



AEU Member Resources



Introduction - why a girls' toolkit?

Education in Australia

Gender segregation and wage realities

Careers advice resources

Girls' toolkit web links

Acknowledgements

<http://www.aefederal.org.au/Women/GirlsToolKit.html>



Introduction

The AEU *Girls' Toolkit* aims to provide website links for female students to assist them in gaining the knowledge and support to make decisions about their education and employment futures. Considering factors such as gender wage gaps, the gender segregation of the Australian workforce, availability of workplace flexibilities and traditional careers advice models, the girls' toolkit aims to build girls' and educators' awareness of the future impact their education and career pathway choices may have. The girls' toolkit therefore also aims to highlight that these matters are still of concern and that educators and careers advisors in particular should be equipped with resources and an understanding of how gender is still relevant when assisting students' decision making.

The AEU Federal Women's Conference recommended that careers information be provided to female students via a *Girls' Toolkit* but that information provided should also enable them to reach their potential by including (but is not limited to):

- Access to comprehensive, appropriate and structured workplace education, including negotiation skills, & work experience, throughout all levels of education/age groups
- Access to financial planning, budgeting, salary levels across industries
- Knowledge of issues relating to family balance possible in potential working options
- Information on the benefits of union membership
- Empowerment to become career savvy
- Assertiveness skills training
- Positive Self Esteem
- Being free from treatment as sexual objects
- Being safe from violence and discrimination
- Having a healthy body image
- Having full reproductive choices
- Supportive parents
- Having access to role models
- The ability to take risks with confidence
- Fostered curiosity
- Access to information on demand – i.e. via web, pod casts, etc (like 'Jobs for Girls' site) – and based on contemporary communication to reach girls and young women, including powerful visual imagery of other women's working realities
- Access to and the establishment of girls networks



The websites that are therefore included on the *AEU Girls' Toolkit* site (www.aefederal.org.au/Women/GirlsToolKit.html) aim to provide a well rounded basis of information for girls from education, employment, housing, financial support, health and welfare perspectives.

This kit for educators will include:

- statistics regarding the educational experience of female students in Australia
- information about gender wage gaps and the ongoing impact of gender segregation in the Australian labour market
- information regarding current careers advice resources provided by federal and state/territory governments; and
- copies of the listed website links to be provided on the Girls' Toolkit website for students.

Educators are encouraged to:

- be familiar with the *AEU Girls' Toolkit* website;
- recommend female students consider the information on this and it's various website links;
- use the toolkit with students, as appropriate and
- share the careers resources with colleagues.



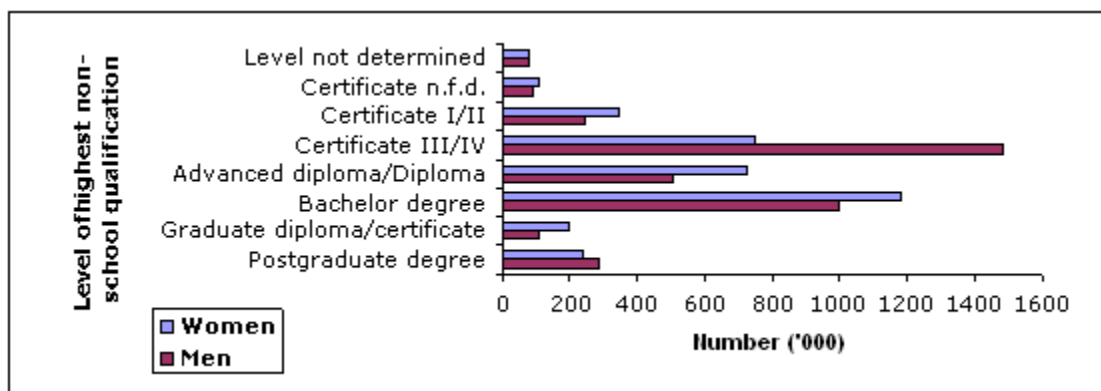
Education in Australia

The focus of gender equality in education today is less about participation and more about outcomes. As statistics below will show, women are participating in tertiary education in relatively equal if not more numbers than men. There are however stark contrasts in the areas of study where women predominate, the likely apprenticeships/traineeships women undertake and resulting graduate salaries. These factors have a significant impact on women's future employment certainty, mode of employment, wages and conditions, bargaining power and retirement savings.

A report by the National Centre for Social and Economic Modelling (Cassells et al, 2009, p1), *She Works Hard for The Money* highlights the progress in numbers that women have had over the past 20 years with "over 50 per cent of women with a post-school qualification, aged 25-34 years hold a bachelor degree or higher, compared with around 43 per cent of men in the same age group".

The most recent data for the student cohort currently studying, the Office for Women's "Women in Australia" states that in 2007, women accounted for 55.0 per cent of all higher education students and 55.9 per cent of all award course completions. However, relative to their overall respective shares in higher education enrolments and annual completions women were underrepresented and men were overrepresented in Master's and Doctorate levels of study (OfW, 2009, ch2, p3).

Figure 1.0: Population aged 15-64 years by level of highest non-school qualification and gender, 2007



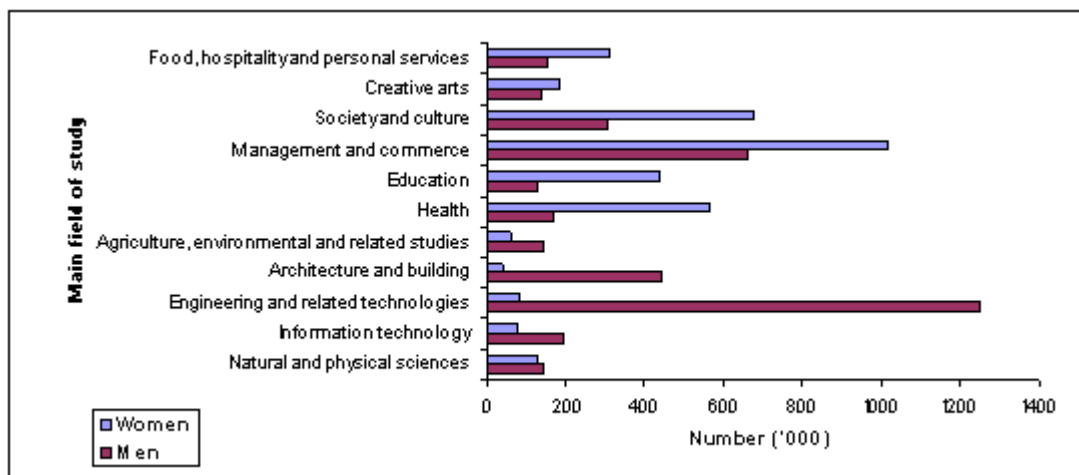
Source: Australian Bureau of Statistics 2008, *Education and Work*, May 2008, Catalogue No. 6227.0, ABS, Canberra, Table 9.

girls' school

Gender stereotypes still strongly bare out in areas of study, where in Australia nearly twice as many women as men, were enrolled in Society and Culture courses. Women’s enrolments in Health and Education courses outnumbered men’s by nearly 3:1. Men outnumbered women in Information Technology and Engineering courses by 4:1 and 5.5:1 respectively (OfW, ch2, p4, 2009).

This gender segregation is clearly reflected in the two (ABS) figures below, the first showing more broadly the main fields of non-school qualifications and the second for current enrolments by field of study.

