

Tips for Year 12 students...

Transitioning from school is a bit like a snake shedding its skin. It's a time to leave behind familiarity and take on new experiences, challenges and opportunities. Like the snake, the skin may be new but the snake is the same; full of excitement, uncertainty and challenges.

tip 1 **Talking head** presentations during career information sessions provide valuable information. While some of it won't make sense or even seem relevant while you are still at school, it will down the track.

tip 2 Remember, you will start off as the **little fish in a very big pond** until you establish yourself. Be mindful of the different attitudes and ways of doing things, and the generational differences that present themselves. Everyone has the right to an opinion; but remember that each opinion requires mutual respect and positive communication and this can start with you.

tip 3 **Ask questions** both at school and when you are out in the 'other world' ... remember that no question is trivial and 'smart' people always ask.

tip 4 Naturally, it's important to **listen to others but think for yourself**. Deciding on your career direction is not a group decision, it's your decision. Be true to yourself and consider the career direction that is most appropriate and achievable for you.

tip 5 Smart people **ask for support and help** when faced with education, budgeting, personal or living challenges ... there is no shame or loss of face attached to receiving assistance.

tip 6 It is vital to **do your research and keep researching** career directions, options, appropriate and achievable pathways, scholarship opportunities, job opportunities, internships, overseas study opportunities, financial support options etc.



Transition is real. It takes time to feel comfortable in the 'other world' ... the world outside school. You will be learning heaps of new, personal, life and career skills and when developing any new skill, practice makes perfect. Be patient with yourself, acknowledge small issues and take timely and considered action before they become big problems.





If your career choice requires you to build a reputation and/or industry experience before you can earn enough to support yourself (i.e. sport, music, acting, and writing), **start building a portfolio** before leaving school by volunteering, joining amateur groups or performances. While you are building your reputation and portfolio consider other career options you can pursue while you are waiting to 'be discovered'.



Your career decision at the end of Year 12 is not usually for life no matter how sure you are at the time. If your career choice doesn't turn out like you expected don't be afraid to make a change after considered thought, thorough research and consultation with people who can support you in making a timely and appropriate career change.



Networking is one of your most powerful tools ... and it's not all about which school you went to. **Adopt a 'have a chat' approach** to everyone you meet, your fellow students, trainers and lecturers, boss, friend's parents, parent's friends, sporting and/or cultural groups, even 'randoms' (being mindful of personal safety). You will come across as a confident person, hone up your communication skills and you never know who knows who. Words of wisdom ... think twice and do once, make the most of your efforts, look out for opportunities but above all enjoy the journey.

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Linking work experience opportunities

 educationandemployers.org

A recent study has found a significant link between young people's experience of the world of work while still at school and their adult labour market outcomes. It highlights the important and different roles work experience can play in helping pupils in:

- getting a job
- going to university
- deciding on a career; and
- doing well in exams

The report also shows how we are wasting the potential of work experience as an agent of social change. Work experience at secondary school is under-utilised as a means to stretch the career horizons of young people. The problem is that half of placements are found by young people or by their families using largely existing social networks. This wastes the potential of work experience as an effective means of challenging social stereotypes.

The report concludes by highlighting two serious questions about how work experience currently operates. Firstly, while access to high quality relevant work experience is of real value to the progression of young people, it is not equitably accessed by young people from different social backgrounds ... and secondly, there is little evidence to suggest that work experience placements are well aligned with labour market demand, responding as they do more to pupil choices than reflecting areas of greatest jobs growth. Consequently, opportunities are lost to raise pupil awareness about the breadth of local employment prospects.