

Get Ready for Study and Work:

Tips for young Aboriginal and
Torres Strait Islander people
with disability

Acknowledgements

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We welcome your feedback and ideas, and would love to hear how you are using this resource. Please contact:

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A PDF that allows electronic completion of the activities, saving and printing is available at www.westernsydney.edu.au/ndco/getreadytoptips Here you will also find a plain text version which may be more accessible to screen readers, and an Easy English version.

Cover art: The large circle to the left represents an institution, such as a school, that young Aboriginal and Torres Strait Islander youth are coming from. The tracks to the circles on the right are the steps, strategies, and goals they use to get a job. The circles to the right represent these youth moving forward into tertiary study and work. Art by **De Greer-Yindimincarlie**, a multi-award winning artist from the Wiradjuri Nation in Central Western New South Wales, Australia.

* Note on terminology – for brevity the term Aboriginal people is used throughout this workbook to represent both Aboriginal and Torres Strait Islander peoples.

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Introduction

There are so many things to think about when getting ready for life after school –

- *What do I want to do?*
- *Work?*
- *Study at Uni?*
- *Study through TAFE or another training organisation?*
- *Maybe an apprenticeship or traineeship?*

The questions go on –

- *Where do I find out about what's involved?*
- *Who can help me?*
- *What support might I need?*
- *Where can I get help?*
- *And importantly, how will all of this fit with the rest of my life?*



Planning for life after school is often called “transition planning”. Transition is the process of moving from one set of circumstances to another. Young people make many transitions as they move into adulthood – these might include starting a new job or a new course, moving house or getting married. Making transitions is exciting, but can also be challenging. People who plan their transitions well, with help where needed, are likely to have a better outcome than those who don't. There are lots of decisions and preparations that all young people have to make when planning for transition. There are also some extra things that young people with disability should consider, and some additional support that can help them to plan well for life after school.

This workbook will help you to prepare well for your transition from school. You will work through ten top tips for getting ready for life after school. For each of the top tips you will find:

- An overview and practical tips
- Activities to help you get ready
- Links to further information and resources

We hope you find this workbook helpful.

Good luck getting ready for
your life after school!



The top ten tips

Here's an intro to the Get Ready top tips – we'll be working through each one in this workbook.

1. *Get ready early*
Starting your transition planning as early as possible is a top priority
2. *Get the big picture*
Think about your goals and interests, and how your disability may affect your future study or work
3. *Get connected*
Make connections with people who can help your transition
4. *Get to know your options*
Research different post-school options and identify realistic ones for you
5. *Get the skills*
Identify the skills you will need for future study and work – which do you have and how can you develop others?
6. *Get organised*
Being organised and managing your time effectively can make a big difference
7. *Get support*
Think about where you can get support from and the types of support you may need
8. *Get involved*
Gaining new and different experiences will help a lot in the future
9. *Get to know your rights and responsibilities*
Learn about your rights in study and work and how they are protected
10. *Get confident*
Practise standing up for yourself and taking responsibility

How to use this workbook

We use a set of icons throughout this workbook. This is what they mean:



An activity for you to complete



Tips on important things to remember/consider



Things to yarn about with other people



Useful websites to check out

There is also a glossary at the end of this workbook:

The glossary contains more information and useful links about those words that are **bold** within the text of this workbook. This includes words that are [bold and underlined](#). If you are viewing this resource electronically you can click on the blue links to be taken directly to another webpage containing more information. If you are viewing a hard copy of this resource, you will find the full web address (URL) in the glossary.

1. Get ready early

- Start planning for your transition from school as early as possible
- At around age 14-15 start thinking about what you would like to do after school, and how to achieve this. If you're older than this already, don't worry – this workbook will help you get started now
- Remember, the better planned your move from school is, the more positive and less stressful the experience will be
- Think about the types of support you might need after school – see Tip 2
- Make contact with people who can support you early – this will ensure there is plenty of time to organise any help or supports you may need at study or work. See Tip 7 – Get support for more information about the types of people to contact
- This book focuses on mainstream tertiary education and employment options available after school, including programs specifically for young Aboriginal people. However it also provides links to information about employment options and community participation programs for people with higher support needs
- There are many great reasons to strive to achieve in further study and employment if it is realistic for you. These include opportunities to: develop high level skills that can give you the edge in a competitive job market; have access to a broader range of careers; contribute and feel a sense of accomplishment; and increase your earnings.



What is disability?

The definition of disability is very broad, and includes:

- *Chronic medical conditions e.g. asthma, arthritis and diabetes*
- *Intellectual disabilities e.g. Down syndrome, fetal alcohol syndrome*
- *Learning disabilities e.g. dyslexia*
- *Mental illness e.g. depression, anxiety disorders, bipolar disorder*
- *Physical disabilities e.g. spinal cord injury, cerebral palsy*
- *Sensory disabilities e.g. vision or hearing impairment*
- *Autism spectrum disorders*

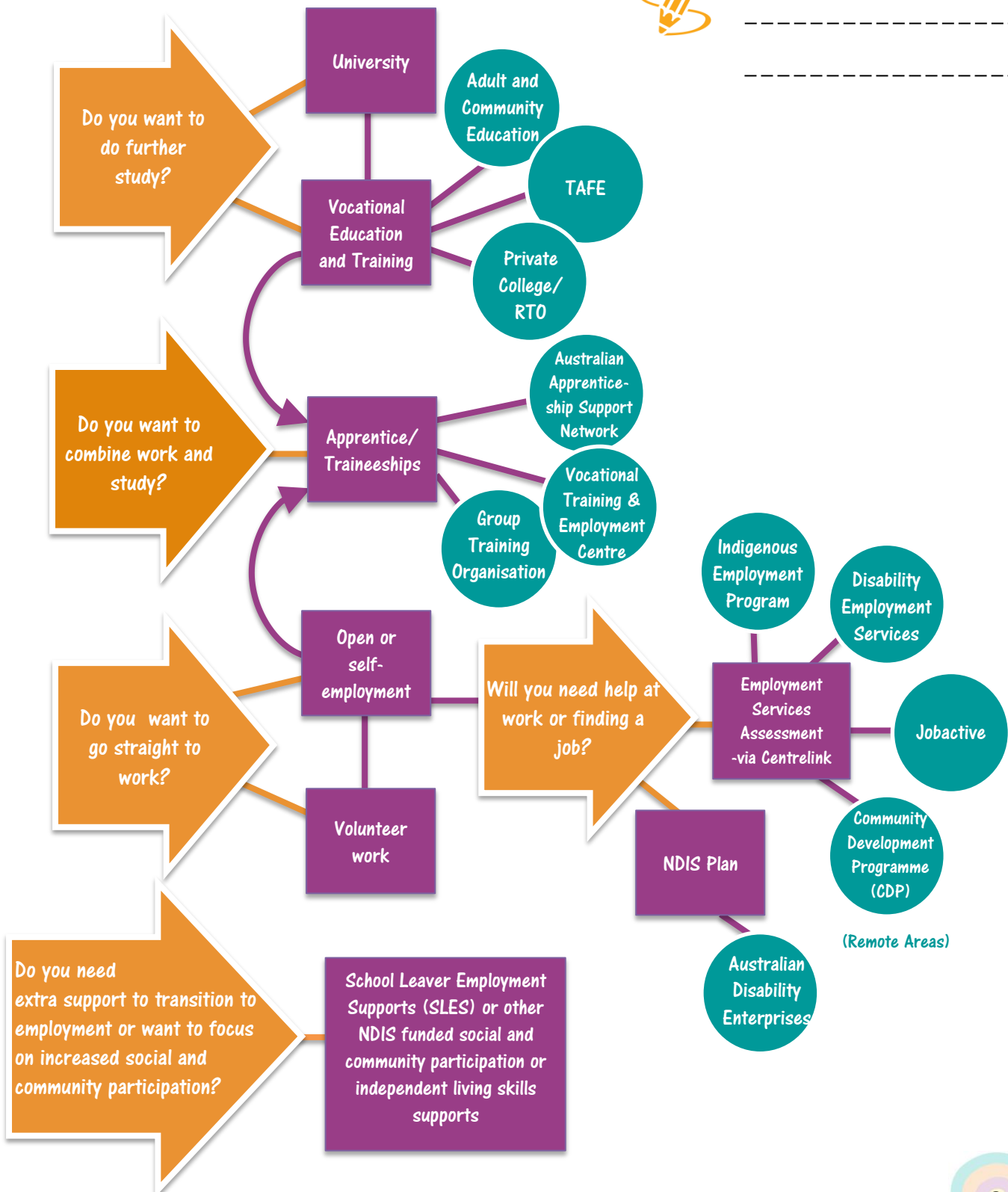
You can find out more about the definition of disability on the [Australian Human Rights Commission](https://www.humanrights.gov.au/) website

Even if you don't consider yourself to have a disability, it's important to understand the broad definition used in disability law, and to know about your rights to access support.

Post school pathways

- This diagram shows the main pathways young people take after school. There is more information about each of these in the glossary at the end of this workbook
- It's important to remember that there are links between most of these pathways, and many people will be involved in multiple pathways during their life
- Which pathways are you interested in?





2. Get the big picture

- Thinking about and learning to understand yourself is often called developing self-awareness
- This activity will help you think about yourself and what you want for your future.



- Don't just consider career goals. Think about your goals, interests and needs in a range of life areas and how these can fit together:
 - Education
 - Work
 - Leisure
 - Life roles – What other roles do you have that might influence your life after school? Think about friends, family, community, relationships, responsibilities and living situations

- Practise talking about your values, goals, interests, skills and strengths to others. Once people know what you are aiming for, they can help you reach your goals
- Yarn with your family, friends, Elders, teachers and others - discuss your goals and ideas with them and get their ideas as well.