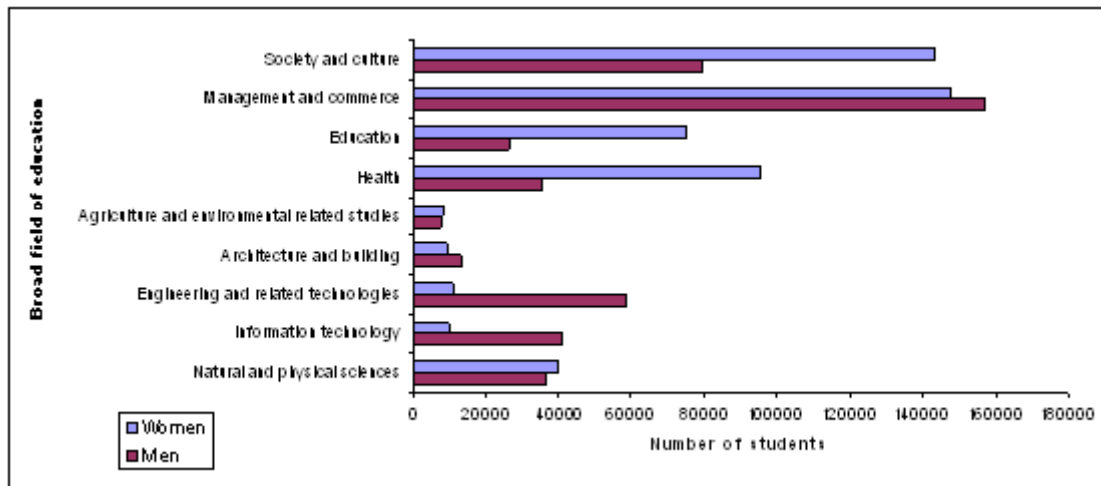
Figure 1.1: Population aged 15-64 years by main field of highest non-school qualification and gender, 2007



Source: Australian Bureau of Statistics 2008, *Education and Work*, May 2008, Catalogue No. 6227.0, ABS, Canberra, Table 9.



Figure 1.2: Students enrolled in higher education courses by broad field of education and gender, 2007



Source: Department of Education, Employment and Workplace Relations 2008, *Students 2007 (Full year): Selected Higher Education Statistics*, DEEWR, Canberra, Table 21.

Such segregation in tertiary study certainly impacts on future earnings and the beginnings of the persistent gender wage gap. Women's wages are discussed in much more detail in the following section, *Gender Segregation and Wage Realities*, however in considering just graduates, in 2008, the median starting salary for female Bachelor graduates aged less than 25 and in their first full-time employment in Australia was \$45,000, up from \$42,000 in 2007, which is 95.7 per cent of the median male Bachelor graduate salary (\$47,000). (OfW, ch2, p8, 2009)

Further, women earned markedly less than men in the fields of art and design (87.8 per cent), optometry (88.2 per cent), architecture and building (88.9 per cent), dentistry (92 per cent), and medicine (94.3 per cent). (OfW, ch2, p8, 2009)



Figure 1.3: Median annual starting salaries for Bachelor graduates by selected fields of study and gender, 2008

Field of study	Women (\$)	Men (\$)
Accounting	44,000	44,000
Agricultural science	42,000	43,000
Architecture and building	40,000	45,000
Art and design	35,100	40,000
Biological sciences	43,400	45,000
Computer science	45,000	47,000
Dentistry	69,000	75,000
Earth sciences	58,000	47,400
Education	47,000	48,000
Engineering	55,000	54,000
Law	47,000	48,000
Mathematics	48,000	49,500
Medicine	50,000	53,000
Optometry	60,000	68,000
Pharmacy (pre-reg)	33,700	34,500
Physical sciences	46,100	47,000
Social work	45,000	42,600
Veterinary science	40,000	41,300

Source: Graduate Careers Australia 2008, GradStats, Number 13, December 2008, GCA, Melbourne, Table 4.

Vocational education and training (VET) sees the replication of gender segregation. In 2007, women represented 33.0 per cent of all apprentices and trainees in-training. Just over 61 per cent of all male apprenticeships and traineeships were in the Tradespersons and related workers occupation group, compared to 16.5 per cent of female apprenticeships and traineeships. Women's apprenticeships and traineeships were concentrated in the Intermediate clerical, sales and service workers occupation group (which is 47.3% of all women's apprenticeships and traineeships). (OfW, ch2, p11, 2007)

girls' toolkit

Another study of women in vocational education and training, by the Access Training and Employment Centre, cited in Ford (2006) confirms this observation in that:

. . . the pattern of women’s participation in training mirrors their participation in the labour market. Women are clustered in ‘feminised industries’ and at the lower end of the pay scale. . . Women are still less likely to have fulltime employment after graduating from VET courses – 30.9% in comparison to 56.5% of men. In addition, women are more likely to be studying at the lower certificate levels.

Some preliminary data (below) from enrolled students on the Cairns campus of Tropical North Queensland TAFE in a range of specified courses clearly demonstrates the gendered nature of enrolments, with a negligible cohort of students who have enrolled outside traditional occupational areas.

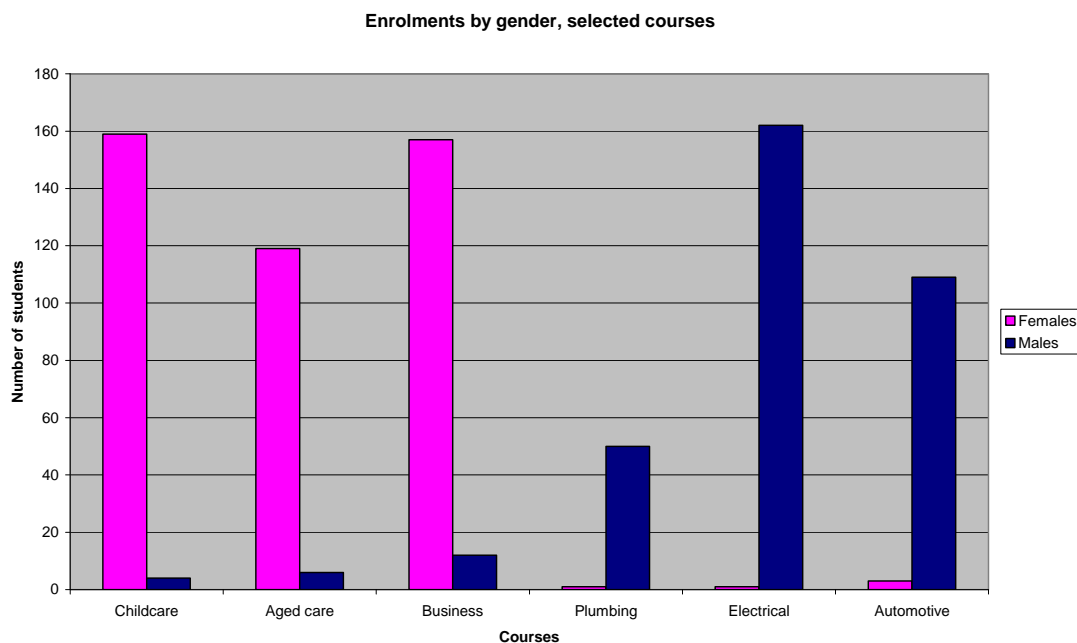


Fig.1.4 Tropical North Queensland TAFE: Cairns Campus June 2006¹

Gender disparities of this nature, while revealing the strength of accepted gender roles in Australia, are not in themselves the concern but the fact that the outcomes for women’s generally successful (and at times superior) educational performance are so much more distorted than that of men’s.

¹ Sample courses at Certificate III level for Children’s Services, Aged Care and Business; Year I Apprenticeships in Electrical, Automotive and Plumbing



Gender Segregation and Wage Realities

For their educational success, women's resulting experience of the workplace is discussed below and is a reality young girls and their educators need to be mindful of when considering career choices.

