

OUT of CARE

and onto further **EDUCATION, TRAINING & WORK**

CAREER and **LIFE PLANNING** for **YOUNG** people **IN-CARE**





This booklet was created with funds provided by the Queensland Department of Communities

Recommended citation:

Creed, P., Tilbury, C., Buys, N., Crawford, M., & Praskova, A. (2012). *Out of care and onto further education, training and work: Career and life planning for young people in-care*. Brisbane: Griffith University

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Careers For **YOUNG** **PEOPLE** In-Care

What we know

Recently, we asked young people in-care what they wanted in their futures. Many told us about their dream jobs and said they wanted to own their own homes and cars. Others said they wanted caring relationships. Some said they wanted to travel, and experience adventure. A few said they wanted to have their own children, and care for them really well. Overall, most young people in-care wanted to be secure and happy adults. What we know is that planning for work, and having a career, helps people achieve what they desire.

But what is a career? A career is more than a paid job. It involves learning, work, and leisure activities that provide you with the future you want.

Why use this guide?

There is a lot of general career development information available on the web and in written resources. Because so much information is available, it can be overwhelming to read it all. This guide has been designed specifically for young people in-care and deals with issues that are specific to them. It aims to help young people in-care plan a future career, organise education or training, and eventually move into a job.

Young people in-care told us they have some unique needs in planning for the future. Many have experienced school or placement moves, or have had changes in caseworkers and carers. Some have had difficulty finding out what they need for school, casual jobs, training, higher education or other activities. Quite a few have not done well at school and worry about where they can get a job. Some have had no, or limited, discussions about jobs, or further education and training, with family members or other adults. Do any of these issues sound familiar to you? All these things can influence the process of deciding, and planning, a future career.

This guide has young people in-care think about the kind of future they would like. It clarifies what is involved in career planning. It helps sort out their interests, talents and skills. It explores the options of further education, training or paid work, and it provides links to websites that will help plan for the future. Overall, it provides specific information about career and education options.

Why should I have a career?

Through work and other activities you can make friends, gain skills and knowledge, increase your confidence, have a good income, and have structure in your life.

Studies show that people who work for pay are physically and mentally healthier, participate more in their communities, and have higher levels of happiness. Almost everyone is better off when they work.

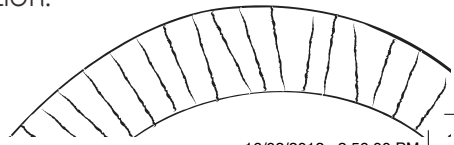
What is career planning?

Career planning is, quite simply, planning for your own unique career. As you journey through life you will adjust and change your career plans. Some of these changes will be necessary because you will change - you might move to a new town, enter a relationship, or have children. Other changes might be necessary as technology, jobs or government policies change. The plans you make now may, or may not, still be in place in 10 years time, and your first job may not be your only one. Whatever your choice now, you must keep learning through your whole life. Learning new skills, new knowledge and new attitudes will ensure you always have choices for work and life. Learning can involve formal learning, like at school, TAFE or university, or can be informal learning through experience and interactions with others.

At any point in your life when you make career plans, there are three key steps:

1. **Learn about yourself**
2. **Learn about careers**
3. **Make a plan**

Each step is equally important and requires you to do some thinking and preparation.





STEP 1:

Learn about YOURSELF

Discovering who you are, and what you want out of life, is probably the most important step in the career planning process. This step has you explore your interests, values, skills, and resources. Who are you? What is important to you? What are you good at? What do you like to do, and how do you like to learn? What do you really want in your life?

To start the process of knowing who you are, answer the following questions:

How old are you?	What is something you own that you love having?
Who do you live with?	What are your responsibilities?
What does your favourite place look like?	What do you do well?
What do you like doing?	What is something you are proud of?
Somebody would describe you as being:	What schooling/training have you completed?

Want to do more?

If you want to do more activities to learn about yourself go to www.myfuture.edu.au and sign into the My Guide section.

What are your talents, abilities and skills?

Now that you have thought about who you are, you can review your talents, abilities and skills. These are the things you are good at. Some career resources refer to these as Employability Skills because they are useful in the workplace, and may make you a person that employers really want.