Get to know your disability



How is your disability or chronic medical condition likely to affect your study or work?

What help or adjustments have you had at school? Do you think you will need this type of help at study or work?

What other help might you need? For example are you linked in with health services and are you prepared to transition to adult health services? Do you need help learning to travel independently? Do you need to organise personal care support?

Having a disability can help people develop a range of valued skills, for example persistence, problem solving, determination and organisation. What skills has having a disability helped you to develop?

It's important to learn to clearly explain to others how you have overcome past challenges related to your disability. Think of some examples of ways you have overcome challenges.

3. Get connected

Contact people who can help your transition – start by connecting with relevant people at your school. This might include your careers advisor, Aboriginal liaison officer, school counsellor or year advisor. Here are some ideas of questions you might like to ask:



- *I'm interested in working in the area. What school subjects would you recommend that I select?*
- *How can I learn more about this field?*
- *What are the different types of jobs available in this field?*
- *Would I need to do further study?*
- *What is my next step after school in order to get started in this field?*
- *Can you put me in touch with someone from the industry?*
- *Who can help me prepare a resume?*
- *Make a note of some other questions you want to ask and contact details of people you need to connect with:*



- Your school can also help link you in with other specialist teachers if necessary
 - These might include transition teachers, support teachers and welfare teachers
 - These people can help you to consider disability-related issues about your transition from school
 - They can also help you find support



- Yarn with your family, friends, Elders and other people with disabilities about their experiences after school and about help that is available
- Depending on where you want to head, connect with disability support staff and Aboriginal education centres at training organisations and/or universities, or a [disability employment service](#). See Tip 7 for more information
- Consider making contact with groups for people with disability in your local area. You could also connect with people who may have had similar experiences and relevant organisations via social media
- Record the names and contact details of people who have been helpful – they may be a useful contact in the future
- Once you have an idea of the career you would like to pursue (see Tip 4), make contact with people already working in that area. Here are some ideas for questions you might like to ask. Make a note of a couple of others too.



4. Get to know your options

- Research, ask questions and speak to people about different post-school options
- What type of work would you like to aim for? There are so many types of jobs and different career areas. These are just some of them. Make a note of which ones interest you



Career Area	I'm really interested in this	I'd like to find out more	I'm not really interested	No way!!
Agriculture, animal and primary industries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Architecture, building and planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art, design, music and entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business, administration and sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemicals, plastics, rubber etc production, plant operating and trades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computing and information services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering and technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food processing e.g. baker, butcher, winemaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and community services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hospitality and Tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law, Security and Defence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literature and social sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metal, electrical, automotive, furniture and wood products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural sciences and mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles, clothing and footwear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transport and Storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Acknowledgement: Career Areas adapted from The Job Guide

- Find out more about those career areas that interest you. The internet is a great place to start. Check out these helpful websites



MyFuture – www.myfuture.edu.au

MySkills – www.myskills.gov.au

The Good Universities Guide –
www.gooduniversitiesguide.com.au

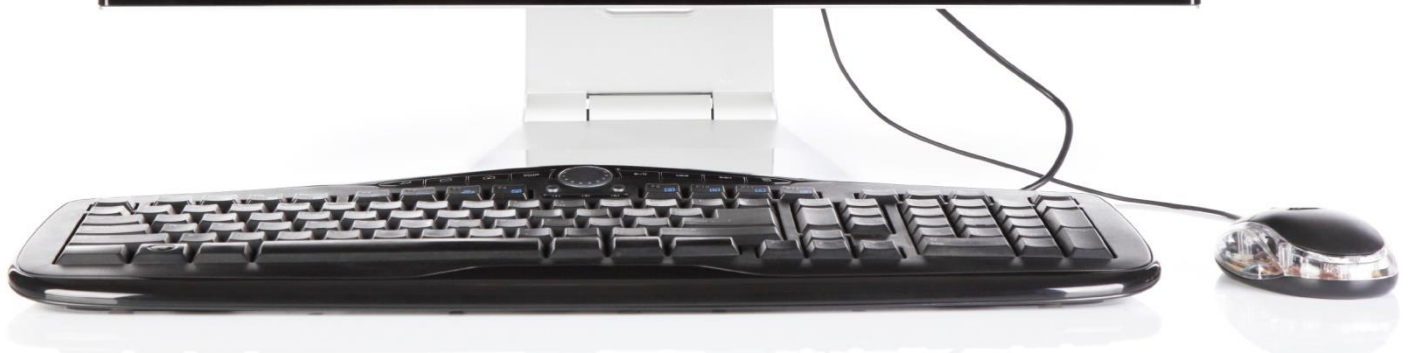
Job Outlook – www.joboutlook.gov.au

Get Ready for Study and Work –
www.westernsydney.edu.au/ndco

Get Ready for Uni – www.westernsydney.edu.au/ndco/getready

Fair Work guide for young workers –
www.fairwork.gov.au/find-help-for/young-workers-and-students

Australian Apprenticeships Pathways –
www.aapathways.com.au



Be inspired by the stories of other Aboriginal people who have explored their career options and engaged in tertiary education.



Check out these role models:

www.makeyourmark.edu.au

www.generationone.org.au/job-seeker/real-stories

<https://theaspirationinitiative.com.au>

- When doing your research about potential career options, here are some things you might like to find out or consider. Make some notes in the space below:
 - Is there training required? If so, at what level? Would you need to study at **university? TAFE?** Through a private **registered training organisation?** Get an **apprenticeship** or **traineeship**?
 - Can you get some work experience in the area?
 - Are there different ways to reach the same, or similar, long term career goals?
 - What are the requirements of each option in the short and long term?

Pathway to my dream job



- Think about whether the pathways you are considering will be realistic for you. Working out these issues now will help you make better choices about career directions
 - Is your disability likely to have an impact on your daily work life in this field?
 - Will you need support or reasonable adjustments (See Tip 9)?
 - Will the long term career/s you are working towards be realistic into the future?
 - There are always some things you *have* to be able to do in order to pass a course or get a job. These are usually called the inherent requirements. See Tip 9 for more information and examples. If it seems likely that you won't be able to meet the inherent requirements, even with adjustments, then it is probably best to consider an alternative career path. Learn the difference between study at school, vocational education and university see www.adcet.edu.au/resource/4896/whats-the-difference-school-vs-vocational-ed-and-training/



5. Get the skills

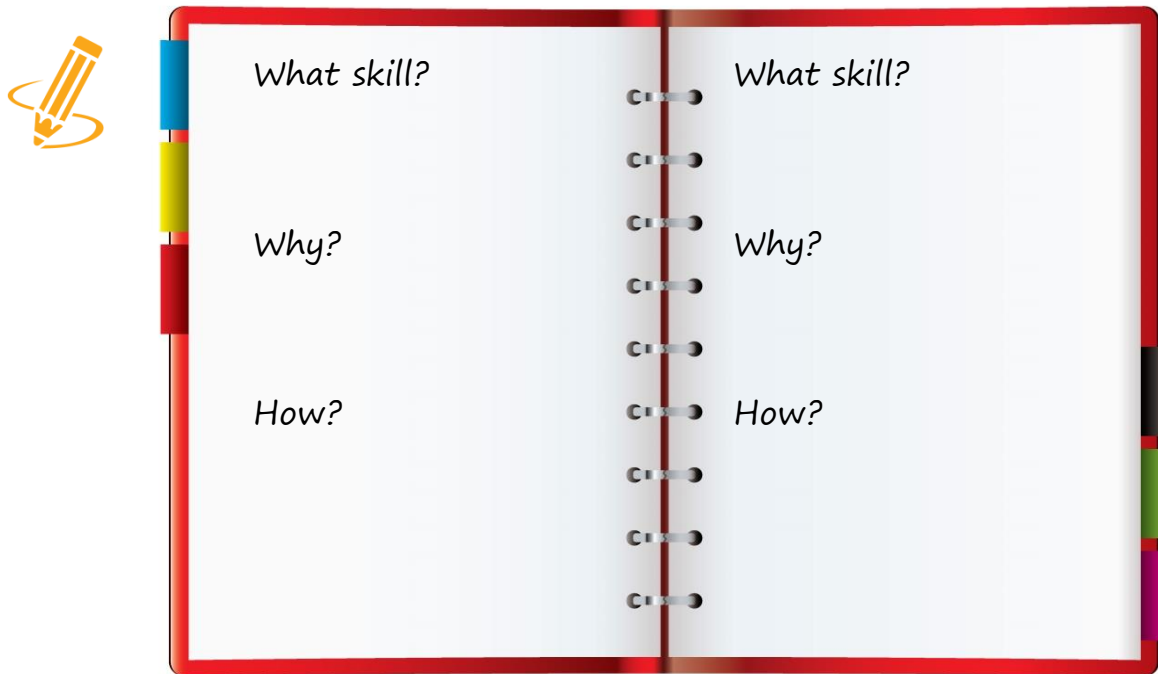
Employability skills

- Imagine the wide range of skills needed in your future studies and work. These are sometimes called employability skills, or core skills. Some of them are listed in the activity below
- Practise these skills while you are still at school. You can practise them during your school day, planning your study and assessment tasks, helping out at home or in your community, at your part time job, and/or participating in sport or community activities
- Identify the skills you already have and those you need to develop. Give an example of an activity you are involved in where you can practise and demonstrate each skill.