Just over five million Australian women are in the labor force (45.3% of the total workforce). Women now are more likely to be working in highly skilled occupations than ever before, 35 per cent of all employed women are employed as professionals and associate professionals compared with 29 per cent of men...[yet] in 2005-06 women possessed around 37 per cent of total Australian income [which is only] a slight improvement from 1982 (Cassells et al, 2009, p1)

Vickers' research again explains the necessity of why more girls aim to finish high school than boys; because the repercussions of not completing school are severe. "Seven years after year 12, three out of five girls who left before finishing year 10 were unemployed compared with only 7 per cent for 100 girls who had completed year 12." For boys only one in 5 who left school before completing year 10 were unemployed. (Patty, SMH, 25/09/06)

- **Gender pay gap**

Australia exhibits one of the strongest gender segregated labour markets in the world. Seen especially amongst what some call 'the five c's' are the female dominated low paid occupations/industries – caring, clerical, 'cashiering' (retail), cleaning, and catering. Within these low paid areas there is also a lower level of permanent employment and union membership. Without the ability to bargain collectively and with strength, these employees are heavily reliant on centralised wage fixing and are award dependant.

More women than men rely on Awards as their method of pay setting. Also more women than men have their pay set by Collective Agreements. The method of pay setting affects potential earnings and sometimes employment vulnerability. Women are more vulnerable when employed via an individual agreement than via an Award or Collective Agreement. In terms of the maintenance of favourable employment conditions and indeed in the reduction of pay gaps between men and women, women are better off being employed on an Award or Collective Agreement.

As explained by the Office for Women's report, (2009, ch3, p16) "women paid by award only (that is, women whose pay was set by an award and were not paid more than the award rate of pay) earn the lowest average hourly rate of pay, but the use of this arrangement results in the narrowest gender pay gap. The highest average income outcomes for women were generated under registered collective agreements, and these arrangements were associated with the



second smallest gender pay gap (10.5 per cent) after awards (-0.3 per cent). The widest gender wage gap (18.9 per cent) was associated with registered individual agreements.”

Figure 2.1: Average hourly cash earnings by gender and gender earnings ratio by wage setting arrangements, non-managerial employees, May 2006

	Men	Women	Gender earnings ratio (%)
Award only	\$18.00	\$18.60	100.3
Registered collective agreement	\$28.70	\$25.70	89.5
Unregistered collective agreement	\$23.60	\$20.70	87.7
Registered individual agreement	\$28.10	\$22.80	81.1
Unregistered individual Agreement	\$27.20	\$23.10	84.9
All methods of setting pay	\$26.30	\$23.20	88.2

Source: Australian Bureau of Statistics 2007, Employee Earnings and Hours, May 2006, Catalogue No. 6306.0, ABS, Canberra, Table 20.

The Australian Bureau of Statistics (Catalogue Nos. 6302.0, No. 6202.0, and No. 6306.0, 2007) shows that in May 2008, the average total weekly earnings for all Australian employees were \$702.30 for women and \$1,075.10 for men. These estimates produce a ratio of female to male earnings of 65.3 per cent, which equates to a gender pay gap of 34.7 per cent.

When only full-time employees are considered, the ratio increases to 80.5 per cent and when overtime hours are excluded, it increases further to 83.8 per cent, reflecting that employed women are more likely than men to work part-time and less likely to work overtime hours.

When differences between men and women in the number of hours worked are controlled among full-time non-managerial employees, women’s earnings are closer to men’s still, but a gender earnings gap of 9.8 per cent remains (ratio = 90.2 per cent).

Of course pay for women has improved from generation to generation. Baby Boomer women have a wage gap of over 13 per cent and Gen X women (born 1961 to 1981) have a wage gap of around 3.5 per cent. However, the gap has still not closed over the life earnings of Gen Y women (born 1981 onwards) who currently have a wage gap of 0.6 per cent, but the income position of Gen Y women “is likely to change when they start a family later in their working lives...18 per cent of [Gen Y] men have a super balance between \$25 000 and \$100 000, compared with only 14 per cent of women” (Cassels et al, 2009, p1)

Research suggests that a number of factors contribute to pay inequity with up to half of the gender earnings gap explained by human capital attributes (education and experience); demographic factors (gender, location, and presence of children); job characteristics



(occupation, industry, casual/contract); workplace characteristics (size of workplace, feminisation of workplace, public/private enterprise); and the bargaining position of female workers (degree of centralisation, union membership). The remainder of the gender earnings gap is either unexplained, or is assumed to represent discrimination by employers.

The persistent issue of how to address the pay equity is a matter some governments and industrial commissions have attempted to redress with varying success. In 2008 the House of Representatives began an inquiry into Pay Equity and Associated Issues Related to Increasing Female Participation in the Workforce which highlights currency of this issue and the need for ongoing action.

It is important to understand that so many of these factors are beyond the individual control of employees so despite efforts to ensure students chose careers they will enjoy and they will excel in etc, unfortunately can't ameliorate "entrenched historical practices, the invisibility of women's skills, the lack of a powerful presence in the industrial system, and the way that 'work' and how we value work is understood and interpreted within the industrial system". (Fisher, 2007, p18)

- **Women's labour force participation**

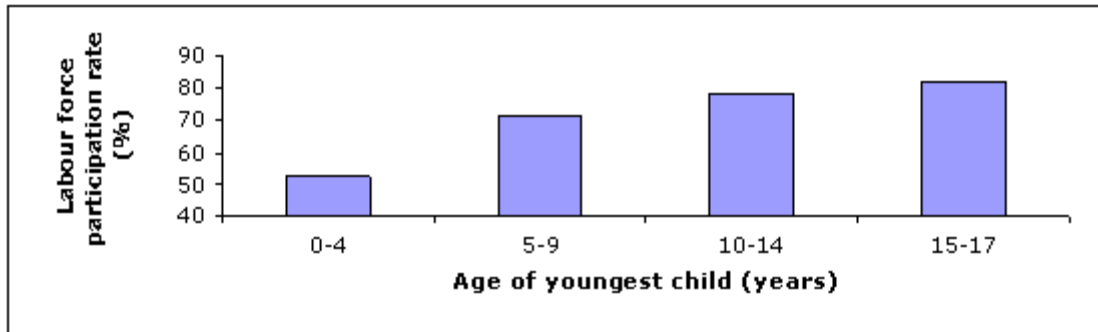
Time out of the workforce, without financial compensation in the form of paid maternity leave and other flexible arrangements have also been a huge contributing factor to pay inequity.

As soon as women have children their workforce participation decreases whilst for men, having children increases their workforce participation. Young women need to be mindful of this fact and be conscious of it when considering employment in areas less likely than others to offer flexibilities. This does not mean they should stay away from less flexible occupations (indeed it's important for women to be present and therefore demand cultural changes in these workplaces) but young women need to be ware that it will be a factor in the reality of their employment experience.

The age of the youngest child also affects the labour force participation of mothers. As shown by Figure 2.2, in 2006, the labour force participation rate for mothers of infants aged 0-4 years was 52.2 per cent and this increased to 71.5 per cent for mothers of children who had reached school age. The labour force participation rate of mothers steadily climbed to 82 per cent for mothers with a youngest child in the mid-teenage years.

