance to get work experiences and learn new skills.
• earning your own money and learning how to budget.
• learning time management skills and the chance to form good work habits. Even though you may have less free time than you might be used to, you will learn to make the most of the time you do have and to use it wisely.
• gaining useful, marketable skills such as improving your communication, learning how to handle people, developing interview skills and filling out job applications.
• developing confidence and a sense of responsibility and independence.
• increasing your networking possibilities — your part time job may put you in touch with people who can help set you up on the right pathway to the career you want.

Studies show that young people who work 10 hours or less per week gain the benefits of employment without it impacting negatively on their school work.

If you do have a part-time job — or are thinking of getting one this year — make sure you consider the following:

• Less time for homework. If you work more than 20 hours a week, you may find that you don’t have as much time for your school work as you used to. Keep an eye on your work hours and your homework, and try to keep a good balance between the two. Talk to both your employer and teacher/s if you find you are struggling or falling behind.
• Attendance at school. Don’t let your part-time job affect your school attendance. Make sure you don’t work (too many) late shifts on weeknights, and ensure you get enough sleep each night. If you are tired at school you won’t perform well, and your marks may slip and affect your chances of getting into the subjects you want to study in Year 11.
• Increased stress. Balancing work and school can prove difficult. If your part time job begins to interfere with you completing schoolwork, participating in extracurricular activities, spending time with family and friends, or getting enough rest, you may need to cut back your hours, or even consider leaving your job.
Getting your learner driver licence

If you are in Year 10 and heading towards your 16th birthday, you will probably be thinking about getting your learner driver licence – and pestering everyone you know to teach you how to drive!

So what exactly do you need to do to get your L1 learner driver licence? It’s as easy as 1, 2, 3!

1. **Learn the rules!**

   Get yourself a copy of both the Tasmanian Road Rules booklet and the Novice Kit. These two publications contain everything you need to know to pass the pre-learner Driver Knowledge Test, and also include information about road safety as well as getting a licence and registering a vehicle.

   Publications are available from Service Tasmania shops (for around $5.00) or you can download a copy from the Department of Infrastructure, Energy and Resources website: [www.transport.tas.gov.au/licence_information/tasmanian_road_rules](http://www.transport.tas.gov.au/licence_information/tasmanian_road_rules)

   Did you know you can practise the Driver Knowledge Test online before you attempt the real test? Log on to: [www.transport.tas.gov.au/drkts](http://www.transport.tas.gov.au/drkts) and test your knowledge of the road rules for both cars and motor cycles!

2. **Do the test!**

   To get your L1 learner driver licence you first need to pass the pre-learner Driver Knowledge Test.

   If you are 15 years and 11 months, you can head to your closest Service Tasmania shop (or designated police station if you live in a regional area) to sit the test. You may also be able to sit the test through your school.

   There is no need to pre-book the Driver Knowledge Test at Service Tasmania, but it is a good idea to allow at least 45 minutes so that you can take your time answering the questions.

   The cost of taking the test is free and don’t worry if you fail the test the first time. You can re-sit the test the next business day, but there will be some changes to the test questions.


3. **Pay your money!**

   Once you pass your test (and turn 16), you’ll need to go to Service Tasmania to pay for your L1 Learner Driver Licence. It will cost approximately $30.

   Make sure you bring your Evidence of Identity documents with you, or you won’t be able to get your L1 licence on the day you pass your test.

   Before you are issued with your licence, you will also have to undergo an eye test.

   If you undertook the Driver Knowledge Test through your school, you will need to bring your Driver Pre-Education Certificate marked with Knowledge of Learner Driver Handbook.

   **Want to know more?**


   If you need an interpreter, or if you have trouble reading or writing and want to see if you can take the test verbally, contact the Department of Infrastructure, Energy and Resources on 1300 851 225.
Are you getting the right marks? ...

It doesn’t really matter if you want to be a banker, a botanist or a brickie... you will need Maths and English and an idea of the marks you need to get in Year 10 so that you can go on to further education or training in your chosen area of interest.

Your school report from last year lists your achievement in each subject area as “standard x/stage xx” and you might be used to talking about what ‘stage’ you are (and need to be) to get into certain Year 11 subjects.

From 2012, however, your report will look a bit different and the way you are marked in some of your subjects will change.