What are your talents?

What are you naturally good at, either physically or mentally? It could be getting along well with other people, understanding how to do maths problems quickly, working well under pressure, or being musical. If you can't think of what your natural talents are, ask your carer or relative, a teacher, or one of your friends to help you.

My Talents:

What do you enjoy?

It could be helping others, playing sports, cooking, doing paperwork, reading, or anything else.

Things I enjoy:

What are your skills?

Skills are slightly different from talents. While your talents are your natural abilities, your skills are the abilities you have gained through training and practice. Skills are usually sorted into one of three categories: (1) self management skills, (2) general skills, and (3) specialised skills. You may already have a number of self-management skills (e.g. time management), general skills (e.g. communication skills), or specialised skills (e.g. using a cash register or fixing motors). The activity below helps you take stock of your skills. In the first column, make a list of all your school activities, hobbies and/or casual jobs. In column two, write down the activities you carry out at each of these, and in column three, list the skills you have learned and used. An example from someone who plays football is provided.

School Activities/Hobbies/Jobs	Activities I undertake	Skills I learned
Football	Attend training, Play games at set times and places, Bring the equipment	Team work, Communication, Follow instructions, Be reliable, Be organised

If you are having trouble thinking about your skills consider the following examples: time management, dependability, data analysis, listening, flexibility, written skills, problem solving, reading, efficiency, understand quickly, or the ability to work hard.

Want to do more?

If you want to do more activities to learn about your talents, abilities and skills go to www.myfuture.edu.au and sign into the My Guide section. Where you can explore your interests, skills and attributes (talents).

(Source: Montana Career Resource Network accessed from www.careers.mt.gov)

What are your interests?

Some people suggest that we are attracted to particular jobs because of the types of interests we have. What we like, the school subjects we enjoy, and what we like to do, can often determine the types of jobs we will find interesting and do well.

The following activity, which you can complete in just a couple of minutes, helps you clarify your interests.

Interest Checklist

Tick any of the activities that might be enjoyable or interesting to you. In general, ticking more activities provides more useful results

- 1. Typing reports or entering data
 - 2. Leading group activities
 - 3. Reading art and music magazines
 - 4. Carpentry and other building projects
 - 5. Using a chemistry set
 - 6. Making new friends
-
- 1. Keeping detailed records
 - 2. Working on a sales campaign
 - 3. Designing clothes
 - 4. Decorating rooms
 - 5. Doing puzzles or playing word games
 - 6. Going to church
-
- 1. Word processing
 - 2. Talking to salespeople
 - 3. Acting in or helping to put on a play
 - 4. Working with animals
 - 5. Advanced maths
 - 6. Helping the elderly
-
- 1. Working nine to five
 - 2. Being elected class captain
 - 3. Learning foreign languages
 - 4. Cooking
 - 5. Physics
 - 6. Attending sports events

- 1. Using a cash register
 - 2. Talking to groups of people
 - 3. Drawing or painting
 - 4. Fixing cars
 - 5. Astronomy
 - 6. Belonging to a club
-
- 1. Using office equipment
 - 2. Buying clothes for a store
 - 3. Writing stories or poetry
 - 4. Fixing electrical appliances or repairing household items
 - 5. Flying airplanes or learning about aircraft
 - 6. Teaching children
-
- 1. Filing letters and reports
 - 2. Talking to people at a party
 - 3. Going to concerts or listening to music
 - 4. Wildlife biology
 - 5. Creating a science project
 - 6. Studying people in other countries
-
- 1. Working with a budget and preparing financial reports
 - 2. Selling insurance
 - 3. Playing music
 - 4. Putting together model kits or craft projects
 - 5. Working in a laboratory
 - 6. Helping people solve personal problems

Add up your interests to find your Interest Code: Count all the number 1s you've ticked; put that total on the line provided. Repeat this for numbers 2 through 6. Notice, each number corresponds with a letter. Write the letters of your three highest numbers in the "Interest Code" box on the next page.

(put your score on the line)

1s = C _____ 4s = R _____

2s = E _____ 5s = I _____

3s = A _____ 6s = S _____

Transfer your Interest Code to the next page.

