

## DRAFT 1

### STUDENT PERSONAL CAREER DEVELOPMENT PLANNER BOOKLET

<b>Purpose:</b>	The individual Student Personal Career Development Planner provides a comprehensive, developmental record of information which will assist students, and those who work with them, to make decisions about their future.
<b>Structure:</b>	<p>The booklet has been organised into four separate but interrelated categories: Student academic record; Career development record; Personal experience record and action planner; and Student competency record log.</p> <p>While the booklet has been devised as a sequential, integrated package, individual sections are able to be used separately for different purposes.</p>
<b>Use:</b>	<p>As the planner may be used for different purposes, there will be a number of school staff who will require access, e.g. class teacher, guidance officer, Senior schooling head of department, special needs staff, VET coordinator, Year level coordinator. The planner will be most useful if students perceive ownership of it, and if they know that access to the information is restricted to relevant personnel. These issues should be considered and clarified prior to implementation.</p> <p>It would greatly assist the usefulness of the planner if the records for all students were stored in a central, accessible location and were used as integral components of guidance, career education and work education programs.</p> <p>The Planner is a student's record over time generally developed by the student with assistance from school and community members. It can serve as a tool for collaborative planning between the school, students and their parents or caregivers, school-based and community-based personnel.</p> <p>Activities which would assist in the development of the individual's planner include planned career education, work education or personal development/pastoral care programs; guidance interviews; parent-teacher interviews; subject activities, e.g. projects; guest speakers; workplace visits/placements; part-time &amp; voluntary work, clubs/activities; as well as information obtained from media sources.</p> <p>Compiling and actively using the planner helps students to identify activities, knowledge and personnel needed to assist them in their decision making.</p>
<b>Implementation:</b>	It is very important for key people (including students and parents) to be involved in collaborative planning from the beginning of the process, to ensure that the school community is supportive of the implementation of individual student planners.

**PERSONAL CAREER DEVELOPMENT PLANNER**

**Student Academic Record**

Year 8 Semester 1 Results

Year 8 Semester 2 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 8 Semester 2 Results

Year 9 Semester 1 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 9 Semester 1 Results

Year 9 Semester 2 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 9 Semester 2 Results

Year 10 Semester 1 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 10 Semester 1 Results

Year 10 Semester 2 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 10 Semester 2 Results

Year 11 Semester 1 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 11 Semester 1 Results

Year 11 Semester 2 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 11 Semester 2 Results

Year 12 Semester 1 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

Year 12 Semester 1 Results

Year 12 Semester 2 Academic Goals	
Subject	Goal

Subjects I enjoy most:
Tasks/activities I have enjoyed:
Help/support I need:

**Career Development Record**

<b>Year 8</b>
<b>Abilities/skills:</b>
Things I'm good at:
Things I'm not good at:
<b>Achievements:</b>

Recreation/Leisure pursuits I enjoy:

Types of occupational areas I am interested in:	
Artistic	y/n
Medical	y/n
Scientific	y/n
Technological	y/n
Business	y/n
Outdoor	y/n
Social/Welfare	y/n

Jobs I would like to do:

<b>Year 9</b>
<b>Abilities/skills:</b>
Things I'm good at:
Things I'm not good at:
<b>Achievements:</b>

Recreation/Leisure pursuits I enjoy:

Types of occupational areas I am interested in:	
Artistic	y/n
Medical	y/n
Scientific	y/n
Technological	y/n
Business	y/n
Outdoor	y/n
Social/Welfare	y/n

Jobs I would like to do:



OCCUPATION ONE
Course/s of study required for entry:
Minimum level of education required for entry to course/s of study:
Specific subjects required:
OP approximation:
Relevant Field Positions:
Related subjects:

OCCUPATION TWO
Course/s of study required for entry:
Minimum level of education required for entry to course/s of study:
Specific subjects required:
OP approximation:
Relevant Field Positions:
Related subjects:

OCCUPATION THREE
Course/s of study required for entry:
Minimum level of education required for entry to course/s of study:
Specific subjects required:
OP approximation:
Relevant Field Positions:
Related subjects:



OCCUPATION THREE
Course/s of study required for entry:
Minimum education required:
Probable level of education required:
Specific subjects required:
Possible OP range:
Relevant Field Positions:
Type of institution(s) offering course(s):
Location of institution(s):

OCCUPATION FOUR
Course/s of study required for entry:
Minimum education required:
Probable level of education required:
Specific subjects required:
Possible OP range:
Relevant Field Positions:
Type of institution(s) offering course(s):
Location of institution(s):

OCCUPATION FIVE
Course/s of study required for entry:
Minimum education required:
Probable level of education required:
Specific subjects required:
Possible OP range:
Relevant Field Positions:
Type of institution(s) offering course(s):
Location of institution(s):

<b>Year 12</b>
<b>Abilities/Skills</b> My greatest strengths are:
Abilities I would like to use in future occupations are:

<b>Interests</b>
My major areas of occupational interests are:

<b>Work Values</b> which are important to me:
Essential:
Desirable:

<b>OCCUPATIONS TO EXPLORE IN MORE DETAIL</b>				
<b>Title</b>				
<b>Entry (Direct/Further study)</b>				
<b>Minimum education required</b>				
<b>Probable level of education needed</b>				
<b>Course(s) of study required (incl. Institution/providers)</b>				
<b>Specific subjects required</b>				
<b>Possible OP required</b>				
<b>Relevant Field Positions</b>				
<b>Special admission/application schemes</b>				
<b>Application deadlines/ideal timelines</b>				
<b>Preferred pathway to reach occupational goal</b>				
<b>Alternative pathway to reach occupational goal</b>				
<b>Other information</b>				