Skill	I'm pretty good at this	I need to do some more work	Where I already, or will, practise this skill
Communication	<input type="checkbox"/>	<input type="checkbox"/>	
Team work	<input type="checkbox"/>	<input type="checkbox"/>	
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative and creativity	<input type="checkbox"/>	<input type="checkbox"/>	
Planning and organisation	<input type="checkbox"/>	<input type="checkbox"/>	
Working independently	<input type="checkbox"/>	<input type="checkbox"/>	
Using technology	<input type="checkbox"/>	<input type="checkbox"/>	
Managing own learning	<input type="checkbox"/>	<input type="checkbox"/>	
Time management	<input type="checkbox"/>	<input type="checkbox"/>	
Decision making	<input type="checkbox"/>	<input type="checkbox"/>	
Goal setting	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiating	<input type="checkbox"/>	<input type="checkbox"/>	
Prioritising	<input type="checkbox"/>	<input type="checkbox"/>	
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership	<input type="checkbox"/>	<input type="checkbox"/>	

- Not all jobs will require every employability skill and the most important ones will change depending on the type of job, industry, and level of job. For example management roles are likely to require higher level skills. For more information see myfuture.edu.au
- Pick 2 employability skills you plan to focus on developing. Why do you think they are important? How will you practise these skills? Make notes below:



Personal attributes

- In addition to employability skills, there are a number of important personal attributes that are important in study and work setting
- Make some notes about what these attributes mean to you, and how you can demonstrate or develop them:



Presentation

Honesty

Reliability

Loyalty

Common sense

Motivation

Commitment

Adaptability

Practical skills

- Other practical skills will be very important after school too. Think about your skills to help you choose realistic post-school pathways and identify areas to work on. For example, think about:



- How will you get to your TAFE, university, college or workplace?
- Can you travel independently? Travel training may be available from community transport and disability support organisations in your area. Ask your school support teacher if you need help linking with these services
- Can you find your way to other places for meetings or lunch?
- Are you able to manage your own money? Is financial support available?
- Will you have to move out of home? Is this realistic?

Note any practical issues you need to consider



Vocational skills

- Get actively involved in career planning and work experience at school
 - School based career programs will help you develop important skills
 - You may also like to consider studying vocational subjects while you are still at school. There are vocational subjects in areas including business services, hospitality, information technology and primary industries
 - You could also consider a **school based apprenticeship or traineeship**. These provide an opportunity to gain a nationally recognised VET qualification as well as your final school certificate - see [Ticket to Work](#) in the glossary and useful links section of this book
 - Speak to your careers advisor about these opportunities.



Technology skills



- Being able to access and use technology is important in most study and work settings
 - How are your skills in using computers, tablets, smart phones, the internet, apps and other technologies?
 - Find out about the types of technology skills you will need in different settings
 - Practise and learn new skills if necessary
 - There is equipment, support and **assistive technology** available to help people, with a broad range of disabilities, to access and use computers and other technology. These are also known as inclusive technologies. Some examples are speech recognition software, on-screen keyboards and software that can read text aloud
 - Have you used any assistive technology in the past? Will you need this, or other, assistive technology in the future? If you can explain to people what your technology needs may be it will be easier for them to help you access it
 - There are some great free applications which can help people to access technology. For example, [EduApps](#) free assistive technology applications that can make reading, writing, planning and organisation easier for people with a range of disabilities.

Technology and software I have used before:

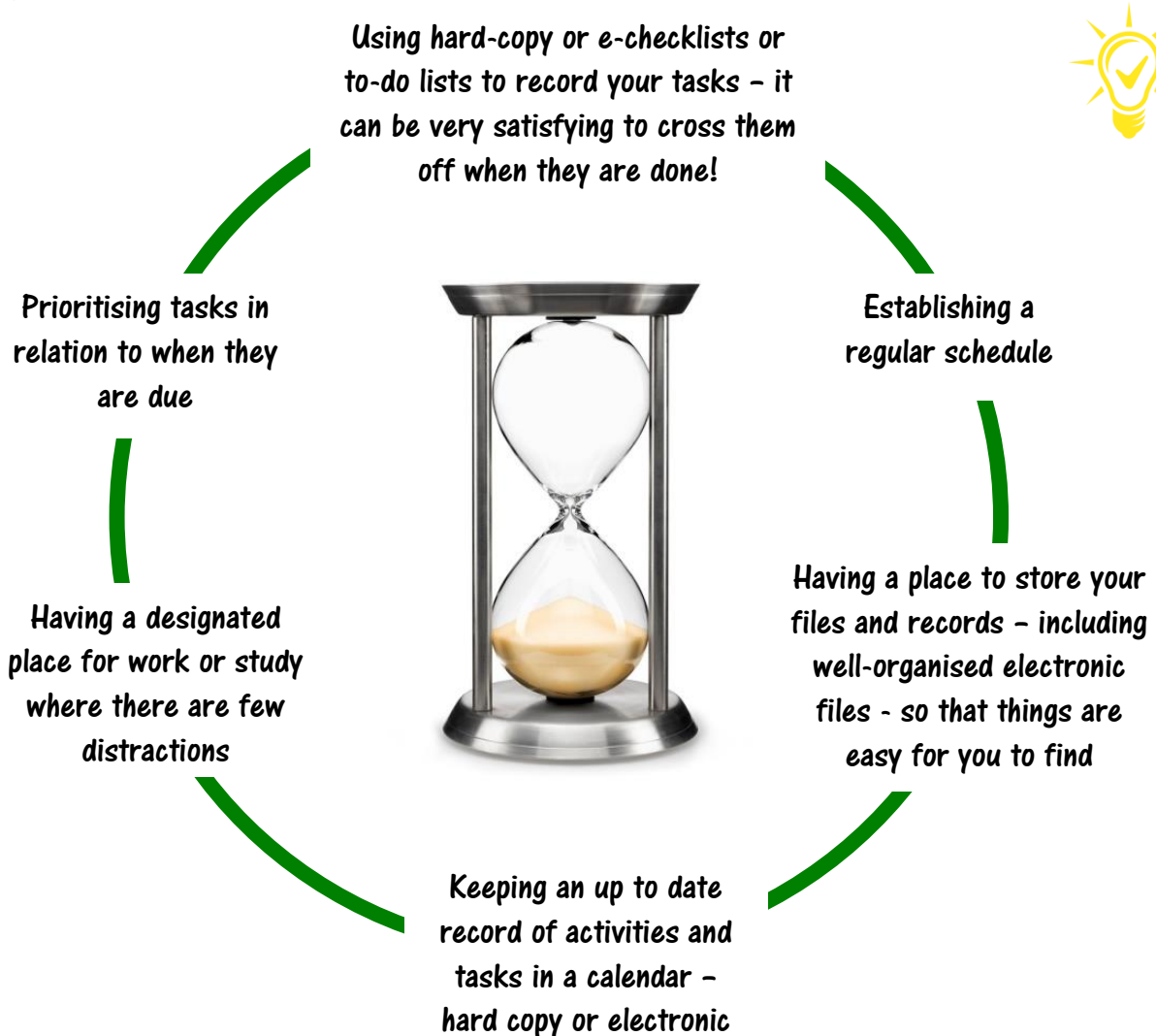


Technology and software I could learn about or get more practise using:

Assistive technology that could help me or I could try out:

6. Get organised

- Find ways of managing time and staying organised that work for you. Getting organised and balancing your time well now will make a huge difference to your success and stress levels after school. It will help you to stay on top of things you must get done, spare some time for fun and keep your health on track
- How well do you manage your time and keep track of your activities? Some things you might like to try include:



- Ask other people for advice and ideas about how they manage to stay organised
- Many post-school settings, including universities, also offer workshops on employability skills including organisation and time management. See whether the counselling, careers, or Aboriginal education services at your institution, or prospective institutions, offer this type of training
- Practise taking responsibility for making and keeping appointments and following up requests – often our parents/carers help us with these things but it is important to learn to be accountable to others and to take responsibility for yourself

- Keep copies of all documentation about your disability because you are likely to be asked to supply the same paperwork often. It will be much easier and less stressful for you if you have easy access to these documents and details
- To access disability support services in tertiary education settings you will need recent documentation from a medical specialist about your disability or chronic medical condition
- Keep copies of any forms or paperwork that you complete during your planning for life after school.

It is a great idea to keep all relevant documentation together in a “transition planning portfolio” – here are some things you could include in yours – do you have them all???



- ☐ *Current resume*
- ☐ *Copies of certificates and references*
- ☐ *Copy of Individual Transition Plan or Academic Integration Plan from school*
- ☐ *Copy of documentation from medical or other specialist*
- ☐ *Work samples*
- ☐ *Copies of any documentation from Centrelink or other Government Departments*
- ☐ *Identification – e.g. Certified copy of birth certificate, passport, driver’s licence, confirmation of Aboriginality*
- ☐ *Any info you have collected about your preferred industry, training provider, university and/or employer*

7. Get support

- We all need support from others, especially when we are planning for what we are going to do after school. Get support from your family, friends, Elders, community and people at your school – teachers, career advisors and counsellors
- If you have had extra help at school, you may also need some support in your future study or work. Disability support is often called reasonable adjustments or accommodations in study and work settings. See Tip 9 for more information about reasonable adjustments
- Find out which potential future study or work settings will be able to give you the most appropriate support
 - Different adjustments may be available to you in different environments
 - It is important that you understand what support you can realistically expect to receive
- Make contact with [Centrelink](#) once you turn 14, to see if you are eligible for support from employment services, or financial support, for example ABSTUDY, Mobility Allowance (16+) or Disability Support Pension (16+)
- The **National Disability Insurance Scheme** is being launched in various sites across Australia and offers a new approach to disability support for people with significant and permanent disability. Find out more at www.ndis.gov.au
- Many young people find having a mentor very helpful. A mentor is usually someone who is older and more experienced, and can offer advice, support, direction, advocacy, encouragement and role modelling
 - You may find a mentor informally through a school, community, sporting or family contact
 - There are also formal mentoring programs in which you may be able to get involved such as the [Australian Indigenous Mentoring Experience \(AIME\)](#)
 - Local services may be able to help you connect with mentors in your area, or try searching for a mentoring program on the Australian Youth Mentoring Network website www.aymn.org.au

Getting help in tertiary education

- Many large tertiary education institutes have **Aboriginal Education Centres** designed to support Aboriginal students to access and succeed in tertiary education
 - Support may include alternative entry pathways, scholarships, tutorial support and access to a range of other services
- There are also people who can help you access adjustments, for example each TAFE and university has a disability service that you can contact
 - At TAFE, the people who arrange adjustments are called **Teacher Consultants**, and at university they are often called **Disability Advisors** or **Disability Liaison Officers**
 - Smaller **Registered Training Organisations** may not have specific disability services, but you are still entitled to seek reasonable adjustments. Ask the staff for the best person to speak to
- It's a great idea to make an appointment with Aboriginal and disability services even before you start your course, to talk about the types of support available and things you should do to get ready
 - You can find links to contact details in the back of this book.