My Interest Code
(i.e, my 3 highest scored letters) is:

1	2	3

Learn about your interest groups and careers that match

Match the letters in your Interest Code to the first letters in the groups detailed below. For example, **SAR** matches the Social, Artistic and Realistic groups.

In brief:

(C) Conventional people like to work with data, have clerical or numerical ability and attend to detail. They usually enjoy following through on others' instructions. Sometimes these are referred to as Office interests.

(A) Artistic people have artistic, innovative or intuitive abilities. They usually like to work in an unstructured situation, using their imagination or creativity. Sometimes these are referred to as Creative interests.

(I) Investigative people like to observe, investigate, learn, analyse, evaluate or solve problems. Sometimes these are referred to as Scientific interests.

(S) Social people like to work with people. They like to enlighten, inform, help, train, or cure them. They are usually skilled with words. Sometimes these are referred to as People Contact interests.

(E) Enterprising people also like to work with people, but they like to influence, persuade or perform. They like to lead or manage for organisational goals or economic gain (to make money). Sometimes these are referred to as Business interests.

(R) Realistic people have athletic or mechanical ability. They prefer to work with objects, machines, tools, plants or animals. They usually like to be outdoors. Sometimes these are referred to as Outdoor interests.

Want to do more?

If you want to learn more about your career interests visit www.myfuture.edu.au and do the Interests activity under the My Guide sign on.

(Source : Indiana Career & Postsecondary Advancement Centre, Gottfredson & Holland, 1996)

GROUP DESCRIPTIONS

Now that you have an idea of your interest groups let's look at how these groups are described. You can then decide which may suit you best.

(C) Conventional

As a person you tend to be:

- Organised
- Structured
- Accurate
- Practical
- Orderly
- Methodical (following a set plan)
- Traditional (following the rules)
- Conscientious (feeling obliged to do your best work)
- Polite
- Persistent
- Efficient
- Thrifty
- Obedient

You may like to:

- Work with numbers
- Type
- Be responsible for details
- Collect or organise things
- Follow set procedures
- Use computers and related equipment

Your hobbies might include:

- Collecting related objects (stamps, coins, cards etc)
- Playing computer or card games
- Keeping club or family records and files

Jobs which people with Conventional interests enjoy:

- Accountant
- Bank Teller
- Bookkeeper
- Computer Operator
- Court Reporter
- Credit/Loan Clerk
- Electronics Assembler
- Production Controller
- Legal Assistant
- Library Assistant
- Medical Record Administrator
- Office Clerk
- Payroll Clerk
- Postal Worker
- Proofreader
- Receptionist
- Secretary
- Tax Agent
- Television Technician
- Transcriber
- Webmaster

If your Interests Checklist gave you a **Conventional code**, which of the above jobs (if any) appeal to you?

Write them down.

(A) Artistic

As a person you tend to be:

- Creative
- Complicated
- Courageous
- Emotional
- Expressive
- Impulsive (acting quickly without too much thinking)
- Intuitive (making decisions based on "gut feeling")
- Introspective (thinking over your own ideas and feelings)
- Idealistic (working for perfection, sometimes forgetting practical things)
- Independent
- Imaginative
- Original
- Sensitive
- Open to new ideas

You may like to:

- Sketch, draw, or paint
- Attend concerts, theatres, or art exhibitions
- Read fiction, plays, or poetry
- Work on crafts
- Take photographs
- Write stories
- Sing, dance, or act

Your hobbies might include:

- Sewing
- Performing
- Desktop publishing
- Creating web pages
- Taking dance lessons

Jobs which people with Artistic interests enjoy:

- Actor
- Advertising Agent
- Architect
- Archivist and Curator
- Artist
- Choreographer
- Commercial Artist
- Composer
- Director
- Fashion Designer
- Graphic Artist
- Industrial Designer
- Interior Designer
- Landscape Architect
- Musician
- Merchandise Displayer
- Photographer

If your Interests Checklist gave you an **Artistic code**, which of the above jobs (if any) appeal to you?

Write them down.

