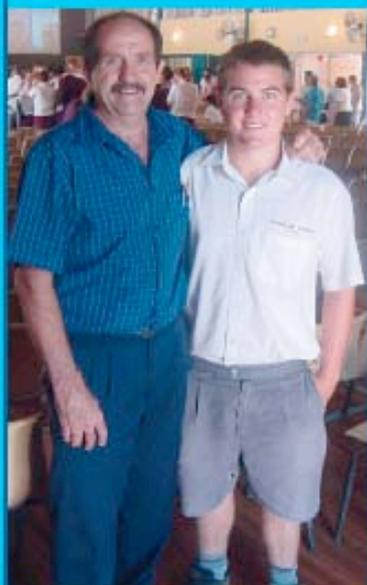


A GUIDE FOR PARENTS/CARERS



Senior Education
and Training Plans

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*Helping your child to
develop an individual
learning plan of action
to achieve success*

A MESSAGE TO SCHOOLS AND OTHER LEARNING PROVIDERS

You are advised to use this Guide ONLY as a sample of the information that can be given to parents/carers. The Guide has not been developed to reproduce in its current form. An example is included, of how you can extract information from this Guide and put into a user-friendly brochure format.

PURPOSE OF THIS GUIDE

The Queensland Government has introduced new laws, effective from 2006, which require young people to be learning or earning. All young people will be required to complete Year 10 at school and go on to undertake a further two year education and/or training, or until they achieve a Senior Certificate or Certificate III vocational qualification or turn 17, whichever comes first. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10 your child will be able to choose from a broader range of learning options leading to a Senior Certificate or a Certificate III vocational qualification. In order to make the most of this opportunity, they will need a plan. The Senior Education and Training (SET) Plan is a key part of the Queensland Government's Education and Training Reforms for the Future initiative. It is an important step for young people. It is a time when they make choices about their future education and/or training.

This Guide is to invite and to help you, become actively involved in supporting your child to develop and implement their SET Plan .

The SET Plan should be designed to map your child's individual learning pathways through the Senior Phase of Learning. Schools and other learning providers will work with you and your child to develop and then implement the SET Plan. The involvement of parents/carers in helping young people make important decisions about their future education, training and employment is vital to the success of the plan

The SET Plan process is to assist your child to make good choices. Your Child can use their SET Plan to build on unique strengths and to work towards the Senior Certificate, a Certificate III level vocational qualification and/or a viable work option.

This Guide will help you work with your child, using the 'good practice examples'. The guide also includes directions to valuable resources.

WHAT IS A SET PLAN?

The SET Plan maps out how your child will work towards a Senior Certificate or Certificate III vocational qualification, and/or a viable work option. You will play a critical role in helping them to discover and plan their personal pathways through education and training then onto further learning or work options.

The SET Plan is designed to:

- Work as a 'road map' to help your child to achieve their learning goals during the Senior Phase of Learning
- Include flexible and coordinated pathway options
- Assist them to examine options across education, training and employment sectors
- Help them to communicate with you and with personnel from the school/learning provider about their future options.

In the plan, your child will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of a school. This will allow

them to create more options and flexibility in learning. The plan can be altered if your child, with guidance, decides to change direction and explore different learning pathways.

The SET Plan can be started at anytime. However, it should be ready before your child begins the Senior Phase of Learning. For most young people, this will be in Year 10 at a school.

Your child should be responsible for the safekeeping of their copy of the SET Plan. The school should also keep a copy.

Parents play an important role in developing the SET Plan and helping young people make good choices about future education, training and employment

OTHER GUIDES AVAILABLE

The Guide you are now using is one of 5 different Guides available for those involved in the development of SET Plans. The other Guides are:

- A Guide for Young People,
- A Guide for Administrators (schools or other learning providers),
- A Guide for Practitioners (teachers, trainers and mentors), and
- A Resource guide (for all users).

The Resource Guide, available on the Queensland Studies Authority website (www.qsa.qld.edu.au), contains a sample of resources available to help you develop your SET Plan.