"I missed lots of school in my final years as I have a chronic health condition. I really wanted to do some further study but wasn't sure if it would be realistic for me. I decided to make appointments with the Aboriginal Support Officer and Careers Counsellor at TAFE to discuss my options. I was excited to learn I could study part-time, and from home. I knew this would help me succeed as I could study when my health was good and rest when I needed to. There was also lots of other support available. I was linked in with a Teacher Consultant who organised some adjustments for my exams, like extra time and rest breaks. I got the help I needed and have recently finished my Certificate IV in Bookkeeping. Now I'm planning to set up my own home-based business."

Getting help at work

- The Australian Government's **jobactive** (previously Job Services Australia) helps people who are looking for work
- There is also specific support available for people who have a disability and are job-seeking. These services are called **Disability Employment Services (DES)**. You may be able to start working with a DES in the last six months of school. [Centrelink](#) can help you access jobactive or DES
- The **Community Development Programme (CDP)** can help people with employment goals in remote regions
- There are also specific services to help Aboriginal people find and keep work. These include **Vocational Training and Employment Centres (VTEC)**, the **Indigenous Employment Program (IEP)** and the **Aboriginal Employment Strategy**
- Many large employers, including Government departments, also advertise identified positions that only Aboriginal people can apply for. You can search for "indigenous identified positions" at www.jobsearch.gov.au
- Once you find a job, your employer is legally required to provide reasonable adjustments (if you need them and request them). [JobAccess](#) can provide you and your employer with information about support in the workplace, including financial assistance available to help with modifications, equipment or support you may need.

"I've just started my first job working in health promotion in my local community. Before that I completed a Bachelor of Health Science at Uni. I never thought Uni would be possible for me because I have a learning disability and didn't get a great ATAR at school. Someone told me about alternative entry pathways for Aboriginal students so I thought I would give it a go - and I got in! The Aboriginal education centre was a great support. The Disability Advisor also organised some adjustments, including extra time for my assessments and access to assistive technologies. When I finished Uni I went to Centrelink to see if they could help me get a job. They organised an **Employment Services Assessment** and then referred me to a Disability Employment Service. At the DES they helped me prepare a resume, apply for jobs and learn interview skills....and I got my job! The DES consultant helped me settle in to work, by providing some on-the-job training. My manager is great too – she provides adjustments like giving me both written and verbal instructions and helping with proofreading."



I want to get support, but what do I ask?

Here are some ideas of questions to ask when you make contact with disability support services in tertiary education settings. Many of these questions would also be relevant to discuss with a potential employer. You might be tempted to get your parent or carer to make contact on your behalf – but try to start doing this yourself if you can!



When you call, let the disability service know that you have a disability and would like to find out about adjustments and support available in that setting. Before you call, it's important that you have a good understanding of your disability-related needs and have practised explaining these to others – you are the expert on your disability. Here are some questions you might like to ask:

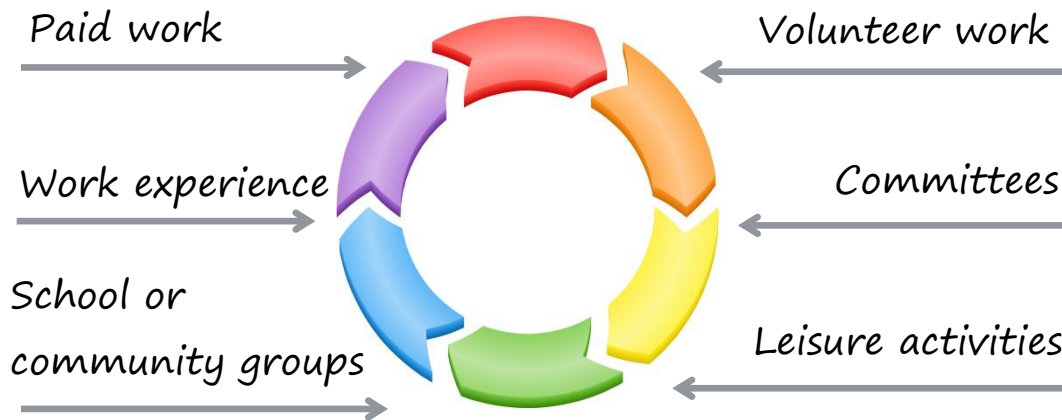
- *When is an appropriate time to organise an appointment to meet with you?*
- *What documentation do you require?*
- *What sorts of adjustments would be available to me?*
- *Are there alternative admission procedures for Aboriginal people and people with disabilities? If so, what are they and where can I find out more about them?*
- *Can I arrange a tour of the campus? (if you are worried about getting around)*
- *Are there student bodies, social gatherings, online forums or mentoring programs for Aboriginal people, people with disabilities and/or first year students?*
- *If there is something in particular you find difficult (eg. presentations, fine motor skills), ask if this is an important part of the course, and if so, whether adjustments will be available. There are always some things that you have to be able to do in order to pass a course – these are usually called the **inherent requirements**.*
- *Anything else you can think of!*

Remember – the only silly question is the one you wanted to ask but didn't!



8. Get involved

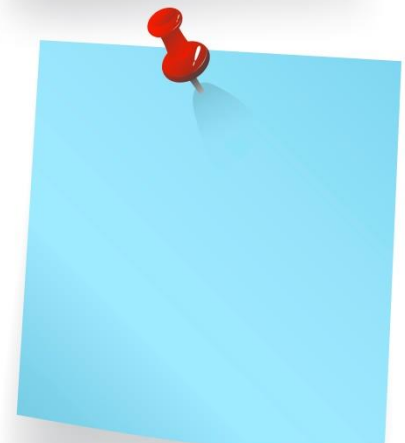
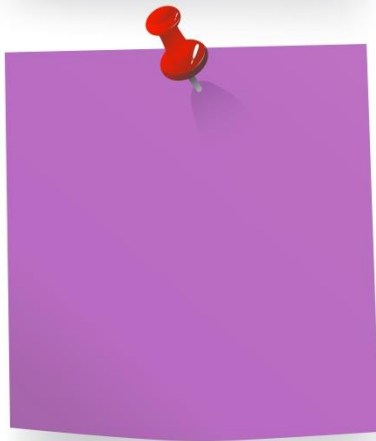
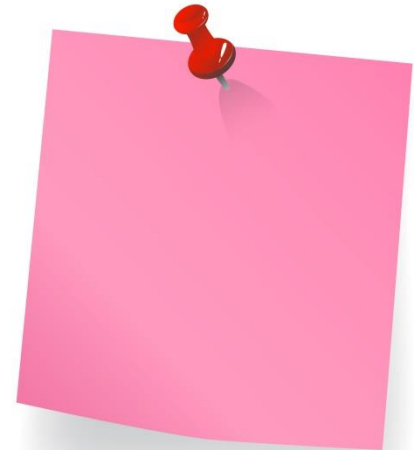
- Get involved in a range of activities and experiences. These may include:



- All of these activities will help you develop skills that will be important in your future education or employment. Think about what transferable skills you learn through the activities you participate in – see the activity on the next page
- Participate in as many experiences as you can – but remember to balance this with your studies, your health and other commitments
- If necessary, practise asking for support and accommodations you might need to help you participate in these experiences
 - Problem-solve ways to reduce or remove barriers you might face
 - Get to know your rights and responsibilities – see Tip 9
- Think about practical issues around participating in these types of activities:
 - How will you get there?
 - Will you need help getting around?
 - Are there costs involved?
- There are community organisations and groups that advocate for people with disability and help raise community awareness about people with disability and the issues affecting them
 - Think about getting involved with one of these organisations
 - Helping to create awareness of the contributions of people with disabilities can help dispel myths in society
 - While raising awareness you could also learn more about disability, your rights and positive ways to ask for the things you need



Think about the activities you are already involved in – what skills are these activities helping you learn that will be useful in future study and work?



9. Get to know your rights and responsibilities

- Get to know your rights. There are laws that protect your rights as an Aboriginal person with disability
- Having rights also means having responsibilities. Your responsibilities are just as important as your rights
- The best way to protect your rights in study, training or work is to also know and meet your responsibilities. For example it's your responsibility to seek reasonable adjustments if you need them and to provide appropriate documentation
- There are legal services in every Australian State and Territory which can provide advice on legal problems. Search "legal help" and your State/Territory.