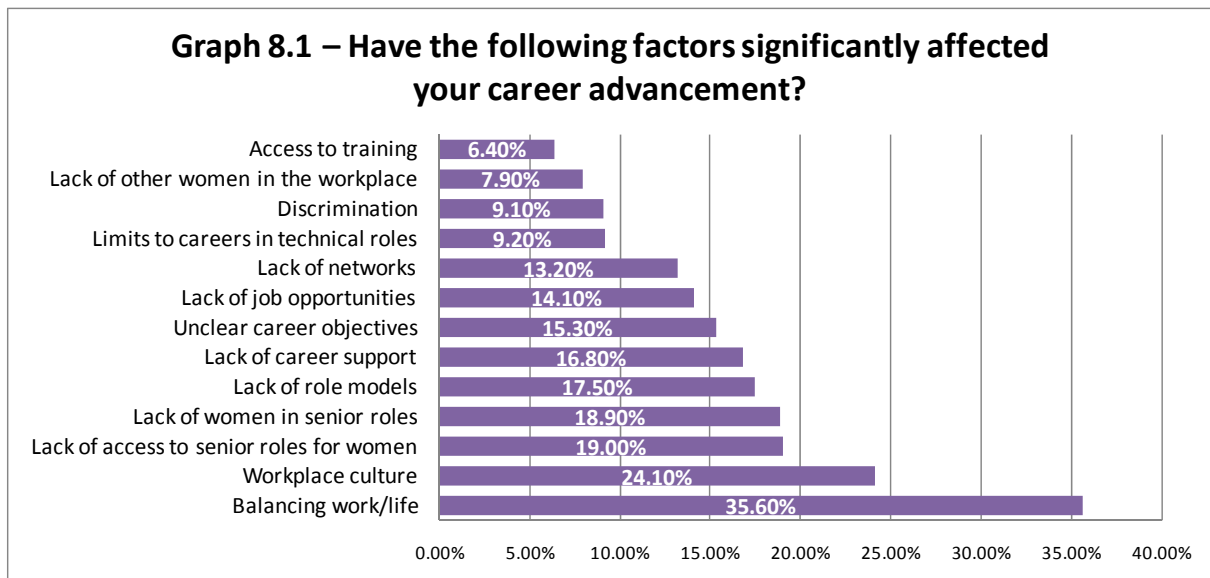
girls' equality

Figure 2.2: Labour force participation rate for mothers aged 20-54 years by age of youngest child, 2006



Source: Australian Bureau of Statistics 2006, Census of Population and Housing, (data available upon request).

Further, the Association of Professional Engineers, Scientists & Managers Australia’s annual Women in the Professions Survey (APESMA, 2007, p7) reports factors which had most affected women’s career advancement “35.6% of respondents indicated that ‘balancing work and life’ had had a significant effect, and 27.9% a moderate effect. The second most significant factor affecting career advancement was ‘workplace culture’ which had had a significant effect on 24.1% of respondents.”





- **Hours worked**

Across Australia:

- almost one-third (29 per cent) of employed persons work part-time.
- 44.5 per cent of working women are employed part-time.
- women make up just under three-quarters (70 per cent) of all part-time employed persons;
- employed women aged 25-54 years with dependents make up just over a quarter (28 per cent) of all part-time employment;
- employed women aged 25-54 years without dependents constitute one fifth, (20 per cent) of all part-time employment across Australia; (IRV, 2005, p1)

Part-time work is more available, or rather more women are employed on a part-time than full-time basis in the Health and community Services, Education, Property and Business Services and Retail trade industries. (Australian Bureau of Statistics, *Labour Force*, Australia, August 2008, Catalogue No. 6202.0, ABS, Canberra, Table 1.)

While many view part-time work as a positive for women, and in some cases the ability to work part-time is imperative, employers need to be mindful of providing quality part-time work.

A Victorian study of quality part time work (IRV, 2005) indicates that the following characteristics of part-time jobs impact on their quality:

- most part-time jobs are casual;
- there are limited working hours and preference from many part-time workers for more hours;
- hourly wages may be lower;
- traditional work culture devalues part-time workers;
- part-time work is segmented according to gender;
- many part-time workers have limited access to training;
- work intensification and a focus on results rather than hours worked often impacts heavily on part-time workers; and
- difficulty of moving between full-time and part-time work.

When considering the option of part-time work, employees should be looking out for the following indicators of quality:

- access at all occupational levels and for both men and women;
- the same protections as full-time work in respect to job protection, predictability of hours and protection against discrimination;
- pro-rata wages and access to benefits;
- equal access to training and promotion;



- possibility of moving either way between full-time and part-time work; and
- inclusion in the workplace culture and work group. (IRV, 2005, p3)
- **Women's superannuation savings**

Finally, and by no means less significant, is the impact this sporadic working life has on women's superannuation and retirement. The Human Rights and Equal Opportunity Commission report *It's About Time*, (Squire et al, 2007) regarding gender equity reported figures that show that half of all women aged 45-60 have \$8000 or less superannuation, while 70% have \$25,000 or less.

A National Centre for Social and Economic Modelling (NATSEM) (2009, p1) report shows that a 25-year-old-man is likely to earn a total of \$2.4 million over the next 40 years, more than one-and-a half times the \$1.5 million prospective earnings of a woman. Meanwhile men who hold a bachelor degree or higher and have children can expect to earn around \$3.3 million over their working life, nearly double the amount for women in the same category at \$1.8 million.

In retirement, this currently means that in the 55 to 64 year age group, men receive an average income of \$507 per week while women receive only \$300 per week. (Cassels et al, 2009, p27)

This gap is in part due to superannuation accumulated over the working life. 15 per cent of retired men rely on superannuation amounts as their principal source of income, compared with only around seven per cent of women. (Cassels et al, 2009, p27)

Instead, because of time out of the workforce to raise children and hence less superannuation and the effect of relationship breakdown or spousal death women rely mostly on the pension as their principal source of income. According to the 2009 Women's Budget Statement, (Plibersek, p5) women are the majority of pensioners in Australia - 57.4 per cent of all age pensioners and 71.8 per cent of single age pensioners are women.

The future retirement incomes for girls and young women making careers decisions now, rests on critical choices and considerations. It is estimated (Cassels et al, 2009, p28) that "for the age group closely associated with Gen Y (those aged 15 to 34), men have gained more ground over the [past] seven years, with 18 per cent of Gen Y men with super balances of between \$25,000 and \$100,000; compared with only 14 per cent of Gen Y women in 2007."

On the whole, even though women's super balances are on the rise, they are still not coming close to that of men due to the inability to access paid parental leave for many working women, the effect of forgone income as well as superannuation during this period of care and the higher propensity for women to work part-time.



Seeking workplaces and careers which better acknowledge the additional burden of maternity and care on women can mitigate to some degree the inequities of income during employment and in retirement.

- **Emerging Areas of Work**

Just as the labor market was revolutionised by the information technology boom, so too has climate change and the realisation by Governments that investment in the creation of 'green jobs' is crucial. The potential new areas of employment this could open up for young people must be understood by careers advisors.

The Australian Council of Trade Unions (ACTU) and the Conservation Foundation have co-authored a paper (2008), "*Green Gold Rush – How Ambitious Environmental Policy can make Australia a Leader in the Global Race for Green Jobs,*" which demonstrates the potential to expand green jobs in Australia and the massive impact this could have. Their report summarises that:

The global picture

- The renewable energy sector employs about 2.3 million people globally.
- Global green markets are projected to double from \$US1.4 trillion a year today to \$US2.7 trillion by 2020.
- Sustainable energy accounted for 23 per cent of new power capacity globally in 2007. The global capacity of renewable energy is 240 giga Watts (GW) and is growing on average by 15 per cent a year.
- More than \$US148 billion in new funding entered the renewable energy sector globally in 2007, up 60 per cent from 2006. Main points of investment were Europe, the US, China, India and Brazil.
- While other markets have declined sharply in 2008, carbon markets grew by 81 per cent in the first nine months, reaching \$US87 billion by the end of September.
- As a result of active environmental industry policy since the early-1990s, Germany now has 1.2 million green jobs. The UK has set itself a target of a million.