(E) Enterprising

As a person you tend to be:

- Agreeable
- Sociable
- Persuasive
- Ambitious
- Energetic
- Assertive (taking charge of situations)
- Self-confident (believing in yourself and your abilities)
- Enthusiastic
- Adventurous
- Popular
- Talkative
- Outgoing

You may like to:

- Make decisions
- Lead a group
- Start projects
- Organise activities
- Sell things or promote ideas
- Meet important people
- Have power or status

Your hobbies might include:

- Selling products
- Being a club president or team captain
- Learning about government
- Reading current events

Jobs which people with Enterprising interests enjoy:

- Business Executive/Manager
- Car Salesperson
- Chef
- Compliance Officer
- Customer Service Rep
- Database Administrator
- Detective/Investigator
- Financial Manager
- Flight Attendant
- Funeral Director
- Hotel/Motel Manager
- Insurance Agent
- Interpreter/Translator
- Lawyer
- Marketing/Public Relations Manager
- Medical technician
- Occupational Therapist
- Park Ranger
- Politician
- Real Estate Agent
- Reporter
- Restaurant Manager
- Security Guard
- Travel Agent
- Urban Planner
- Writer or Editor

If your Interests Checklist gave you an **Enterprising code**, which of the above jobs (if any) appeal to you?

Write them down.

(I) Investigative

As a person you tend to be:

- Precise
- Logical
- Curious
- Inquisitive (questioning why or how)
- Reserved (not socially outgoing)
- Analytical (breaking data or information into parts and examining them to learn more about the whole)
- Observant
- Cautious
- Broadminded

You may like to:

- Explore a variety of ideas
- Use computers
- Work by yourself
- Perform lab experiments
- Read scientific or technical journals

Your hobbies might include:

- Book Club
- Astronomy (studying the stars)
- Crossword puzzles/board games
- Computers
- Visiting museums

Jobs which people with Investigative interests enjoy:

- Actuary
- Agricultural Scientist
- Anthropologist
- Biological Scientist
- Chemist
- Chiropractor
- Computer Programmer
- Dentist
- Doctor
- Drafter
- Economist
- Engineer
- Geologist
- Researcher
- Meteorologist
- Nurse
- Optometrist
- Pharmacist
- Psychologist
- Speech Pathologist
- Statistician
- Surgical Technician
- Systems Analyst
- Veterinarian

If your Interests Checklist gave you an **Investigative code**, which of the above jobs (if any) appeal to you?

Write them down.

(R) Realistic

As a person you tend to be:

- Practical
- Stable
- Thrifty
- Ambitious
- Mechanical
- Athletic
- Frank (willing to share your thoughts and feelings)
- Concrete (preferring real things to ideas)
- Systematic (following a set process or plan)
- Independent
- Persistent
- Self-controlled
- Curious about the physical world

You may like to:

- Tinker with machines/vehicles
- Work outdoors
- Work on electrical equipment
- Be physically active
- Use your hands
- Tend/train animals
- Build things

Your hobbies might include:

- Playing sports
- Gardening
- Repairing cars or equipment
- Hunting/fishing
- Woodworking

Jobs which people with Realistic interests enjoy:

- Aircraft Mechanic
- Appraiser
- Auto Mechanic
- Bricklayer
- Building Maintenance
- Carpenter
- Computer Repairer
- Construction Manager/Labourer
- Dental Lab Technician
- Electrician
- Engineering Tech.
- Farmer
- Fire fighter
- Floral Designer
- Groundskeeper
- Heating/Cooling Mechanic
- Jeweller
- Machinist
- Mechanical Engineer
- National Parks Ranger
- Office Machine Repairer
- Optician
- Pilot/Flight Engineer
- Plumber/Pipefitter
- Robotics Technician
- Sound Engineer
- Truck Driver
- Welder
- Zookeeper

If your Interests Checklist gave you a **Realistic code**, which of the above jobs (if any) appeal to you?

Write them down.