## Student Personal Experience Record and Action Plan

### Year 8

Things I have done				Things I need to do			
Spoken to:	Name	Position	Date	Speak to:	Name	Position	Timeline
Read				Read			
Visited	Place	Date	Purpose	Visit	Place	Timeline	Purpose
Other experiences				Other experiences			

### Year 9

Things I have done				Things I need to do			
Spoken to:	Name	Position	Date	Speak to:	Name	Position	Timeline
Read				Read			
Visited	Place	Date	Purpose	Visit	Place	Timeline	Purpose
Other experiences				Other experiences			

Year 10							
Things I have done				Things I need to do			
Spoken to:	Name	Position	Date	Speak to:	Name	Position	Timeline
		Yes	No			Publication	Timeline
Read:	Job Guide			Read:	Job Guide		
	Tertiary Prerequisites				Tertiary Prerequisites		
	School Subject Handbook				School Subject Handbook		
	Other				Other		
Investigated:	OZ JAC			Investigated:	OZ JAC		
	Career Guidance programs				Career Guidance programs		
	Other				Other		
Participated in:	Paid employment			Participated in:	Paid employment		
	Work observation				Work observation		
	Work experience				Work experience		
	Structured work placement				Structured work placement		
	Other				Other		
Visited :				Visited:			
Other things I have done (e.g. compiled resume):				Other:			

Year 11							
Things I have done`			Things I need to do				
Spoken to:	Name	Position	Date	Speak to:	Name	Position	Timeline
			Yes	No	Publication		Timelines
Read:	Job Guide			Read:	Job Guide		
	Other				Other		
Investigated:	OZ JAC			Investigated:	OZ JAC		
	Career Guidance programs				Career Guidance programs		
	Other				Other		
Participated in:	Community service activities			Participated in:	Community service activities		
	Paid after school employment				Paid after school employment		
	Vacation employment				Vacation employment		
	School based traineeship				School based traineeship		
	Work experience				Work experience		
	Work placement				Work placement		
	Industry placement				Industry placement		
	TAFE/Cooperative programs				TAFE/Cooperative programs		
	Other				Other		
Other things I have done (e.g. compiled resume):			Other :				

Year 12							
Things I have done			Things I need to do				
Spoken to:	Name	Position	Date	Speak to:	Name	Position	Timeline
		Yes	No			Publication	Timelines
Read:	Job Guide			Read:	Job Guide		
	Queensland tertiary courses				Queensland tertiary courses		
	Other				Other		
Investigated:	OZ JAC			Investigated:	OZ JAC		
	Career Guidance programs				Career Guidance programs		
	Other				Other		
Participated in:	Paid employment			Participated in:	Paid employment		
	Work observation				Work observation		
	Work experience				Work experience		
	Structured work placement				Structured work placement		
	Other				Other		
Visited	Careers Market			Visited	Careers Market		
	Uni Open days/Info nights				Uni Open days/Info nights		
	TAFE Open day/nights				TAFE Open day/nights		
	Career Information Centre/Centrelink Office				Career Information Centre/Centrelink Office		
Other activities				Other:			

**Individual Student Competency Record Log**

**Year 8/9/10**

Competency area	Current competency level		Type of support required	How can support be provided	Links to other programs
	support needed	satisfactory			
Collecting, analysing & organising information					
Communicating ideas & information					
Planning & organising activities					
Working with others & in teams					
Using mathematical ideas & techniques					
Solving problems					
Using technology					
Cultural understanding					

<b>Year 11</b>
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<b>Competency area</b>	<b>Date completed</b>	<b>Links to other programs</b>	<b>Additional support needed</b>	<b>Provider of required support</b>	<b>Not applicable</b>
<b>Work education - Core competencies</b> <ul style="list-style-type: none"> <li>▪ Personal career &amp; learning development plan</li> <li>▪ Self esteem &amp; self image</li> <li>▪ Occupational health &amp; safety</li> <li>▪ Job search &amp; interview skills</li> <li>▪ Industrial &amp; workplace relations</li> </ul>					
<b>Work education - Elective competencies</b> <ul style="list-style-type: none"> <li>▪ Communication of messages</li> <li>▪ Application of knowledge of business to administrative tasks</li> <li>▪ Following of work schedules</li> <li>▪ Team participation</li> <li>▪ Operate office equipment</li> <li>▪ Access &amp; retrieve computer data</li> <li>▪ Apply enterprising approach in an approved project</li> </ul>					
<b>Structured workplace learning - Other areas of competency</b> <ul style="list-style-type: none"> <li>▪ Literacy</li> <li>▪ Numeracy</li> <li>▪ Personal/Interpersonal skills</li> <li>▪ Hospitality modules</li> <li>▪ Office skills modules</li> <li>▪ Construction modules</li> <li>▪ Engineering modules</li> <li>▪ Horticulture modules</li> <li>▪ Recreation modules</li> <li>▪ Other</li> </ul>					

<b>Year 12</b>
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<b>Competency area</b>	<b>Date completed</b>	<b>Links to other programs</b>	<b>Additional support needed</b>	<b>Provider of required support</b>	<b>Not applicable</b>
<b>Work education - Core competencies</b> <ul style="list-style-type: none"> <li>▪ Personal career &amp; learning development plan</li> <li>▪ Self esteem &amp; self image</li> <li>▪ Occupational health &amp; safety</li> <li>▪ Job search &amp; interview skills</li> <li>▪ Industrial &amp; workplace relations</li> </ul>					
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