Protection vs discrimination

- The [Disability Discrimination Act](#) 1992 (DDA) is designed to ensure that people with disability aren't treated less fairly than other people because of their disability. The [Racial Discrimination Act](#) 1975 makes it against the law to treat people unfairly because of their race, colour, descent, nationality, ethnic origin or immigrant status. Both Acts cover a range of life areas, including access, education, employment and using services
- The [Disability Standards for Education](#) 2005 come from the DDA. These standards set out the rights of people with disabilities, particularly in education settings. This includes at school, in training or university
- The DDA makes education providers and employers legally responsible for making reasonable adjustments to enable people with disabilities to participate in education and work on the same basis as other people. People with disability still need to be able to meet the inherent or essential requirements of their course or job. The next section gives more information about reasonable adjustments and inherent requirements
- If a person feels they have been discriminated against, they can make a complaint to the [Australian Human Rights Commission](#)



Reasonable adjustments

- Reasonable adjustments are the things that education providers or employers do that allow people with disabilities to take part in education or employment on the same basis as others. They are not used to give advantage
- Many people with disability don't need any adjustments to be able to successfully complete a course or do their job. But people are entitled under the Disability Discrimination Act to receive reasonable adjustments if they need them
- If an adjustment can be made to allow a person with disability to participate, and it is reasonable, then the education provider or employer must make that adjustment
- If they don't make the reasonable adjustments, they will be acting against the law, unless such adjustments would cause them unjustifiable hardship
- Reasonable adjustments are dependent on the impact of a person's disability and are negotiated between the person and their education provider or employer
- Some examples of reasonable adjustments may include:

In education	In employment
Classes being held in accessible rooms	Installation of a ramp or hand rail
Note taking	Ergonomic chair/desk etc.
Course materials in alternate formats – electronic, large print etc	Use of assistive technology
Separate supervision for exams	Working from home
Extra time and rest breaks in exams	Flexible working hours
Alternate assessment tasks	Exchange of certain tasks with co-workers
Reader/writer	Access to specialised equipment
Use of assistive technology	Provision of visual aids in addition to verbal instructions

- See www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific/ and www.humanrights.gov.au/dda-guide-getting-education for more information on reasonable adjustments.

Inherent requirements

- Inherent requirements are the essential tasks or skills required to successfully complete a course or do a job. See below for an example
- Every course or job has its own inherent requirements
- Being able to perform duties safely, with adjustments if needed, is always considered an inherent requirement
- If it is not possible to meet the inherent requirements of a course or job, even with reasonable adjustments, you may be excluded from the course or job. Of course, you have the right to further consultation, appeal and to lodge a complaint with the [Australian Human Rights Commission](#) if you feel you have been treated unfairly
- For more information about inherent requirements at work, see www.humanrights.gov.au/quick-guide/12052
- For information about the essential requirements of courses, refer to individual training providers.



“I was applying for a new job. The job description noted being able to make and receive phone calls and being able to accurately use word processing and database software as essential criteria. I have a physical disability but knew I could meet these criteria through the use of a telephone with large buttons and a headset, and some other assistive technologies including voice recognition software and a modified computer mouse. During my interview I was able to confidently explain how I could meet the inherent requirements, and I think that really helped me get the job.”

Telling others about your disability

- You'll also need to consider the issue of disclosure
- Disclosing means intentionally telling other people about your disability or chronic medical condition
- If you want to access support or adjustments, you need to be prepared to tell certain people about your disability
- You may choose to disclose different amounts of information about your disability to different people or for different purposes
- Knowing your rights with regard to disclosure will help you make informed decisions:
 - Did you know that you do not have to disclose your disability to others – *unless* you want to access reasonable adjustments OR your disability presents a risk to yourself or others?
 - And if you do choose to disclose, did you know that you only have to disclose to certain people and not to everyone? For example, at TAFE or university you only need to disclose to the disability support service
- A great resource to help you make important decisions about disclosure is the Choosing your Path website <https://www.westernsydney.edu.au/choosingyourpath>



What are you prepared to tell people about your disability?

Who will you tell? And when?

10. Get confident

Believe in yourself!

- ✓ Believe in your ability
- ✓ Practise communicating your strengths and skills to others
- ✓ This will help you have choice and control over issues that affect you
- ✓ This is sometimes called being self-determined
- ✓ Think of examples of ways you have overcome past challenges

Assert yourself

- ✓ Practise standing up for yourself
- ✓ Clearly communicate how your disability affects you and your activities
- ✓ This is often called self-advocating
- ✓ Don't be afraid to explain to people what you need
- ✓ There is no need to tell people everything about your disability – what is important is that they understand how it impacts your study or work.

Tip

When you need to raise a problem, do it in a proactive and positive way. This can be hard, but it will help to reduce conflict. Remember you will have to keep working with the people you are approaching throughout your training or career.

Practise giving feedback to others

- ✓ Let people know when things are going well
- ✓ Also don't be afraid to tell them if things aren't working out. The sooner people know about ongoing problems or challenges, the sooner they can help you resolve them!

Take responsibility

- ✓ Take responsibility for making contact with supports and services
- ✓ Parents/carers can offer great support but...
- ✓ Be aware that post-school settings will expect to work with you as an adult.

State and Territory specific links

- Many programs and supports that assist young people with disability to prepare for and succeed in tertiary study and work are available across Australia. These have been introduced throughout this workbook
- However, each State and Territory also has specific programs and processes available to their residents. Check out the table for your State or Territory in this section for a range of useful links about State/Territory specific services and processes
- Your local National Disability Coordination Officer's website will also be a useful resource. Find the link to yours here: www.adcet.edu.au/students-with-disability/ndco

Northern Territory

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for Aboriginal students with disability at high school?	Department of Education	https://www.nt.gov.au/learning/special-education https://education.nt.gov.au/education/statistics-research-and-strategies/indigenous-education-strategy
Where can I find information about vocational subjects that can be studied at school?	Department of Education	https://nt.gov.au/learning/primary-and-secondary-students/vet-and-apprenticeships-and-traineeships-in-school/vet-for-secondary-students
Where can I find out about school-based apprenticeships and traineeships?	Department of Education	https://nt.gov.au/learning/primary-and-secondary-students/vet-and-apprenticeships-and-traineeships-in-school/school-based-apprenticeships-and-traineeships
Who looks after apprenticeships and traineeships after school?	Australian Apprenticeships NT	https://nt.gov.au/employ/apprenticeships-and-traineeships
What is the final school certificate called?	Northern Territory Certificate of Education and Training (NTCET)	https://nt.gov.au/learning/primary-and-secondary-students/about-nt-certificate-of-education-and-training
Who looks after university admissions?	South Australian Tertiary Admissions Centre	www.satac.edu.au/
What is the final school rank that is used for university admission called?	Australian Tertiary Admissions Rank (ATAR)	https://nt.gov.au/learning/adult-education-and-training/choose-a-university-course-to-study
What are the support staff at university called?	Disability Liaison Officer	www.cdu.edu.au/equity-services/disability-services
	Indigenous Support Officer	www.cdu.edu.au/indigenous-leadership/oias www.batchelor.edu.au/
Who looks after respite, accommodation, therapy and personal care etc services?	Office of Disability National Disability Insurance Agency	https://health.nt.gov.au/professionals/office-of-disability www.ndis.gov.au

Australian Capital Territory

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for Aboriginal students with disability at high school?	Education Directorate	www.education.act.gov.au/school_education/disability_education https://www.education.act.gov.au/school_education/aboriginal-and-torres-strait-islander-education
Where can I find information about vocational subjects that can be studied at school?	Education Directorate	https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school/college-guide/vocational-education-and-training
Where can I find out about school-based apprenticeships and traineeships?	ACT Board of Senior Secondary Studies	www.bsss.act.edu.au/vet_information/australian_school_based_apprenticeships
Who looks after apprenticeships and traineeships after school?	Skills Canberra	https://www.cmtedd.act.gov.au/skillscanberra
What is the final school certificate called?	ACT Senior Secondary Certificate (ACT SCC)	www.bsss.act.edu.au/information_for_students/act_qualifications
What is a Tertiary Entrance Statement	Education Directorate	http://www.bsss.act.edu.au/information_for_students/act_qualifications#TES
Who looks after university admissions?	Universities Admissions Centre (UAC)	www.uac.edu.au
What is the final school rank that is used for university admission called?	Australian Tertiary Admissions Rank (ATAR)	www.uac.edu.au/atar/ www.bsss.act.edu.au/information_for_students/act_qualifications
What are the support staff at universities called?	Disability Advisor Indigenous Student Support	www.disability.anu.edu.au/ http://indigenous.anu.edu.au http://www.canberra.edu.au/current-students/canberra-students/student-support/inclusion-engagement http://www.canberra.edu.au/future-students/Aboriginal-and-Torres-Strait-Islander-future-students/indigenous-student-support
Where can I find information about support at the Canberra Institute of Technology?	CIT Disability Support	http://cit.edu.au/current/services/student_support/disability_support
What other post-school programs are available?	Transition Service, Community Access Services	http://www.communityservices.act.gov.au/disability_act/working_and_learning
Who looks after respite, accommodation, therapy and personal care etc services?	Community Services – Disability ACT National Disability Insurance Agency	www.communityservices.act.gov.au/disability_act www.ndis.gov.au