(S) Social

As a person you tend to be:

- Helpful
- Insightful
- Understanding
- Kind
- Cooperative
- Empathetic (being sensitive to others' feelings, thoughts, and experiences)
- Idealistic (working for perfection, sometimes forgetting practical things)
- Outgoing
- Friendly
- Generous
- Forgiving
- Patient

You may like to:

- Work in groups
- Help people with their problems
- Teach/train others
- Do volunteer work
- Play team sports
- Serve others

Your hobbies might include:

- Helping others with personal concerns
- Attending sporting events
- Caring for children
- Religious activities
- Volunteering for social action groups
- Joining clubs or organisations

Jobs which people with Social interests enjoy:

- Air Traffic Controller
- Athletic Trainer
- Clergy
- Counsellor
- Dental Hygienist
- Dietician
- Health Administrator
- Historian
- Home Health Aide
- Librarian
- Medical Assistant
- Nurse
- Personnel Manager
- Physiotherapist
- Podiatrist
- Police Officer
- Radio/TV Broadcaster
- Radiologist
- Social Worker
- Teacher

If your Interests Checklist gave you a **Social code**, which of the above jobs (if any) appeal to you?

Write them down.

Want to do more?

If you want to learn more about jobs that may suit you, visit www.joboutlook.gov.au/pages/careerquiz.aspx and do the Career Quiz. Your career interest results will show up in a bar graph. Click on the categories in which you score highest, and follow the links to learn more about jobs in that area.

(Adapted from the Montana Career Resource Network accessed at www.careers.mt.gov and the Dictionary of Holland Occupational Codes)

What do you value? Your life in 10 years.

At the beginning of **Step 1: Knowing yourself** you were asked to answer some questions about you. Before we move on to **Step 2: Learn about careers** answer the following.

Think about how you would like your life to be in 10 years time:

My age in 10 years will be:

My family in 10 years will be:

My house in 10 years will be:

My hobbies/leisure activities in 10 years will include:

My qualities (the sort of person I will be) in 10 years will be:

My important personal possessions in 10 years will include:

My responsibilities in 10 years will include:

My skills in 10 years will include:

My achievements in 10 years will include:

My qualifications/training in 10 years will include:



Step 1 Summary: My talents, skills, interests & values

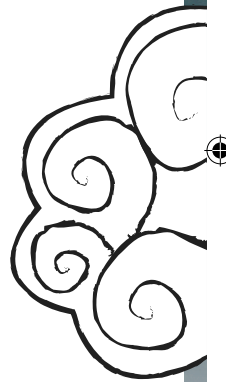
In this stage you have learnt a little more about yourself. You have identified what you are good at and enjoy, the skills you have, some possible job interests, and the sort of life you would like to have in 10 years time. Use the shield below to summarise some of the key points about you.

My talents: Things I'm good at or enjoy

Skills I have

Jobs that interest me

How my life will be in 10 years



Want to do more?

If you need more clarity about your talents, skills, interests and possible future visit www.futureplanning4ypincare.com.au





STEP 2: Learn about CAREERS

Learning about careers involves you researching what certain jobs actually involve, and what the work conditions are like. This can take time, but it helps you discover which particular work pathways may suit your interests, talents and skills, and which pathways may be realistic.

How can you learn more about the types of jobs that interest you, as identified in **Step 1**?

Online Resources

Use online resources of career information like www.joboutlook.gov.au. This Australian site allows you to explore all types of jobs. You can search jobs alphabetically, by industry, or use keywords to type in a job title. Information provided includes the job's skills, training, earnings and prospects. As we mentioned earlier, you can also take a Careers Interest Quiz on this site if you want to double check where your interests lie.

Another useful link for exploring apprenticeship, university and job information is www.studentconnect.qsa.qld.edu.au/12689.html



Ways to find out about jobs

Talk to people

Find someone who has the type of job you are interested in and is willing to talk about it. Don't be afraid you are wasting their time, as most workers are happy to share their experiences. Questions to ask might include:

- How did you get into this job?
- What type of education/training do you require?
- What do you enjoy most or least?
- What does a typical day include?
- What motivates you?
- What are some of the difficulties of the job?
- How much do you earn?

Work experience

Work experience is a hands-on way of learning about a particular job. Most high schools offer work experience options. Young people in-care who had undertaken work experience told us it was really helpful. For some, it helped to reinforce a decision about a job. For others it prompted them to explore different options. Your school guidance officer, or teachers, will have information regarding work experience opportunities.