The Australian experience

- Australia's green economy is currently estimated at \$US15.5 billion, employing 112,000 people.
- Australian industry is best positioned to succeed in the six key markets of: renewable energy, energy efficiency, sustainable water systems, biomaterials, green buildings, waste and recycling.
- Australia's renewable energy industry provides about 15,000 jobs and has annual sales of almost \$2 billion. It could employ up to 500,000 people by 2030.
- The water sector employs about 125,000 people and is valued at \$18 billion. But less than 20 per cent is focused on sustainable water efficiency systems.

girls' toolkit

- Australia's biomaterials sector, spanning R&D, manufacturing and marketing is valued at about \$100 million and employs 200 direct jobs. By 2030, it could grow to a value of \$2 billion and 33,000 jobs.
- The number of building projects registered under the Green Star program has grown from 50 in 2006 to 680 in 2008. The green building sector could capture activity valued at more than \$US80 billion and 230,000 jobs by 2030.
- The Australian recycling industry is valued at about \$12-15 billion and employs almost 11,000 people directly and another 27,000 indirectly. By 2030, Australia could be responsible for about \$US37 billion of activity and 50,000 jobs.

Clearly the potential employment in green jobs is massive and should not be closed to women and girls by any means. New areas of work should not be seen as 'non-traditional' for girls and neither should non-traditional work be excluded as an option.

Contrary to popular belief girls and boys are interested in non-traditional work experience and job choices: "80 per cent of girls and 55 per cent of boys say they would or might be interested in a non-traditional job, and 76 per cent of girls and 59 per cent of boys want to try non-traditional work before making their job choices. A quarter of boys think a career in caring sounds interesting and 12 per cent of girls are interested in construction. More than eight out of 10 girls think men and women could be equally good at plumbing." (WWC, 2006, p15)

What is then important is that young people are supported and given opportunities to 'test out' non-traditional areas, and particularly important for young women is that when starting out in new areas of work they are put in contact with the relevant union and even better a female mentor. This is to ensure they are supported not isolated in recognition that being a minority and an agent of culture change is challenging.

Fair Play Scotland told the Women and Work Commission (2006, p14) that "young people often don't realise what a job entails. There are a lot of misconceptions about certain types of career. Schools and careers advisers should be encouraging and funding more placements in all areas – including non-traditional ones – to dispel many myths."

Trade unions do have a role to play by advising teachers on organising non-traditional work experience or taster sessions. UK unions have provided longstanding opportunities for young women to meet with female members working in non-traditional areas, for example, as bus drivers and carpenters. (WWC, 2006, p15)

Cross union contacts, women's networks and formal mentoring programs can and need to be continually fostered and we must engage the next generation of women towards new areas of employment if culture change is to be achieved.



Careers Advice Resources

For many girls and women gender remains a pervasive influence in career planning.

It remains true that “choices of subjects and occupations are affected by deep rooted assumptions about the abilities and attributes of men and women, and therefore the jobs which can best be done by women and those better suited to men” (WWC, 2006, p12)

Evidence indicates that at school entrance age, many girls are already discarding potential areas of employment based on gender role stereotypes, a factor that has dire consequences in the highly segregated Australian labour market. (Ford, 2006)

In a project initiated by Women in Adult and Vocational Education (Butler & Woolley, 2005) the researchers confirmed that the strongest motivators for girls in course and vocation selection are linked to their interests and perceived skills, which certainly has validity. What was concerning however, was the girls’ lack of awareness of contemporary employment trends, job availability, pay rates and the potential sustainability of the choices they make (ibid:9). (Ford, 2006)

UK research concurs finding that “most girls and young women do not know that their choice of career could affect their earning potential. They are unaware that, on average, women still earn less than men.” (WWC, 2006, p9)

There is acknowledgement that (QLD Government, 2006, p19) the “industries with high female employment in Australia exhibit similar characteristics including: a high level of award only coverage; high levels of part-time work; low levels of unionisation and low levels of hourly earnings. These industries are accommodation, cafes and restaurants (58.3% women); cultural and recreational services (50.5% women); health and community services (78.6% women); personal and other services (47% women) and retail trade (51.4% women).”

The AEU strongly believes there is a role here for educators and that clear careers advice and guidance is vital at an early stage in young people’s lives.

The Women and Work Commission (2006, p9) points out the need to continue respond to gender matters as “girls need a better understanding of the world of work, to experience working in jobs traditionally done by men, and more and better careers information, advice and guidance...we believe if girls are made more aware of the consequences of their choices for their future pay and career progression they might make different choices.”

Post-compulsory education and training, (and employment outcomes) are of course contributing to the gender segregated labour market. Thomson (2005) assesses LSAY literature which has pointed to differences in curriculum participation according to background variables such as social background and gender. It is argued that if these choices lead to different but equal outcomes then there is no problem: there are just different choices.



If, however, such differences lead to better or poorer outcomes for particular groups, then it is important that such issues be explored and exposed.

Students who choose subjects at Year 12 level without some thought as to the ramifications of such choices may find themselves unable to participate in further education and in a very vulnerable position in the labour force. Turner-Zeller et al research (2007) interviewed girls individually and nearly all told the researchers that they “were familiar with the type of work involved in their career choice, but then demonstrated they did not know about job availability or pay rates and how this impacts on their choices.”

Given that 70% of people living in poverty are women, and two thirds of illiterate adults are women the risks of lack of engagement in tertiary education are dire. Turner-Zeller (2007) established the following stark considerations:

- Over 91% of jobless households are headed by women, and it is harder for them to move into paid work because the income they are likely to earn seldom covers childcare costs.
- Education is an extremely important tool in alleviating poverty. It creates economic growth, generates higher living standards and makes society cohesive. And we know the cycle of poverty is worsened by people’s lack of participation in education. (CARC 2004 p227). However, the outcomes from further education often do not lead to sustained economic security for women.
- Because of the effect of workplace inequality, employment does not protect women from poverty and they tend to dominate amongst the working poor.
- Where women of low socio economic status do overcome the huge barriers of cost of childcare, cost of and access to training, to successfully participate in training, this effort is not rewarded through secure, higher skilled, higher paid employment.
- Employers tend not to invest in training for casual and non-permanent staff, the majority of whom are women of low SES, and where on-job training is available, the inflexibility in delivery often prohibits women from participating.

British Prime Minister Gordon Brown said “for too long the equality issue has been marginalised and seen as part of social policy, not macro-economic policy.” (EOC, 2007, p14) There is an economic imperative to unlock women’s potential in order to become truly globally competitive and productive. Changes to and awareness of school subject choices, graduate salaries, flexible workplace cultures, paid parental leave and greater equity in superannuation contributions have the ability to provide young girls real career choice.



Otherwise, the trend in the UK (EOC, 2007, p10) that sees the proportion of women graduates in low-level jobs – the bottom 25% of all jobs – almost trebling, from 5% in 1995 to 13% in 2005, and one in ten women with degrees working in low-level jobs throughout their working lives will continue.

Given these imperatives it is unjust and unwise for society to continue to accept the limitation placed on potential participants in the skilled workforce because of gendered expectations within industries/occupations and by employers and employees alike.

Educators' Resources

Teachers are one of the main sources of advice on careers and so the information provided to assist teachers is crucial however so too is the need to involve and educate parents and carers.

The UK Women and Work Commission cites Millward et al (2006) which finds that careers advice and guidance are particularly important for girls. While family advice and work experience are the top sources of information used to make a decision on which job they would like to pursue, girls rely more than boys on formal sources of information, particularly career leaflets, but also teachers and careers advisers.

Careers advice and guidance which successfully challenges gender stereotypes has the potential to open up opportunities for girls and boys in non-traditional jobs. This will exploit the skills and aptitudes of young people to the full, tackle skills shortages and improve women's pay and opportunities. (WWC, 2006, p22)

It is important [therefore] that teachers are aware that they should challenge gender stereotypes in delivering both careers education and subject teaching.