New South Wales

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for Aboriginal students with disability at high school?	NSW Department of Education Catholic Education Commission Association of Independent Schools	https://education.nsw.gov.au/disability-learning-and-support https://education.nsw.gov.au/aec Contact school for further information www.aisnsw.edu.au/atsi/pages/default.aspx
Where can I find information about vocational subjects that can be studied at school?	NSW Education Standards Authority NSW Department of Education	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet www.det.nsw.edu.au/vetinschools
Where can I find out about school-based apprenticeships and traineeships?	NSW Department of Education	www.sbatinnsw.info/index.php
Who looks after training, apprenticeships and traineeships after school?	Training Services NSW in the NSW Department of Industry	www.smartandskilled.nsw.gov.au www.training.nsw.gov.au/individuals/apprenticeships_traineeships/ www.australianapprenticeships.gov.au/
What is the final school certificate called?	Higher School Certificate	http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide www.boardofstudies.nsw.edu.au/hsc/
Who looks after university admissions?	Universities Admissions Centre (UAC)	www.uac.edu.au
What is the final school rank that is used for university admission called?	Australian Tertiary Admissions Rank (ATAR)	www.uac.edu.au/atar
What are the support staff at universities called and where do I find them?	Disability Advisor, Disability Liaison Officer Indigenous Higher Education Units	adcet.edu.au/students-with-disability/current-students/disability-services-university/ https://www.pmc.gov.au/indigenous-affairs/education/indigenous-higher-education-units
Where can I find information about support at TAFE?	TAFE NSW Disability Services	https://www.tafensw.edu.au/student-services/disability-services https://www.tafensw.edu.au/student-services/aboriginal-students
What other support is available for Aboriginal people in training and work?	Way Ahead Mentoring Program, New Careers for Aboriginal People Employment Related Accommodation program	www.training.nsw.gov.au/programs_services/funded_other/acp/index.html http://jmr.com.au/era/ (for Aboriginal people wanting to take up work or training in a regional centre)
Who looks after disability services?	Aging, Disability, Home Care National Disability Insurance Agency Ability Links can help link people to mainstream supports First Peoples Disability Network	www.adhc.nsw.gov.au/individuals/support www.ndis.gov.au/ https://www.abilitylinksnsw.org.au/ http://fpdn.org.au/ (promotes the rights of Aboriginal people with disability and offers resources and information)

Where can I get information about legal help?	LawAccess NSW	www.lawaccess.nsw.gov.au
Where can I get information about public transport options?	Transport NSW	www.transportnsw.info
Who can help with transition to adult health services?	NSW Agency for Clinical Innovation – Transition Care Network	https://www.aci.health.nsw.gov.au/networks/transition-care/about

Queensland

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for students with disability at high school?	Department of Education and Training Queensland Catholic Education Commission Independent Schools Queensland My Future My Life - Centacare	http://education.qld.gov.au/schools/disability/index.html www.qcec.catholic.edu.au/educational-services/equity-services www.isq.qld.edu.au/home www.myfuturemylife.com.au/
Where can I find information about vocational subjects that can be studied at school?	Queensland Curriculum and Assessment Authority Department of Education and Training	www.qcaa.qld.edu.au/576.html www.education.qld.gov.au/students/placement/vet/
Where can I find out about school-based apprenticeships and traineeships?	Department of Education and Training	www.apprenticeshipinfo.qld.gov.au/school-based/
Who looks after apprenticeships and traineeships after school?	Department of Education and Training	https://training.qld.gov.au/apprenticeshipinfo
What is the final school certificate called?	Queensland Certificate of Education (QCE)	https://www.qcaa.qld.edu.au/senior/certificates-qualifications/qce
Who looks after university admissions?	Queensland Tertiary Admissions Centre	www.qtac.edu.au/
What is the final school rank that is used for university admission called?	Overall Position (OP)	www.qsa.qld.edu.au/630.html
What are the support staff at universities called?	Disability Integration Officers, Disability Services Officers Indigenous Higher Education Units	adcet.edu.au/students-with-disability/current-students/disability-services-university/ https://www.pmc.gov.au/indigenous-affairs/education/indigenous-higher-education-units
Where can I find information about support at TAFE?	TAFE Queensland Disability Services	www.tafeqld.edu.au/current-students/student-support/
What other post-school programs are available?	Specialist support for school leavers	www.qld.gov.au/disability/children-young-people/specialist-supports-for-school-leavers/
Who looks after respite, accommodation, therapy and personal care etc services?	Department of Communities, Child Safety and Disability Services	www.qld.gov.au/disability/

South Australia

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for Aboriginal students with disability at high school?	Government of SA	www.sa.gov.au/topics/education-skills-and-learning/schools/curriculum-and-learning/learning-plans
Where can I find information about vocational subjects that can be studied at school?	Government of SA	www.sa.gov.au/topics/education-and-learning/vocational-education-and-training
Where can I find out about school-based apprenticeships and traineeships?	Government of SA	www.sa.gov.au/topics/education-and-learning/vocational-education-and-training/australian-school-based-apprenticeships www.tradeschoolsforthefuture.sa.edu.au/
Who looks after apprenticeships and traineeships after school?	WorkReady	www.skills.sa.gov.au/forms-and-publications/apprenticeships-traineeship
What is the final school certificate called?	South Australian Certificate of Education (SACE)	www.sace.sa.edu.au/
Who looks after university admissions?	South Australian Tertiary Admissions Centre (SATAC)	www.satac.edu.au/
What is the final school rank that is used for university admission called?	Australian Tertiary Admission Rank (ATAR)	www.satac.edu.au/undergraduate-entry-requirements
What are the support staff at universities called?	Disability Advisors Indigenous Higher Education Units	adcet.edu.au/students-with-disability/current-students/disability-services-university/ https://www.pmc.gov.au/indigenous-affairs/education/higher-education
Where can I find information about support at TAFE?	TAFE SA Disability Support Program TAFE SA Aboriginal Access Centre	www.tafesa.edu.au/services/disability-support.aspx www.tafesa.edu.au/services/aboriginal-support.aspx
What other post-school programs are available?	Transition Centres, Support Programs	https://www.sa.gov.au/topics/care-and-support/disability/activities/leaving-school
Who looks after respite, accommodation, therapy and personal care etc services?	Government of SA National Disability Insurance Agency	www.sa.gov.au/topics/care-and-support/disability www.ndis.gov.au

Tasmania

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for students with disability at high school?	Department of Education	https://www.education.tas.gov.au/parents-carers/students-with-disability/ https://www.education.tas.gov.au/parents-carers/parent-fact-sheets/aboriginal/
Where can I find information about vocational subjects that can be studied at school?	Details available from your local secondary school	https://www.education.tas.gov.au/students/school-and-colleges/years-11-12/
Where can I find out about school-based apprenticeships and traineeships?	Department of Education Skills Tasmania	https://www.education.tas.gov.au/parents-carers/parent-fact-sheets/australian-school-based-apprenticeship-asba/ www.skills.tas.gov.au/apprenticeship/traineeships/schoolbased
Who looks after apprenticeships and traineeships after school?	Skills Tasmania TasTAFE	www.skills.tas.gov.au/apprenticeship/traineeships www.tastafe.tas.edu.au/future/apprenticeships-and-traineeships/
What is the final school certificate called?	Tasmanian Certificate of Education	https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/
Who looks after university admissions?	University of Tasmania	www.utas.edu.au/admissions
What is the final school rank that is used for university admission called?	Tasmanian Tertiary Entrance Score and Australian Tertiary Admissions Rank (ATAR)	www.tqa.tas.gov.au/1278#tertiary
What are the support staff at universities called?	Disability Advisors Riawunna Centre	www.utas.edu.au/students/disability www.utas.edu.au/riawunna
Where can I find information about support at TasTAFE?	TasTAFE Disability Support Aboriginal Training Programs	www.tastafe.tas.edu.au/current/disability-support/ www.tastafe.tas.edu.au/current/aboriginal-and-torres-strait-islander-support/
What other post-school programs are available?	National Disability Insurance Agency NDCOTas	www.ndis.gov.au www.ndcotas.com.au/beyond-the-school-gate.html
Who looks after respite, accommodation, therapy and personal care etc services?	National Disability Insurance Agency Gateway Services, for people not currently eligible for NDIS	www.ndis.gov.au www.dhhs.tas.gov.au/disability/gateway_services

Victoria

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for Aboriginal students with disability at high school?	<p>Department of Education and Training</p> <p>Victorian Aboriginal Education Association Inc.</p> <p>Catholic Education Melbourne</p> <p>Independent Schools Victoria</p>	<p>http://www.education.vic.gov.au/about/programs/needs/Pages/default.aspx</p> <p>http://www.vaeai.org.au/support/dsp-default.cfm?loadref=94</p> <p>Details from your local secondary school</p> <p>https://www.is.vic.edu.au/improving-indigenous-education/</p>
Where can I find information about vocational subjects that can be studied at school?	<p>Department of Education and Training</p> <p>Victorian Curriculum and Assessment Authority</p>	<p>http://www.education.vic.gov.au/school/parents/beyond/pages/vet.aspx</p> <p>www.vcaa.vic.edu.au/Pages/vet/index.aspx?Redirect=1</p>
Where can I find out about school-based apprenticeships and traineeships?	<p>Department of Education and Training</p> <p>Victorian Curriculum and Assessment Authority</p>	<p>www.education.vic.gov.au/school/parents/beyond/Pages/vetschool.aspx</p> <p>www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx</p>
Who looks after apprenticeships and traineeships after school?	The Australian Government	www.australianapprenticeships.gov.au/
Where can I find information about vocational education?	<p>Victorian Skills Gateway</p> <p>Learn Local</p>	<p>www.skills.vic.gov.au/victorianskillsgateway</p> <p>learnlocal.org.au/</p>
What is the final school certificate called?	<p>Victorian Certificate of Education (VCE) or</p> <p>Victorian Certification of Applied Learning (VCAL)</p>	<p>http://www.vcaa.vic.edu.au/Pages/vce/index.aspx?Redirect=1</p> <p>http://www.vcaa.vic.edu.au/Pages/vcal/index.aspx?Redirect=1</p>
Who looks after university admissions?	Victorian Tertiary Admissions Centre	www.vtac.edu.au/
What is the final school rank that is used for university admission called?	Australian Tertiary Admissions Rank (ATAR)	www.vtac.edu.au/results-offers/y12-atar.html
What are the support staff at universities called?	<p>Disability Liaison Officers</p> <p>Indigenous Higher Education Units</p>	<p>adcet.edu.au/students-with-disability/current-students/disability-services-university/</p> <p>https://www.pmc.gov.au/indigenous-affairs/education/indigenous-higher-education-units</p>
What other post-school programs are available?	Post School Pathways, Transition to Employment, Futures for Young Adults, Day Supports Services	https://services.dhhs.vic.gov.au/disability
Who looks after respite, accommodation, therapy and personal care etc services?	<p>Department of Human Services (DHS)</p> <p>National Disability Insurance Agency in Victoria</p>	<p>https://services.dhhs.vic.gov.au/disability</p> <p>www.ndis.gov.au</p>