Volunteer work

Undertaking volunteer work is an excellent way to obtain new knowledge, learn new skills and meet people in your area of interest. Almost all types of jobs will offer volunteer opportunities. Many people who have started as volunteers find paid work in the same place.

In Queensland www.volunteeringqld.org.au provides information on volunteer opportunities in your area of interest.

Guidance Officers

School-based guidance officers are a valuable source of job information and can also provide career guidance. Guidance Officers can help you figure out your interests, aptitudes, abilities and skills. Education and training resources are available for young people in-care via Education Support Plans. Your guidance officer can help you access these resources.

Job Services

Some young people in-care do not attend school, and have some extra challenges in finding work. The Australian Government, through its *Job Services Australia* program offers employment support to young people aged 15 years and over. Young people can register for assistance through Centrelink and will be connected to a *Job Services Australia* provider (e. g. Mission Australia, Boystown) which will provide career assistance. For further information visit www.deewr.gov.au/Employment/JSA/Pages/about.aspx

Casual and Part-Time Jobs

Many Australian young people have after-school and weekend jobs. While such jobs can be a good way to earn some money, they can also be a great way to gain experience, make contacts, and to help you decide if a certain career is right for you. If you haven't yet decided on your long-term work interests, part-time jobs provide you with the opportunity to try out several types of work. Your part-time job may mean you have to deal with customers, it may involve sitting in an office for long periods of time, or it may mean performing physically demanding tasks. Is this something you would enjoy doing on a permanent basis?

Finding out you don't like something is as important as discovering the things you do enjoy. Remember, even if the casual or part-time job doesn't turn out to be all that you'd hoped for, your good performance can provide you with great references for future positions.

Casual or part time jobs may require you to produce a birth certificate and a Tax File Number. Talk to your Child Safety Officer, Community Visitor, carer, or another adult about how to get these important documents.

Careers Expos

Careers expos bring together employers, universities, TAFES and training providers. This allows people who are exploring work options to easily access information in one place. For further information regarding careers expos visit: www.careersevent.com/events.php or www.eocexpo.com.au/brisbane.aspx or www.fogs.com.au/indigenous-employment-and-career-expos

Step 2 Summary: Career Exploration Activity

Use www.joboutlook.gov.au and look up your top three job interests. Write down what you learn about these jobs. We have provided you with an example from a young person who wants to be a chef.

Job Title	Chef	1.....	2.....	3.....
Tasks	Preparing and cooking food Planning menus, estimating food and labour costs, and ordering food supplies Monitoring quality of dishes at all stages of preparation & presentation Discussing food preparation issues with managers, dieticians and kitchen and waiting staff Demonstrating techniques and advising on cooking procedures			
Job prospects	Job prospects for chefs are good. Employment for chefs is expected to grow very strongly.			
Weekly earnings	\$876			
Training	TAFE (eg Diploma of Hospitality)			
Skills	Time management Listening Reading Service orientation			

Something extra to consider: Education and Training

Education pays! There is no getting around it- your level of education makes a substantial difference in the amount you earn. In Australia, education or training requirements are generally sorted into four levels.

Level 1. Completion of Year 10, Senior Secondary Certificate of Education, or Certificate I or II. Some Australian Apprenticeships are offered at this level.

Level 2. Certificate III or IV or at least three years relevant experience. Some Australian Apprenticeships are offered at this level.

Level 3. Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

Level 4. Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

To compare how the different levels of education influence wages, look at the 2010 salary rates for people with different qualifications in the car industry:

Car detailer (Level 1)	Safety Inspector (Level 3)
Full time weekly earnings estimate \$572	Full time weekly earnings estimate \$1222
Mechanic (Level 2)	Mechanical Engineer (Level 4)
Full time weekly earnings estimate \$840	Full time weekly earnings estimate \$1443

(Source www.joboutlook.gov.au)

STEP 3: Make a PLAN

○ Goal setting

Step 3 involves you making a plan to MAKE IT ALL HAPPEN. Making a plan means mapping out some specific goals for your future. But what is a goal? Put simply, it's something you aim for. There are three categories of goals:

1. Personal- things you want to achieve in your personal life e.g. owning a house or car
2. Learning-things you want to learn, or skills you want to acquire e.g. driving, finish Year 12, apprenticeship
3. Work- things you want to achieve in paid work e.g. get a casual job, be a psychologist

Why should you set goals?