THE FOUR STAGES OF THE SET PLAN PROCESS

A SET Plan is more than a piece of paper. It is the end product of a good career education process, and involves four stages:

Stage 1. Thinking About the Future

Stage 2. Exploring Options

Stage 3. Documenting the Plan

Stage 4. Implementing the Plan

Your child will need your support to work through these stages.

Stage 1 – Thinking About the Future

During this stage, young people will be taking a close look at themselves, their strengths and ambitions. This exercise involves thinking about where they are now and then considering where they want to go. This stage is designed to give young people the skills to develop individualised plans of action for the Senior Phase of Learning. In most cases, your child's school will coordinate this process.

You can play an important part in this stage by asking the school about the process and negotiating your involvement. If your child is in an alternative educational setting, you may need to work with community-based organisations or other learning providers, to negotiate a role in the development of the SET Plan.

To make connections between your child's knowledge of self and future life and career goals, you can help by assisting them to:

- Recognise what learning they have completed
- Set goals
- Manage time
- Recognise personal strengths and attributes

At this stage, it is important that your child makes a connection between this type of self knowledge (desires, skills and areas for improvement) and their plans for life and future career goals.

You can become involved in your child's learning during this stage by :

- Understanding the SET Planning processes developed by the school and negotiating a role within those processes
- Understanding what you can expect from the school and what the school can expect from you
- Discussing the processes with your child

Stage 2. Exploring Options

During stage 2, it is suggested that you take time to help your child explore the career and work options available.

Talk to your school about information and resources. It would be helpful to encourage your child to take advantage of the many resources available, such as:

- Print materials
- Career exhibitions
- Websites related to career and future options
- Interviews with specialist career personnel

You may wish to talk to the school and help your child learn about:

- Selected occupations and career pathways
- The education and training requirements needed by them to achieve their goals
- The full range of learning options available in the Senior Phase of Learning
- The value of different forms of learning
- The full range of career options and subject pre-requisites
- Tertiary entrance procedures including the range of options

Much of this information can be gained by attending career nights or other events organised by the school. Remember, your child's school will help you identify useful resources and outline what options are available.

*Encourage your child
to think about their
achievements, skills,
likes and dislikes*

Stage 3.- Documenting the Plan

This stage will be completed in Year 10 by your child, the school and you, before commencing the Senior Phase of Learning. It involves coming to an agreement and documenting the SET Plan.

Where to Start?

Before the Plan is documented, it is suggested that you help your child to look at their past achievements and then use the information in discussions about future learning pathways.

For example, encourage thinking around and write down:

- Achievements so far, including:
 - school results
 - literacy & numeracy tests
 - qualifications, eg: first aid certificate, music exams, sport award
 - workplace learning (paid and unpaid)
 - participation in arts, clubs and sporting activities
 - community service
 - individual skills and abilities

Then:

- Use the information gathered as the basis for discussion on learning pathways
- Identify areas where your child could use more information or support
- Encourage them to seek information from different avenues, not just from the school
- Investigate job requirements including skills and attributes valued by employers
- Help them to write down life and career goals
- Help them determine how to reach these goals

At this point, it is important that you discuss and negotiate the Terms and Conditions about how your child's SET Plan will be developed, stored and used. To show agreement about the Terms and Conditions, (see page 8 for more detail) you should sign and date the document to show agreement. The school/learning provider can provide you with a sample set of Terms and Conditions. Remember, signing the SET Plan does not mean it cannot be changed at a later time. A sample set of Terms and Conditions is also included in the Resource Guide, section, page 39 to help the parties start this process.

Stage 4.- Implementing the Plan

This stage occurs during your child's Senior Phase of Learning. It relates the Plan being implemented and monitored. Your role will be to work with the learning provider, such as a school, TAFE, or a combination, to ensure the plan is on track and that they are implementing what was agreed.

It is important to remember that it is acceptable for your child to change their SET Plan. For example, if they change goals or discover more appropriate learning pathways. You are encouraged to stay involved in the SET Plan process so that you can support them through their learning.

The school/learning provider will support your child to monitor and adapt the Plan. Different strategies may be used including:

- Review sessions with a mentor and peers
- Personal interviews
- Requested meetings

Remember, you can support your child to renegotiate their plan at any stage in the Senior Phase of Learning.