Western Australia

Frequently asked question	Answer	Relevant link/s
Where can I find information about support for students with disability at high school?	Department of Education	http://det.wa.edu.au/ssen/detcms/portal/ www.education.wa.edu.au www.det.wa.edu.au/aboriginaleducation/detcms/portal/
Where can I find information about vocational subjects that can be studied at school?	Department of Education VET in schools (VETis)	www.det.wa.edu.au/curriculumsupport/vetis/detcms/portal/
Where can I find out about school-based apprenticeships and traineeships?	Department of Training and Workforce Development	www.dtwd.wa.gov.au
Who looks after apprenticeships and traineeships after school?	Department of Training and Workforce Development	www.dtwd.wa.gov.au/employeesandstudents/apprenticentre/
What is the final school certificate called?	West Australian Certificate of Education (WACE)	https://senior-secondary.scsa.wa.edu.au/the-wace/wace-requirements
Who looks after university admissions?	Tertiary Institutions Service Centre (TISC)	www.tisc.edu.au
What is the final school rank that is used for university admission called?	Tertiary Entrance Aggregate and Australian Tertiary Admissions Rank (ATAR)	www.tisc.edu.au/static/guide/atar-about.tisc?cid=17931
What are the support staff at universities called?	Disability Liaison Officers	adcet.edu.au/students-with-disability/current-students/disability-services-university/
	Indigenous Higher Education Units	https://www.pmc.gov.au/indigenous-affairs/education/indigenous-higher-education-units
Where can I find information about support at TAFE and other technical institutes?	Search for disability and Indigenous services on your preferred Institute's website	www.dtwd.wa.gov.au/employeesandstudents/training/Pages/default.aspx
Who looks after respite, accommodation, therapy and personal care etc services?	WA Disability Services Commission	www.disability.wa.gov.au
Where can I get information about legal help?	Legal Aid WA	www.legalaid.wa.gov.au/InformationAboutTheLaw/community/Pages/PeoplewithDisabilities.aspx
Where can I get information about public transport options?	TransPerth	www.transperth.wa.gov.au
Where can I get information about health services?	Government of WA	https://www.wa.gov.au/service/health-care
What is the NDIS and how will it affect me	WA NDIS	www.disability.wa.gov.au/wa-ndis-my-way/wa-ndis-my-way/



Glossary and useful links

Aboriginal Education Centres

Aboriginal Education Centres are located in many large tertiary education settings, like universities and TAFEs. They are designed to support Aboriginal students to access and succeed in tertiary education. Support may include alternative entry pathways, scholarships, tutorial support and access to a range of other services. Find links to Aboriginal Education Centres at universities here

www.indigenousteaching.com/indigenous-centres-australian-universities or search Aboriginal services on the websites of institutions you are interested in.

Aboriginal Employment Strategy

The Aboriginal Employment Strategy (AES) is a 100% Indigenous managed, national, not-for-profit recruitment company. They provide recruitment services, traineeship services, and business development across various Australian sites. See www.aes.org.au

Adult and Community Education

Adult and Community Education (ACE) refers to a diverse range of community based education courses, most often delivered by Community Colleges. ACE promotes lifelong learning, and courses cover leisure skills, life skills and professional skills. See

www.training.nsw.gov.au/ace/index.html and www.cca.edu.au for more information.

Assistive Technology

Assistive technology is a broad term that includes any equipment, device, hardware or software that is designed to help people with disabilities perform tasks that would otherwise be difficult or not possible. Some examples of assistive technologies include screen-reading software, speech recognition software, text telephones, screen-magnification software and on-screen keyboards.

Useful links:

- www.adcet.edu.au/resource/8211/assistive-technology-in-the-workplace
- EduApps – free applications <https://www.eduapps.org/>
- Accessibility features of Microsoft Products <https://www.microsoft.com/en-us/accessibility/default.aspx>
- Accessibility Features of Apple Products <https://www.apple.com/au/accessibility/>

Australian Apprenticeships

Australian Apprenticeships is the term which includes both apprenticeships and traineeships. They combine time at work with training and provide a nationally recognised qualification. Apprenticeships normally last three to four years and are usually offered in the traditional trade industries such as plumbing, carpentry, building, electrical and hairdressing. Traineeships normally last one to two years and are most often specific to non-trade areas such as hospitality, retail, information technology, business administration, sport and recreation. Support is available for people with disabilities, including tutorial, interpreting, mentoring and workplace modifications. For more information see www.australianapprenticeships.gov.au

Australian Disability Clearing House on Education and Training (ADCET)

ADCET provides information, advice and resources to disability practitioners, academics, teachers and students on inclusive practices within the post-secondary education sector. See www.adcet.edu.au/. For transition worksheets see www.adcet.edu.au/students-with-disability/worksheets/

Australian Disability Enterprises

Australian Disability Enterprises are commercial businesses that provide employment opportunities for people with disability. Australian Disability Enterprises enable people with disability to engage in a wide variety of work tasks such as packaging, assembly, production, recycling, screen printing, plant nursery, garden maintenance and landscaping, cleaning services, laundry services and food services. See <https://buyability.org.au/> and www.dss.gov.au/disability-and-carers-programmes-services-for-people-with-disability/australian-disability-enterprises for more information.

Australian Human Rights Commission

The Australian Human Rights Commission is an independent statutory organisation that works to protect and promote the human rights of all people in Australia, including Aboriginal people and people with disability. See www.humanrights.gov.au

Australian Indigenous Mentoring Experience (AIME)

AIME is an educational program that is proven to support Indigenous students through high school and into university, employment or further education at the same rate as all Australian students. AIME gives Indigenous students the skills, opportunities, belief and confidence to grow and succeed. See www.aimementoring.com

Centrelink (Department of Human Services)

Centrelink provides employment assistance and a range of services and programs for Aboriginal people with disability to help with looking for work and planning for the future. This includes a range of allowances and access to services and programs. Often a referral from Centrelink is required to access other services. For more information see <https://www.humanservices.gov.au/individuals/people-disability> and <https://www.humanservices.gov.au/individuals/indigenous-australians>

Community Development Programme

The Community Development Programme (CDP) supports job seekers in remote Australia to build skills, address barriers and contribute to their communities through a range of flexible activities. for more information. <https://www.pmc.gov.au/indigenous-affairs/employment/community-development-programme-cdp>

Community participation or transition programs

States territories and the NDIS (in roll out sites) deliver a range of transition and community participation programs for people with disability. These programs support school leavers to develop employment skills or enable them to be included in the community, depending on the impact of their disability. As the NDIS rolls out, these programs will be replaced with items purchased by individuals according to their approved NDIS package.

Disability

The definition of disability is extremely broad. 1 in 5 Australians have one or more disabilities. A disability can be temporary or permanent, visible or hidden. A person may be born with a disability or acquire it later in life. The definition of disability under the Disability Discrimination Act (1992) includes: total or partial loss of a person's bodily or mental functions; total or partial loss of a part of the body; the presence in the body of organisms causing disease or illness; the malfunction, malformation or disfigurement of a part of a person's body; a disorder or malfunction that results in a person learning differently from a person without the disorder or malfunction; a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour.

Disability Advisor / Disability Liaison Officer

All universities have staff who are responsible for arranging disability services and reasonable adjustments for students with disability. These staff are known by various titles including Disability Advisors, Disability Liaison Officers, Disability Consultants, Disability Coordinators, or Equity Officers. Their role includes planning for assessment adjustments, exam provisions, equipment and assistive technology provision, liaison, advice and advocacy. To locate contact details for disability advisors at Australian universities, see www.adcet.edu.au/students-with-disability/current-students/disability-services-university/

Disability Employment Service

Disability Employment Services play a specialist role in helping people with disability get ready to look for a job, find a job and keep a job in the open labour market. They provide a range of supports to meet individual needs, including training in specific job skills, job search support, on the job training and co-worker and employer supports. See <https://www.humanservices.gov.au/individuals/services/centrelink/disability-employment-services>

Disability Discrimination Act

The Federal *Disability Discrimination Act 1992* provides protection for everyone in Australia against discrimination based on disability. Disability discrimination happens when people with a disability are treated less fairly because of their disability than people without a disability. Disability discrimination also occurs when people are treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability. See <http://www.humanrights.gov.au/our-work/disability-rights/guides/brief-guide-disability-discrimination-act>

Disability Standards for Education

The Disability Standards for Education help make sure everyone understands that, under the Disability Discrimination Act (1992), students with disability have the right to study on the same basis as students without disability. This means that a person with disability has the same right to take part in education and training as people without disability. The Education Standards explain that there are times when a school, TAFE, training provider or university must make reasonable adjustments to allow people with disability to take part in education. See <https://www.education.gov.au/disability-standards-education-2005>

EduApps

EduApps is an umbrella term for a number of different collections of free assistive technologies. They consist of open source and freeware Windows applications, which run directly from a USB stick. They include word processor, spreadsheet and presentation software, planning and organisation tools, multimedia tools, reading and writing support, keyboard and mouse alternatives, visual supports, and much more!! See www.eduapps.org for more information and to download the collection that suits you.