Disappointingly, in producing this resource it is apparent that State/Territory Education Departments provide very little in the way of "girl specific" career resources and have moved away from gender awareness as an issue in any significant form.

To help careers advisors and teachers point girls and young women in the right direction, the AEU recommends using these useful following resources:



- “Action for Change: How careers advice professionals and teachers can break down gender segregation in vocational education, training and work,” European Union, Equal Opportunities Commission
<http://www.equalityhumanrights.com/Documents/Gender/Employment/Action%20for%20change%20How%20careers%20advice%20professionals%20and%20teachers%20can%20break%20down%20gender%20segregation%20in%20vocational%20education..pdf>
- Lamb, S., & Mason, K., (2008) “How Young People are Fairing – At a Glance” Centre for Post-compulsory Education and Lifelong Learning (CPELL), The University of Melbourne.
http://www.fya.org.au/downloads/FYA_HYPAF_AAG.final.pdf
- Matthews, N. (2007) “Girl Stuff by Kaz Cooke – Teachers’ Notes,” Curriculum Manager, Health and Physical Education, Victorian Curriculum and Assessment Authority
http://www.girlstuffbook.com/Girl%20Stuff_teachersnotes.pdf
- McMahon, M. and Tatham, P. (2008), “More than Just a Job – career development understandings”, published by *Education.au*, on MyFuture website
<http://www.myfuture.edu.au/Events/Feature%20Articles/~media/Files/Career%20more%20than%20just%20a%20job%20V2.ashx>
- Muller, D., (2006) “Fearless and Flexible – View of Gen Y - A qualitative study of people aged 16 to 24 in Australia.” Dusseldorp Skills Forum by Saulwick Muller Social Research
<http://www.dsf.org.au/resources/detail/?id=65>
- “My Future – Career Guidance Kit A - How to use the myfuture Training Kit”
<http://www.myfuture.edu.au/Assist%20Others/Training%20Resources/~media/Files/Training%20kit/Section%20A1%20myfuture%20training%20kit%20July%202008.ashx>
- “My Future – Career Guidance Kit C - Using myfuture in schools”
<http://www.myfuture.edu.au/Assist%20Others/Training%20Resources/~media/Files/Training%20kit/Section%20C1%20myfuture%20training%20kit%20July%202008.ashx>



- My Future – Trainers’ Guide
<http://www.myfuture.edu.au/Assist%20Others/Training%20Resources/~media/Files/Training%20kit/Section%20A3%20myfuture%20training%20kit%20version%2000%203%20Jan%202007.ashx>
- “Professional Standard for Australian Career Development Practitioners,” Career Industry Council Australia, 2007
<http://www.cica.org.au/index.pl?page=7>
- QLD Office for Women “Gender Analysis “toolkit”
<http://www.women.qld.gov.au/resources/gender-analysis/documents/gender-analysis-toolkit.pdf>
- QLD Career and Transition Policies and Frameworks
<http://education.qld.gov.au/students/service/career/transitions.html>
- Shewring, F., (2007) “Supporting Women In A Non-Traditional Trade” TAFE NSW - Illawara Institute
<http://www.skillsone.com.au/News/Article/228/3/Women-in-trades/>
- “The Australian Blueprint for Career Development”
http://www.blueprint.edu.au/resources/DL_Blueprint_Final.pdf
- “Using the *Australian Blueprint For Career Development* with young people in schools and other learning environments - A Professional Development Kit”
http://www.blueprint.edu.au/resources/PDKIT_YoungPeople.pdf
- Watson, J., (2000) “The Right to Party Safely - A Report on Young Women, Sexual Violence & Licenced Premises,” CASA House (Centre Against Sexual Assault), Royal Women’s Hospital Melbourne, Victoria.
- Women and Work Commission, (WWC), (2006) “Shaping a Fairer Future,” Presented to the Prime Minister by Baroness Prosser of Battersea.
http://www.equalities.gov.uk/what_we_do/women_and_work/women_and_work_commission.aspx
- “Young People Need Advice too: Advising young women and men about sex discrimination and equal pay,” European Union, Equal Opportunities Commission
http://www.equalityhumanrights.com/Documents/Gender/General%20advice%20and%20information/Young_people_need_advice_too_A4.pdf



State and Territory resources

ACT

- Career Clusters 2010
http://www.det.act.gov.au/_data/assets/pdf_file/0005/123989/Career_Cluster_Program.pdf
- Linking SPP with Career Development
http://www.det.act.gov.au/school_education/career_education
- Career Development Competencies and Outcomes
http://www.det.act.gov.au/_data/assets/pdf_file/0018/19611/CareerDevelopmentCompetenciesandOutcomes.pdf

NSW

- School to Work Evaluation 2006
<https://www.det.nsw.edu.au/vetinschools/documents/reports/Evaluation%20-School%20to%20work.pdf>
- NSW DET Boys and Girls Strategy
<http://www.schools.nsw.edu.au/media/downloads/schoolsgender/learning/yrk12focusareas/gendered/yr2008/strategy.pdf>
- NSW Careers Advisory Service report Dec 2007-Jan 2008
<https://www.det.nsw.edu.au/vetinschools/documents/reports/CASReport07-08.pdf>
- Our 15-19 Year-Olds - Opportunities and Choice
<https://www.det.nsw.edu.au/media/downloads/newsroom/yr2006/sep/studentsplan.pdf>

QLD

- Education Queensland Policy on Career Education
- QLD Components and principles of career education
<http://education.qld.gov.au/students/service/career/principles.html>
- QLD Girls and ICT Strategy 2005-2008
<http://education.qld.gov.au/smartclassrooms/pdf/girls-ict-strategy.pdf>

SA

- Introduction to Industry Pathways
- Industry Pathways Program Moodle site
<http://dlb.sa.edu.au/ctmoodle/>



TAS

- Tasmanian Polytechnic Corporate Plan 2009–2012
<http://www.polytechnic.tas.edu.au/files/Polytechnic-Corporate-plan-FINAL.pdf>

VIC

- Ways2Work website helps parents and carers make the transition back into the paid workforce.
<http://www.ways2work.business.vic.gov.au/>
- Careers and Transition Resource Kit
<http://www.education.vic.gov.au/sensecyouth/careertrans/teacherresources/catresourcekit/default.htm>

Opportunity Awareness Careers Resources:

What is work? - Teachers notes

Why work? - Teachers notes

Researching careers - Teachers notes

Dicing with life - Teachers notes

Careers Expos/Markets - Teachers notes

Paid work activities - Teachers notes

Evolving careers - Teachers notes

Skills in demand - Teachers notes

Careers in government - Teachers notes

Balancing leisure and work - Teachers notes

Equal Opportunity and Gender Equity (ESL/CALD focus) - Teachers notes

Transition planning:

Goal setting - Teachers notes

Access your allies - Teachers notes

Career pathways plan - Teachers notes

Careers portfolio - Teachers notes

Writing winning resumes - Teachers notes

Get that job - Teachers notes

Interview preparation - Teachers notes

Go for gold - interview practice - Teachers notes

Before you go...(Disability focus) - Teachers notes

WA

- Job Search Guide - WA Employment Directions resource
- Resource Manual For Career Practitioners 2010
<http://www.dtwd.wa.gov.au/carecentre/detcms/navigation/online-tools/?page=11&tab=Main>



- **Students' Resources - girls' toolkit web links**

To help girls and young women obtain a range of necessary support and information throughout their life, the following resources are recommended:

CAREERS

COMMONWEALTH GOVERNMENT

- **Year 12 What Next?**
<http://www.year12whatnext.gov.au/>
- **JobJuice**
<http://www.jobjuice.gov.au/default.htm>
- **Real Game - career and life skills education programme to connect studies & life**
http://www.realgame.gov.au/current_products.htm
- **Job Search – Job Explorer**
<http://jobsearch.gov.au/JobExplorer/default.aspx>
- **Job Search – Find a Job**
<https://jobsearch.gov.au/Login/Login.aspx?WHCode=0>
- **My Future - career and further education related information**
<http://www.myfuture.edu.au/The%20Facts.aspx>
- **Centrelink – support while looking for work**
http://www.centrelink.gov.au/internet/internet.nsf/individuals/work_index.htm

STATE/TERRITORY GOVERNMENT

- **Jobs & Careers (Victoria – Youth Central)**
<http://www.youthcentral.vic.gov.au/ViewPage.action?siteNodeId=7&languageId=1&contentId=-1>



COMMUNITY/EDUCATION ORGANISATIONS

- **Your First Job – advice**
<http://www.worksite.actu.asn.au/showall.php3?secid=3&page=article&artid=580>
- **Students@ Work**
<http://www.studentsatwork.org.au/>
- **ACTU Worksite - Factsheets on work issues & union protection at work**
<http://www.worksite.actu.asn.au/showall.php3?secid=3>
- **Girls in Trades (Equity Research Centre)**
(horticulture, mechanics, printing, painting, production, transport and logistics)
<http://www.girlsintrades.org.au/>
- **GIDGITS - Girls Into Doing Great Information Technology Society**
<http://www.gidgits.org/cms/display/index.php?vsite=1&Area=35&SubSectionOf=0>
- **GirlsWork - NSW DET site for girls careers**
<http://girlswork.det.nsw.edu.au/>
- **Go Girl – Go for IT – Victorian ICT for Women careers showcase**
<http://www.vicitforwomen/www/html/197-gogirl-go-for-it---2008.asp>
- **Jobguide – the goodguides job search**
<http://www.jobguide.thegoodguides.com.au/occupation/search>
- **Careernav – lifeskills pathway for personal and career growth**
<http://www.careernav.com.au>
- **Ace Day Jobs**
<http://www.abc.net.au/acedayjobs/>
- **Union Membership – Benefits for Women**
<http://www.unionsaustralia.com.au/benefits.aspx#Advantage>
<http://www.unionsaustralia.com.au/about.aspx>
- **Issues at Work**
http://www.worksite.actu.asn.au/showall.php3?secid=3&workst_Session=534a4796639746a1b307b9d2366a083f



HOME

INCOME SECURITY – CENTRELINK

- **Centrelink – Youth Allowance**
http://www.centrelink.gov.au/internet/internet.nsf/payments/ya_eligible.htm
- **Centrelink – Crisis Payment**
<http://www.centrelink.gov.au/internet/internet.nsf/payments/crisis.htm>
- **Women Understanding Money**
<http://www.understandingmoney.gov.au/content/consumer/women/>

HOUSING

- **Finding a Rental Home**
<http://www.realestate.com.au/cgi-bin/rsearch?a=bhp&t=ren&cu=>
- **Rent Assistance**
<http://www.facsia.gov.au/internet/facsinternet.nsf/housing/rentassist.htm>
- **First Home Saver information**
<http://www.ato.gov.au/individuals/pathway.asp?pc=001/002/066>

HEALTH – GP/MEDICARE INFO

- **What is Medicare**
<http://www.medicareaustralia.gov.au/about/whatwedo/medicare.jsp>
- **How does Medicare work?**
<http://www.medicareaustralia.gov.au/public/register/how-works.jsp>
- **How do I obtain a Medicare card?**
http://www.medicareaustralia.gov.au/public/register/files/ma_3101_medicare_enrolment_application_form_011005.pdf
- **How do I use my Medicare card?**
<http://www.medicareaustralia.gov.au/public/register/use-card.jsp>
- **Finding a good GP**
<http://www.abc.net.au/health/consumerguides/stories/2006/06/19/1837215.htm>
<http://www.amavic.com.au/index.php?action=view&view=3868&pid=>



PARENTAL SUPPORT AND ENGAGEMENT

- **Relationships with parents**
<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=240&np=296&id=2073>

EDUCATION (School, TAFE, University)

- **Apply for a Tax File Number through School**
<http://www.ato.gov.au/youth/content.asp?doc=/content/39656.htm>
- **Bullying No Way – Chillout Space**
<http://www.bullyingnoway.com.au/chillout/default.shtml>
- **Get the Training for the Job or Career you want**
<http://jobsearch.gov.au/training/default.asp>
- **Centrelink – support while studying/training**
http://www.centrelink.gov.au/internet/internet.nsf/individuals/st_index.htm
- **GoingtoUni – Course Finder**
<http://www.goingtouni.gov.au/CourseFinderSearch.htm>
- **GoingtoUni – Applying for a place via the tertiary admission centres**
<http://www.goingtouni.gov.au/Main/CoursesAndProviders/Applying/ForAPlaceWithAProvider/ViaTheTertiaryAdmissionCentres.htm>
- **GoingtoUni – Applying for a place via direct application**
<http://www.goingtouni.gov.au/Main/CoursesAndProviders/Applying/ForAPlaceWithAProvider/ViaDirectApplication.htm>
- **GoingtoUni – Paying for Your Studies**
<http://www.goingtouni.gov.au/Main/Quickfind/PayingForYourStudiesHELPLoans/Default.htm>
- **HECS-HELP Booklet 2009 - Info for Commonwealth supported students**
<http://www.goingtouni.gov.au/NR/rdonlyres/D605333E-C121-490E-8810-6DD50B0C1AEC/0/ICSS2009bookletforGTU.pdf>
- **Centrelink – support while studying/training**
http://www.centrelink.gov.au/internet/internet.nsf/individuals/st_index.htm



- **Student Support Services at University**
<http://www.goingtouni.gov.au/Main/Resources/StudentSupport/ProviderStudentSupportServices.htm>

COMMUNITY

HEALTH – SELF ESTEEM, VIOLENCE, YOUTH WORKERS

- **Royal Children's Hospital - Centre for Adolescent Health**
<http://www.rch.org.au/cah/>
- **Young Peoples Health Service**
<http://www.frontyard.org/>
- **Child and Youth Health SA**
<http://www.cyh.com/>
- **Young people (in partnership with Australian Drug Foundation)**
<http://www.somazone.com.au/>
- **Body Image**
<http://www.thebutterflyfoundation.org.au/>
- **An Eating Disorders Resource for Schools**
http://www.rch.org.au/ceed/resources.cfm?doc_id=6265
- **Grief, Depression and related issues**
<http://www.reachout.com.au>
- **Beyondblue (national depression initiative)**
www.beyondblue.org.au
- **The Kids Help Line**
<http://www.kidshelp.com.au>
- **Women's Cancers**
http://www.girlsnightin.com.au/womens_cancer.htm

VIOLENCE

- **family and domestic violence**
<http://www.youthsayno.wa.gov.au>



- **CASA House (Centre Against Sexual Assault) Information for Young People**
http://rch.org.au/casa/youngpeople.cfm?doc_id=8503

- **Elimination of Violence towards Women & children – White Ribbon Day**
<http://www.whiteribbonday.org.au/Where-To-Turn-31.aspx>

SPORT

- **Australian WomenSport and Recreation Association - Finding an Activity**
<http://www.australianwomensport.com.au/default.asp?PageID=8>

- **Australian WomenSport and Recreation Association - Links**
<http://www.australianwomensport.com.au/default.asp?PageID=35&n=Finding+an+Activity>

SEXUALITY

- **same-sex attracted youth**
<http://www.freedom.org.au>
- **sex, growing up and conception**
<http://www.thehormonefactory.com>