HOW OTHERS CAN HELP YOU

Develop the SET Plan

Each school will develop its own process for developing SET Plans. The School will make that process clear to all parents. While it is up to you to negotiate your level of involvement in that process, schools should make available opportunities for parents to discuss the process. Schools will be a valuable source of information and advice for you.

If your child will be moving to another learning provider for their Senior Phase of Learning, during Year 10 you will need to communicate with the school so they can assist your child to develop a suitable plan.

The school will coordinate with other learning providers and community agencies and organisations, such as TAFE and District Youth Support Coordinators.

If your child is in an alternative educational setting, you may need to work with community-based organisations or other learning providers, to negotiate a role in the development of the SET Plan.

Implement the SET Plan

If your child enrolls with a school during the Senior Phase of Learning then it is most likely that the school will take on the role of main learning provider. In this role, the school may need to work with other organisations to help your child implement and monitor their SET Plan. This is the current situation with young people completing school-based apprenticeships or traineeships.

Special Note

A young person may be in the situation where they need to involve a school or learning provider, other than the one who developed the original plan, to help them implement what was agreed. Your child may be in this situation if they:

- Attend a P-10 or 8-10 school and then needs to change to a different school or learning provider for the Senior Phase of Learning
- Attend a Special School or Special Education Unit and then moves into mainstream education and training channels for the Senior Phase of Learning
- Transfer from another school or comes from interstate or another country as an international student or immigrant
- Decide to re-enter education and training after being employed or disengaged from learning

NEGOTIATING TERMS AND CONDITIONS

The personal information in your child's SET Plan will need to be protected with regard to any privacy requirements. Therefore, it is necessary to negotiate a set of Terms and Conditions with the school/learning provider about how the information will be used and safeguarded.

The school/learning provider can provide you with a copy of the Terms and Conditions that may be used.

Discussion and negotiation about privacy requirements may include:

- The roles and responsibilities of the parties associated with the plan
- How the plan will be stored
- Who can have access to the plan

The key people involved in developing the SET Plan with your child should sign and date the 'Terms and Conditions' document to show agreement.

*Your child will need
your support to
negotiate the Terms
and Conditions to be
used for their SET
Plan*

INFORMATION AND ACTIVITIES FOR YOUNG PEOPLE

No. Steps	Suggestions	Resources
1 Thinking about the future	<ul style="list-style-type: none"> Complete a personal profile to learn about YOU. In this step you will describe your interests, likes and experiences by completing questionnaires and activities. Be honest with yourself. Gain an awareness of your personal strengths, areas in which you need to work, interests and values in relation. Improve your learning skills – do some work on time management, how to study and note taking. Work through some different exercises to help you understand why you do the things you do. Think about what other educational and vocational choices there are in life and prepare for them. 	<p>Go To My Guide at www.myfuture.edu.au http://www.cdm.uwaterloo.ca/steps.asp</p> <p>Complete Section 2 of the Job Guide www.jobguide.dest.gov.au Check with your school to get a paper. to career planning version.</p> <p>Refer to relevant sections of the Resource Guide or visit Education Queensland's Guidance and Counselling website www.education.qld.gov.au/students/service/career</p> <p>CATS project material available from DEST www.jobguide.dest.gov.au PLAN Booklet - Prospects 4 Life and Now available from the Gold Coast Youth Commitment</p> <p>Complete the MyGuide section of the website www.myfuture.edu.au, and participate in the Real Game, Career Voyage, Career Builder if your school uses them.</p>
2 Exploring Options	<ul style="list-style-type: none"> Learn about the world of work, and further education and training. Research occupations. Find out more about the nature of the jobs that interest you, such as educational requirements, salary, working conditions, future outlook, and anything else that can help you narrow your focus. Compare your skills and interests with the occupations you have selected. Try to find a career that is compatible with your current achievements and your lifestyle preferences. Look at what results are needed in academic areas to achieve various jobs. Develop knowledge of the relationship between school and subjects and future educational and occupational choices. It is important to look at the different costs associated with the further study and training options. Know about training opportunities in the community that will enhance your employment potential. Go to your school/learning provider for more information and help on career planning and check out helpful websites and print materials. 	<p>Undertake work experience.</p> <p>Visit career markets Read print material.</p> <p>Complete an interest inventory – see your terms school/learning provider about further assistance</p> <p>Talk to your teachers, trainers and/or mentors and look at QTAC's tertiary prerequisite booklets.</p> <p>Make contact with TAFE or Universities through open days, websites and direct contact.</p> <p>Read print material.</p> <p>www.futurefinder.com.au/ www.myfuture.edu.au http://specialistportals.dewr.gov.au/jobjuice/default.htm www.generate.qld.gov.au</p>
3 Documenting the SET Plan	<ul style="list-style-type: none"> Decide on your goals for the Senior Phase of Learning that will help you get where you want to go. Choose your subjects or courses that you would enjoy and like to complete at school, TAFE or with other learning providers. Complete your plan. 	
4 Implementing the plan	<ul style="list-style-type: none"> Look at the plan regularly to check that you are still on the right track to achieve your goals. Revise the plan if needed. 	