- To give you things to aim for in life
- To keep you motivated
- To put you in charge
- To help you plan where you would like to be in the future
- To make dreams and ideas a reality

Writing down your goals is really important. Think of this exercise as a written plan for your future.

Be **SMART** in your goal setting by following the **SMART** rules:

- **Specific** - say exactly what you will do
- **Measurable** - decide how you will know when you have done it
- **Achievable** - make sure the goals are possible to reach in the near future
- **Realistic** - make the goals sensible and related to your future
- **Time-bound** - set a date for when you will do it

○ Step 3 Summary: Personal, Learning and Work Goals

My Personal Goals	My Learning Goals	My Work Goals

Our website www.futureplanning4ypincare.com.au gives you an opportunity to think more about your goals and helps you plan steps to meet your goals. Visit the website and complete the exercises.

Influences on your future

When making your career plan it is important to consider both positive and negative influences on your future. What, or who, could influence, or affect you? (Write any notes next to things that you consider important)

Could any of these influence your future?

YOUR

Gender

Health

Abilities.....

Skills.....

Interests.....

Knowledge.....

Beliefs.....

BACKGROUND

Experiences with family/carers.....

School experiences.....

Changes.....

OTHER PEOPLE

Family.....

Carers.....

Friends.....

Teachers.....

Guidance officers/Careers Advisors
.....

Caseworkers.....

Other.....

RESOURCES

Accommodation

Income/Money

Transport

Computers/Technology

Access to support-both practical and emotional
.....

LOCATION

Would you be prepared to move for a job/course?
.....

If you did move, what would you need to arrange?
.....

COMPETITION FOR JOBS

Would you aim for a job that is hard to get into?
.....

If you have listed negative influences, or issues you think might hold you back, talk to your Caseworker, Community Visitor, Guidance Officer or carer about how to overcome some of these issues. The earlier you plan, the easier it will be to overcome any obstacles and achieve your career goals.

Source (New Zealand Career Services)

Career Supports for Young People In care

We know that getting a job, starting an apprenticeship, or going to university can seem really hard, but supports do exist for young people in-care. Young people in-care can access jobs, training and higher education. Talk to your Child Safety Officer, Community Visitor, or carer about the following:

Transition-From-Care (Leaving Care) Plan

All young people in-care are entitled to a Leaving Care Plan. This should include plans around:

- Housing – financial assistance and support to help you find accommodation.
- Education – assistance in finding the right education and training for you.
- Employment – assistance in finding employment.
- Counselling, and other services.

We know that not all young people in-care get a Leaving Care Plan. If you are 15 years or older, talk to your Child Safety Officer about how to get one, as soon as possible.

Transition to Independent Living Allowance (TILA)

The Transition to Independent Living Allowance (TILA) is one-off support from the Australian Government to help young people who are leaving care to meet some of the costs involved in moving to independent living.

You can get assistance of up to \$1,500 to pay for things like educational and employment expenses, white goods, furniture, bedding, furnishings, kitchen appliances as well as clothing.

After Care Service

Relationships Australia offers assistance to young people who have been in-care, including financial assistance for education. For more information visit www.aftercareresourcecentre.org.au/arc.asp

CREATE Foundation

The CREATE Foundation is the National Advocacy body for young people in-care. For more information visit www.create.org.au

Conclusion

Career planning is the key to a successful future. It may not seem very relevant right now, but the more time you spend planning your career and planning for a job, the better equipped you will be, when you exit care. Remember there are three stages to career development:

1. Learn about yourself
2. Learn about careers
3. Make a plan

We recommend you do all the activities in this booklet and then visit the website at www.futureplanning4ypincare.com.au so you can take charge of your future.

When you are informed, and prepared, you can have the future you want!

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