Employment Services Assessment

The Employment Services Assessment (ESAt) is arranged through Centrelink, and assesses an individual's ability to work. The assessment involves identification of any barriers to employment and any assistance that may be required to help a person overcome those barriers. For people with medical conditions or disabilities, the assessment also identifies their current and future work capacity. The assessments are used to determine the appropriate type and level of employment service assistance that a person requires. See <https://www.humanservices.gov.au/individuals/enablers/employment-services-assessments>

First Peoples Disability Network

First Peoples Disability Network (FPDN) is a national peak organisation representing Aboriginal and Torres Strait Islander people with disability and their families and aims to be a strong voice of and for them. FPDN provides advice to government, educates the government and non-government sectors about how to meet the unmet needs of Aboriginal and Torres Strait Islander people with disability, and seeks to address the stigma that some Aboriginal and Torres Strait Islander people with disability may experience. See <http://fpdn.org.au/>

Indigenous Australian Government Development Program (IAGDP)

The IAGDP is an Australian Government Initiative open to all Indigenous Australians and Torres Strait Islander people. Entry level employment in the Australian Public Service is offered for a period of 15 months. Positions are available in Canberra, some state capitals and large regional centres. <https://www.jobs.gov.au/indigenous-australian-government-development-program-iagdp>

Job Access

Job Access is an information and advice service funded by the Australian Government to offer help and workplace solutions for people with disability and their employers. It is an easy to use web site and a free telephone information and advice service where you can access confidential, expert advice on disability employment matters. See www.jobaccess.gov.au or call 1800 464 800.

Jobactive

Jobactive (previously Job Services Australia) is a national network of organisations, funded by the Department of Employment, and dedicated to helping job seekers to find and keep employment. It is designed to provide employment services tailored to the needs of individuals, and also operates as a recruitment service for employers. See www.employment.gov.au/jobactive

Job Capacity Assessment

The Job Capacity Assessment is a comprehensive assessment, arranged through Centrelink, of an individual's ability to work. The assessment involves identification of any barriers to employment and any assistance that may be required to help a person overcome those barriers. Job Capacity Assessments are used to determine medical eligibility for the Disability Support Pension. See <https://www.humanservices.gov.au/individuals/enablers/job-capacity-assessments-dsp>

National Disability Coordination Officer (NDCO) Program

The NDCO Program works strategically to assist people with disability access and participate in tertiary education and subsequent employment, through a national network of regionally based NDCOs. The NDCOs work with stakeholders at a local level to reduce systemic barriers, facilitate smooth transitions, build links and coordinate services between the education, training and employment sectors. Find your local NDCO at <https://www.education.gov.au/national-disability-coordination-officer-programme>

National Disability Insurance Scheme

The National Disability Insurance Scheme (NDIS) is a no-fault insurance scheme that guarantees a level of financial support to people with a permanent and significant disability. Currently people with similar levels of functionality get access to quite different levels of support, depending on their location, the timing or the origin of their disability. The NDIS aims to ensure that no one 'slips through the gaps' in this respect. Information about the NDIS including details of trial sites and a NDIS access checker can be found at www.ndis.gov.au

Open or self-employment

Open employment means having a job in the general labour market. People in open employment have generally secured this work through a competitive selection process. People with disabilities are protected by the Disability Discrimination Act (1992) against being excluded from employment which they have the ability to perform safely. They also have the right to have reasonable adjustments made to the way they work and/or the workplace to allow them to perform the core duties of the role. There is support available to help people with disability secure and succeed in a job, including the Disability Employment Service, see

<https://www.humanservices.gov.au/individuals/services/centrelink/disability-employment-services> and Employment Assistance Fund www.jobaccess.gov.au/employment-assistance-fund-eaf. Self-employment (owning your own business) is also an option for some people with disability. Advances in technology are opening up more opportunities than ever before to earn an income from home businesses or other small business models. Support may be available through the New Enterprise Incentive Scheme <https://www.jobs.gov.au/self-employment-new-enterprise-incentive-scheme-neis>.

PACE Mentoring Program

This is an initiative of the Australian Network on Disability. The Positive Action towards Career Engagement or PACE mentoring program, links jobseekers with disability to mentors from leading Australian businesses. See www.and.org.au/pages/mentoring.html

Racial Discrimination Act

The Racial Discrimination Act (1975) aims to promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin. It makes discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful. See <http://www.humanrights.gov.au/our-work/race-discrimination/about-racial-discrimination>

Registered Training Organisation

Registered Training Organisations (RTOs) are accredited providers of training and qualifications that are nationally recognised. RTOs are diverse, and include large organisations, professional associations, schools, TAFE and Adult and Community Education providers. Visit www.myskills.gov.au to search for an RTO near you.

School based apprenticeship or traineeship

School based apprenticeships and traineeships provide students with the opportunity to attain a nationally recognised Vocational Education and Training (VET) qualification as well as their final school Certificate. Search for “school based apprenticeship” on your State or Territory’s Department of Education website for more information or ask your careers advisor.

TAFE

TAFE refers to Technical and Further Education institutions. They are large registered training organisations which provide a wide range of vocational education and training. In general, TAFE refers to the public (State/Territory owned) provider of vocational education, in comparison to other private registered training organisations.

Teacher Consultants / Disability Services Officers

TAFE has specialist disability services for students with disabilities. They provide a range of services to assist students. These include helping you to choose an appropriate course, help with the enrolment process and help determining the appropriate classroom support and assessment modifications. The services provided may include tutorial support, the use of adaptive technology, a sign language interpreter, a note-taker or a disability assistant. For more information, search for “disability services” on your State or Territory’s TAFE website.

Ticket to Work

Ticket to Work is a national initiative that supports young people with disability to transition from school to open employment by providing a combination of work-focused curriculum, work experience, School-Based Apprenticeships and Traineeships (SBATs). To see if Ticket to Work is available in your locality visit www.tickettowork.org.au/

Traineeship

See Australian Apprenticeships

Transition or community participation programs

States, territories and the NDIS (in trial sites) deliver a range of transition and community participation programs for people with disability. Transition to work programs support school leavers to develop the skills needed to succeed in employment. Community participation programs provide an alternative to paid employment for people with moderate to high support needs. Find the link to more information in the relevant “State and Territory specific links” section.

Translations

The NDCO Programme has a number of resources translated to several community languages to help people from Culturally and Linguistically Diverse (CALD) communities understand disability support in Australia

https://www.westernsydney.edu.au/getreadyforstudyandwork/resources/resources/resources_in_community_languages

University

University refers to tertiary education institutions offering higher education to prepare students for professional careers. Universities focus on students developing an academic understanding of vocational skills, as well as developing technical skills needed in their chosen profession. Universities award various academic degrees including graduate certificates, graduate diplomas, undergraduate degrees, honours degrees, masters degrees and doctorates. See www.qilt.edu.au

Vocational Training and Employment Centre

Vocation Training and Employment Centres (VTEC) are funded by the Australian Government and aim to connect Aboriginal job seekers with guaranteed jobs and job-specific training. They bring together the support services necessary to prepare job seekers for long term employment. See <https://www.pmc.gov.au/indigenous-affairs/employment/vocational-training-and-employment-centres-vtecs>

Volunteer work

Volunteering can be a great way to: build confidence; develop skills; gain real life work experience to add to your resume that will help when seeking paid work; explore different types of work to see which career you would like to pursue; meet new people; and identify the types of support or adjustments you may need at work. It is also a great way to give back to your community and contribute to issues you are passionate about. Find out more at www.volunteeringaustralia.org and www.govolunteer.com.au

Willing and Able Mentoring Program

The WAM program involves matching current uni students with disabilities (mentees) with people currently working in their discipline or a related field of endeavour (mentors). WAM is open to all students, however priority will be given to later year students. If matched with a mentor, you will be expected to participate in 6-8 face-to-face meetings over 2-3 months. These meetings are held at or near the mentor's workplace and are designed to provide information about:

- the industry, professional life and career development, and work role expectations
- job search skills (for example, developing your resume, interview and networking skills) and information on how organisations advertise positions
- (if applicable), the graduate recruitment process in that organisation or industry
- when and how to disclose details of your disability.

Your mentor will be appropriately trained and briefed prior to the first meeting.

Please note: Mentors do not find you a job and may not be able to provide you with certain information or access to some parts of their organisation for privacy reasons. Please see https://www.westernsydney.edu.au/getreadyforuni/Career/workplace_adjustments_and_future_career_options for the current registration form.



The jargon explained

List of common acronyms

- AASN – Australian Apprenticeship Support Network (previously AAC – Australian Apprenticeship Centres)
- ACE – Adult and Community Education
- ADE – Australian Disability Enterprise
- AHRC – Australian Human Rights Commission
- AIME – Australian Indigenous Mentoring Experience
- AIP – Academic Integration Plan
- ATAR – Australian Tertiary Admission Rank
- DA – Disability Advisor
- DDA – Disability Discrimination Act (1992)
- DES – Disability Employment Service
- DLO – Disability Liaison Officer (alternative for DA)
- ESA_t – Employment Services Assessment
- FPDN – First Peoples Disability Network
- IAGDP - Indigenous Australian Government Development Program
- JCA – Job Capacity Assessment
- JSA – Job Services Australia
- NDCO – National Disability Coordination Officer
- NDIS – National Disability Insurance Scheme
- RJCP – Remote Jobs and Communities Program
- RTO – Registered Training Organisation
- TAFE – Technical and Further Education
- TC – TAFE Teacher/Consultant
- VET – Vocational Education and Training
- VTEC – Vocational Training and Employment Centre

Notes...

Notes...

Good luck
getting
ready for your
life after
school!

Download this workbook at
www.westernsydney.edu.au/ndco/getreadytoptips



National Disability Coordination Officer Program
AN AUSTRALIAN GOVERNMENT INITIATIVE