2012 brings the introduction of the Australian Curriculum in all primary and high schools across Australia in the areas of Mathematics, English and Science, and, in some schools, History. This means that if you are in Year 10, you will be taught these subjects (and marked) on the same things as every other student in Year 10 in Australia.

Your report this year will indicate how you are performing in English, Mathematics and Science according to ‘nationally agreed achievement standards’. This means that all states and territories across Australia have agreed on ‘the standard’ you will be assessed on. These standards describe what is expected of you at each year level, and you will receive a rating for each subject of either ‘A’, ‘B’, ‘C’, ‘D’ or ‘E’.

It’s important to note that these ratings are a bit different than what you and your parents (or future teachers and employers might be used to).

A rating of ‘C’ for example now means “achieved the standard expected for your grade” instead of “satisfactory” or “average”. So don’t freak out if you get a ‘C’ for English if you have only ever received ‘As’ and ‘Bs’ in the past! Achievement of a ‘C’ standard in an Australian Curriculum subject means you have achieved the standard expected across Australia on a challenging curriculum!

• A – means you have achieved WELL ABOVE the standard expected for your grade
• B – means you have achieved ABOVE the standard expected for your grade
• C – means you have achieved AT the standard expected for your grade
• D – means you are APPROACHING achievement at the standard expected for your grade
• E – means you are achieving BELOW the standard expected for your grade.

Until all other areas of the Australian Curriculum are finalised, Tasmanian schools will continue to use the Tasmanian Curriculum for Society and History, Health and Wellbeing, the Arts, Vocational and Applied Learning, Information and Communications Technology and Languages. You will continue to be assessed according to the Tasmanian standards/stages for these subjects until the Australian subjects replace them over the next few years.

Because of these changes to the way you are assessed/marked, it’s really important that you talk to your teachers and Pathway Planning Officer early in the year to work out what level you are at, and if this is good enough for the types of things you want to do next year in Year 11.

At college enrolment, the course counsellors will look at your mid-year results and advise you about which subjects will suit you best in Years 11 and 12.

Want to know more about the Australian Curriculum? Talk to your teachers and Pathway Planning Officer, or visit the Australian Curriculum, Assessment and Reporting Authority website: www.acara.edu.au

If you have specific questions or feedback about the Australian Curriculum, please email: curriculum@education.tas.gov.au
How to write a resume

When it comes to looking for work and applying for jobs, you have to have a resume.

If you put it together well, your resume can tell prospective employers a lot about you by providing a summary of your skills, interests, education and work experience.

What you put in your resume depends a bit on the type of job you are applying for and what the employer has specifically asked for; but the general rule of thumb is to keep it simple.

Employers are usually very busy, and often they will only spend 15–20 seconds scanning your resume to see if it is worth looking at in more detail. If you make a good first impression, they will go back and read your resume more closely to see whether you satisfy all the job criteria and whether they want to invite you in for an interview.

How to write a resume

Only include information that will show that you meet the employer’s needs. But make sure you put in enough information so that the employer can see your school/work history, skills and experience in the best possible light.

Your resume should include:

**Your full name and contact details.**

Most employers will contact you by phone, so make sure that you give them a number that they can reach you on or leave a message.

**Your education details.**

Start with the most recent and work backwards – this way employers will see the most relevant information first. Make sure you include:

- Where and when you attended school
- What subjects you have studied
- Any other education or training programs you have completed.

**Your employment history**

If you are in Year 10, you might not have much in the way of a formal employment history, but you may have things such as unpaid work experience, volunteer work or casual work like babysitting that you can include. When including this information on your resume, show the employer’s name and/or company, the dates that you were employed, and a brief description of the duties you performed.

**Hobbies and interests**

Including your hobbies and interests in your resume is optional, but it can be a good idea to include a short section on these subjects as it will help prospective employers get a better idea of who you are. Playing sport for example, suggests that you are physically fit and like to give things a go, whereas repairing cars might suggest that you are good at problem solving. Hobbies or activities that demonstrate your initiative, creativity, communication skills or organisational ability are really important to mention – particularly if its relevant to the job/s you are applying for.

**Referees**

Make sure you provide the names and contact details for at least two people who are prepared to speak for you. If you haven’t had a job before, ask an adult who has known you for some time to act as a character referee – this could be a family friend, teacher, sports coach or neighbour. Just make sure you ask them first before you list them on your resume as a referee!

