Reflect, Consider and Evaluate

What you told us! Following the series of workshops we have a rich base of information to inform the directions for the role of Transition Adviser and for what constitutes a Career and Transition team in your schools. We are extremely pleased that you are, on the whole, enjoying the challenges of this role and that your school is supporting and appreciating your actions and outcomes for the students. We are collating the information you gave us and will have a very rich section of the website very shortly. Two Riverina profiles are featured.

Your significant objects were as varied as the tasks that you are doing in the school. Items included the bus driver, patchworking, pinball machine, man-bag (thanks Jeff), honey in the sandwich, fairytale videos, stress ball and hotel key card to name a few…

Transition Adviser…What’s that???

Career and Transition Support Team

A key action of the School to Work Program is for schools to be supported to introduce a coordinated career and transition team to redefine and strengthen career development activities and support in schools. The composition of team members and the exact role of the team will vary with individual schools and school types. Many existing teams have at least one member of the school executive on this team. In a recent survey, many schools are considering having parent and student representation on this team. Community support and recognition of this work at school is also seen as important in establishing a strong career and transition support team with flexibility being the key focus.

Sydney workshop 22 June 2007
When asked to introduce yourself as a Transition Adviser in 10 words or less you said:
“l help students achieve personal goals on a good day”
“A jack of all trades assisting students to reach future goals”
“Target ‘at risk’ students and find alternative paths to engage them more productively”.
“I initiate and support programs which help upskill students.”
“I hatch crazy schemes and am humoured by the staff”
“I persist, enthuse and engage with a smile”
“Work out what ‘hard to fit’ kids want to do”

Riverina workshop 17 May 2007

Hunter Central Coast workshop 30 May 2007
Mount Austin High School is a comprehensive high school in the Riverina and 22% of the student population are Aboriginal.

My primary role at school is establishing school based businesses, developing personal learning plans and coordinating the “School to Work” program.

My Transition Adviser role involves promoting School to Work via a careers team and working closely with the Careers Adviser.

Our main targeted group identified for this initiative in school are year 10 students who were chosen through interview and who will best benefit from being part of our school based business program.

When I work as Transition Adviser in partnership with the Careers Adviser, we’re always working close together on the “School to Work” program and school based businesses. The Careers Advisers role in the program is to prepare interviews, guest speakers, work experience, resumes, etc.

The most important lesson that I’ve learned whilst in my role as Transition Adviser is to not work too fast and to always make sure there is plenty of support before moving too far forward.

The challenge I’ve had in this role is getting faculties involved in “School to Work”. This is improving slowly.

The best part of this role so far would be to establish school based businesses and also being able to work with the students outside of normal class environment.

Some advice I’d give to other schools would be just to work closely with the Careers Adviser and establish how your roles can compliment each other and the school.

Lake Cargelligo Central School is located in the north-west of Riverina. There are 260 students in total (120 primary/infants and 140 secondary) and 35 staff members.

My primary role at this school is Deputy Principal.

My Transition Adviser role works well with my role as Deputy Principal. Our team includes the Careers Adviser, Year Advisers, myself as Transition Adviser/Deputy Principal and members of the community.

Our main targeted group identified for this initiative in school are the risk students, particularly poor attendees and underachievers through Years 9 –11.

When I work as Transition Adviser in partnership with the Careers Adviser, we work well as a team. There was an initial concern but our roles compliment each other now.

The most important lesson that I’ve learned whilst in my role as Transition Adviser was just how isolated we are here at Lake Cargelligo and the need to really focus on the limited support agencies that are available.

The challenge I’ve faced during this role was in trying to access local support agencies and the time it takes to access them.

The best part of this role was having a significant input into the successful career path for an at risk year 11 student.

Some advice I’d give to other schools is that you can’t do it alone. The Transition Adviser needs to have an effective team behind them to make it work.

Ideas Wanted

Working with parents:
Share you good ideas and tips about working with parents. Please send to:
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Mentors wanted in November for the next group to be trained as TRANSITION ADVISERS. Let me know if you are interested in supporting the new group...