WHAT IS THE SET PLAN?

The SET Plan is a confidential document that the young person develops in consultation with their parents/carers and the school or learning provider.

A Senior Education and Training (SET) Plan is designed to map your child's individual learning pathways through the Senior Phase of Learning.

The SET Plan may:

- work as a 'road map' to help your child achieve their learning goals during the Senior Phase of Learning,
- include flexible and coordinated pathway options,
- assist them examine further learning options across education, training and employment sectors,
- help you and your child make decisions about learning pathways, and
- help you to communicate with personnel from the school or learning provider about learning pathways for your child

WHAT CAN YOU DO TO HELP?

1. Thinking about the Future

You can help your child to make connections between where they are now and where they would like to go by assisting them to:

- Recognise what learning they have completed
- Set goals
- Manage time, and
- Recognise personal strengths and attributes

You can help your child to develop further, valued personal

skills such as:

- being responsible
- respecting others
- making choices
- working in a team, and taking a leadership role,

2. Exploring Options

You can help your child to explore the career and work options available, by encouraging them to access resources such as:

- print materials,
- career exhibitions,
- specialised career programs,
- websites relating to career and future options,
- interviews with specialist career personnel

These type of resources can help you and your child to learn about items such as:

- Selected occupations and career pathways
- The education and training requirements needed to achieve selected goals, e.g. subject prerequisites
- The full range of learning opportunities available
- The value of different forms of learning, and
- Tertiary entrance procedures including the range of options

3. Documenting the Plan

You can help your child to document their SET Plan by encouraging thinking around:

- achievements so far, including:
 - school results,
 - literacy & numeracy tests,
 - qualifications eg: first aid certificate, music exams
 - sport awards,
 - workplace learning (paid and unpaid),
 - participation in arts, clubs and sporting activities
 - community service, and
 - individual skills and abilities.

Then:

- use the information gathered as the basis for discussion on learning pathways
- identify areas where they could use more information or support
- seek information from different avenues, not just from the school,
- investigate job requirements including skills and attributes valued by employers
- write down life and career goals
- determine how to reach these goals.

4. Implementing the Plan

The SET Plan is implemented during the Senior Phase of Learning. It is quite acceptable for your child to change their plan.

The school or learning provider will support your child to monitor the Plan and to adapt it if required. Different strategies may be used to do this including:

- Review sessions with a mentor and peers
- Personal interviews and
- Requested meetings

WHAT IS INVOLVED IN DEVELOPING A SET PLAN?

The SET Plan is more than a piece of paper. It is the end product of a good career education process and involves four stages.

The initial three stages lead towards the development of the Plan with your child's school.

The fourth stage relates to implementing and adapting the SET Plan.

The stages are described as:

1. Thinking about the Future
2. Exploring Options
3. Documenting the Plan
4. Implementing the Plan

Your child's individual needs will determine how much assistance they will require from others.

If you wish to find out more information about the education reforms, in particular Senior Education and Training Plans,

LOG ON:

www.myfuture.edu.au

www.qsa.qld.edu.au

www.qtac.edu.au

If you wish to talk about the options available

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Mrs. Kathryn Janovsky - Curriculum Co-ordinator

Mr. Warren Bath - Voc. Ed. Co-ordinator



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