Make sure you keep your resume up to date and tailor it to each job you apply for so that it shows how well suited you are for the position.

Want more information? Log onto: [www.myfuture.edu.au](http://www.myfuture.edu.au) and search for “resume”. 
What employers want

Take a look at the top 5 things employers look for in potential employees...

1 Experience

For most jobs, employers prefer to hire someone who has at least some work experience. Here’s how they suggest you get some work experience if you don’t already have some:

• Do work experience in a job or industry you’re interested in
• Take an entry level position in your preferred industry
• Do some volunteer work
• Use your network of friends, family and family friends to get some work experience.

They are also happy for you to draw on your experience at school, in sports or social clubs, or work you have done in the community.

2 Skills and qualifications

Sometimes employers need you to have formal qualifications for the type of job you’ve applied for.

Employers also look for specific skills that you will need to do the job well – you can develop these skills through study, work experience, volunteer work or other activities or events you’ve been involved in.

3 Reliability

Employers want to hire someone dependable who is going to turn up to work on time and work to a reasonable standard.

Employers are also looking for someone loyal – they want you to commit to the job for at least as long as you say you will.

They also want someone who will be responsible for their actions: they need you to deal with problems and not just shift the blame to other people.

4 Social skills

Employers really value good social and communication skills. A few key areas where they’re looking for good social skills include:

• Teamwork – employers need someone who can work well with other people
• Positive attitude – employers want someone who approaches their work with energy and enthusiasm and a ‘can do’ attitude
• Communication skills – employers are usually looking for someone who is a good, clear talker and maybe also a good writer, depending on the job.

5 Initiative

Initiative is a key thing all employers are looking for; they want you to be proactive – they don’t want to have to tell you every little thing that needs to be done. So don’t wait to be asked, just get on with it and do what needs to be done.

Employers want you to use your initiative to solve problems, so keep your cool in tricky situations and know how to work towards a solution.

Employers definitely want someone with good planning and organisational skills. They don’t want an employee who leaves everything until the last minute, perhaps jeopardising a project.

...And finally, employers are looking for someone who is keen to learn and practise new things.

Want more information?
Check out the youthcentral jobseeker toolkit, available at: www.youthcentral.vic.gov.au/jobs or follow them on facebook.com/youthcentralvic or twitter.com/youthcentralvic
Getting ready for your interview

It doesn’t matter if it’s your first ever interview, or your second or your third... being interviewed for a job you really want can make you a little bit nervous!

Like most things though, a little bit of preparation goes a long way.

So if you think about what you need to talk about before you get into the interview and make sure you are on time and look the part – you are more than halfway there!

Before your job interview:

• Work out how you are going to get there – and don’t be late! Try to get to your interview at least 10 minutes early so that you can gather your thoughts, fix your hair or go to the bathroom one more time.

• Check that your hair, clothes and shoes are clean, tidy and appropriate. First impressions are very important, and employers will be looking for people who present well and will represent their business in a professional manner.

• Prepare a folio or folder of work samples to take with you to the interview (if it’s appropriate for the job you are applying for) and organise photocopies of school reports, certificates and references to give the employer.

• Print off an extra copy of your resume and application letter to take with you. You can refer to it if you get stuck during the interview, and it’s also something to hold on to and stop you from fidgeting if you get nervous!

• Think about how you would answer questions the employer might ask you, such as:
  - Your subjects at school (which are your best/why you chose them)
  - What sports you play or what hobbies and interests you have (particularly if it relates to the job)
  - How you get along with other people
  - Any future study plans or long term goals
  - Why you applied for the job and why you think you are suitable for the position
  - What you will do if you don’t get this job
  - What you know about the job and the employer
  - A general question (which is often one of the hardest!) like “tell me about yourself”.

• Prepare a list of questions that you might like to ask about the job:
  - What the job involves
  - What the hours of work might be
  - How much you will be paid
  - Is there any on-the-job training or courses you need to do
  - Are there any opportunities for promotion or could the job lead to something further in the future.

Then, take a big deep breath, go into your interview and do the best you can!!

Check out the next edition of yourFuture magazine for tips about what to do when you are actually AT your interview.