DEMOCRACY

- **enrol to vote**
http://www.aec.gov.au/Enrolling_to_vote/Update_enrolment.htm
<http://www.aec.gov.au/FAQs/Enrolment.htm>



References

- Access Training and Employment Centre (2000) ‘Careers education for girls: a good practice review’ cited in Ford, C. (2006) ‘If she was a boy, she could do an apprenticeship’: the resilience of gender as a determinant in career planning, paper prepared for: Our work . . . our lives: National conference on women and industrial relations, 14/07/06, Brisbane.
- APESMA, (2007) “Women in the Professions Survey Report”
http://www.apesma.asn.au/women/survey/women_in_the_professions_2007.pdf
- Butler, E., & Woolley, R. (2005) ‘Getting Real – Young Women and Girls, Working Futures, VET and VET in Schools,’ Women in Adult and Vocation Education (WAVE), through Security 4 Women – Office for Women Secretariat.
- Cassells, R., Miranti, R., Nepal, B. & Tanton, R., (2009), “She works hard for the money,” National Centre for Social and Economic Modelling (NATSEM), Income and Wealth Report Issue 22, University Canberra.
- Community Affairs References Committee (CARC) (2004) *A Hand up Not a Hand Out: Renewing the fight against poverty*. The Senate: Report on poverty and financial hardship. Commonwealth of Australia.
- EOC, (2007), “Working Outside the Box: Changing work to meet the future” Executive Summary, Equal Opportunities Commission, European Union.
- Fisher, G., (2007), “Pay Equity – Time to Act,” Report of the Inquiry into Pay Equity and the Impact of Work Choices, QLD Industrial Relations Commission.
- Ford, C. (2006) ‘If she was a boy, she could do an apprenticeship’: the resilience of gender as a determinant in career planning, paper prepared for: Our work . . . our lives: National conference on women and industrial relations, 14/07/06, Brisbane.
- Henry, D., & Burrow, S., (2008) “Green Gold Rush – How Ambitious Environmental Policy can make Australia a Leader in the Global Race for Green Jobs,” ACTU/Conservation Foundation.
<http://www.actu.asn.au/Images/Dynamic/attachments/6211/greengoldrush081030-factsheet.pdf>
- Millward, L., Houston, D.M., Brown, D. and Barrett, M. (2006) “Young People’s Job Perceptions and Preferences” Department of Business Enterprise & Regulatory Reform, UK
<http://www.berr.gov.uk/files/file28575.pdf>
- Patty, A., “Jobs crisis for girls who quit school,” Sydney Morning Herald, 25/09/06.
<http://www.smh.com.au/news/national/jobs-crisis-for-girls-who-quit-school/2006/09/24/1159036415560.html>
- Plibersek, T. (2009) “Women’s Budget Statement 2009,” Federal Minister for the Status of Women.



- “Quality Part-Time Work: Working Better for Everyone - A Report from the Quality Part-Time Work Project,” Industrial Relations Victoria, Department of Innovation, Industry and Regional Development
http://www.business.vic.gov.au/busvicwr/_assets/main/lib60072/197_qualityparttime_work.pdf
- QLD Government, (2006), “*Progressing Pay Equity – An Inquiry*” QLD Government Submission” to the Queensland Industrial Relations Commission.
- Squire, S., & Tilley, J. (2007) “*It’s About Time: Women, men, work and family Final Paper,*” Human Rights and Equal Opportunity Commission.
http://www.hreoc.gov.au/sex_discrimination/its_about_time/docs/its_about_time_2007.pdf
- Thomson, S., (2005) “*Pathways from School to Further Education or Work: Examining the Consequences of Year 12 Course Choices*” LSAY Research Report 42, ACER.
http://www.acer.edu.au/documents/LSAY_lsay42.pdf
- Turner-Zeller, K. & Bulter, E., (2007) “Lifelong Learning: Work related education and training Meeting the needs of Australian women”
http://www.wave.org.au/images/documents/lifelonglearningaug07_s4w.pdf
- Women and Work Commission (WWC) (2006) “Shaping a Fairer Future,” Presented to the Prime Minister by Baroness Prosser of Battersea.
http://www.equalities.gov.uk/what_we_do/women_and_work/women_and_work_commission.aspx



Acknowledgements

The AEU would like to thank the respective department of education and other relevant government agencies for their permission to include their material in the creation of this resource. The AEU wishes to also therefore include the following necessary acknowledgements:

- Watson, J., (2000) “The Right to Party Safely - A Report on Young Women, Sexual Violence & Licenced Premises”, CASA House (Centre Against Sexual Assault), Royal Women's Hospital Melbourne, Victoria.

- **Resources from State and Territory Government Departments:**

ACT

- Career Cluster Program Information 2010
- Resources Linking SPP with Career Development
- Career Development Competencies and Outcomes

NSW

These listed documents, included in the AEU Girls’ ToolKit are owned by the NSW Department of Education and Training and is reproduced here with their permission, providing the use of these materials does not involve (i) charging others for access, (ii) inclusion in advertising or a product for sale or (iii) modification of the document.

- School to Work Evaluation 2006
- NSW DET Boys and Girls Strategy
- NSW Careers Advisory Service report 2006
- Career Development brochure
- Our 15-19 Year-Olds - Opportunities and Choice

QLD

Copyright in this work is owned or licensed to the State of Queensland (represented by the Department of Education and Training), PO Box 15033 City East QLD 4002 Australia and is reproduced with its permission. No part may be further reproduced in hardcopy form, electronically or by any other process without the express written permission of the Department.

- Education Queensland Policy on Career Education
- QLD Components and principles of career education
- QLD Girls and ICT Strategy 2005-2008



SA

The Industry Pathways Program material included in this Girls' ToolKit is the property of the South Australian Department of Education and Children's Services and is reproduced here with their permission.

- [Introduction to Industry Pathways](#)
- [Industry Pathways Program Moodle site](#)

Disclaimer: this set of Industry Pathways Programs documents are a "work in progress" and hence the documents accessible from this link are subject to ongoing change and a login as a guest is required.

TAS

- [Tasmanian Polytechnic Corporate Plan 2009–2012](#)

The Tasmanian Polytechnic Corporate Plan 2009–2012 included in this Girls' ToolKit is the property of Tasmanian Polytechnic and is reproduced here with their permission.

A copy of the AEU Girls Toolkit has been provided to the Tasmanian Polytechnic for proofing before publishing.

Disclaimer: The Tasmanian Polytechnic cannot be held responsible for any resultant outcome from its use in this AEU Girls' Toolkit.

VIC

- [Ways2Work](#) website helps parents and carers make the transition back into the paid workforce.
- [Careers and Transition Resource Kit](#)
 - Opportunity Awareness Careers Resources:
 - What is work? - Teachers notes
 - Why work? - Teachers notes
 - Researching careers - Teachers notes
 - Dicing with life - Teachers notes
 - Careers Expos/Markets - Teachers notes
 - Paid work activities - Teachers notes
 - Evolving careers - Teachers notes
 - Skills in demand - Teachers notes
 - Careers in government - Teachers notes
 - Balancing leisure and work - Teachers notes
 - Equal Opportunity and Gender Equity (ESL/CALD focus) - Teachers notes
 - Transition planning:
 - Goal setting - Teachers notes
 - Access your allies - Teachers notes



Career pathways plan - Teachers notes
Careers portfolio - Teachers notes
Writing winning resumes - Teachers notes
Get that job - Teachers notes
Interview preparation - Teachers notes
Go for gold - interview practice - Teachers notes
Before you go...(Disability focus) - Teachers notes
Work Right – Teacher Learning Network (members only) curriculum resource

WA

It should be acknowledged that the AEU have received permission from The WA Department of Training and Workforce Development to reproduce the Guide and Resource Manual.

- [Job Search Guide - WA Employment Directions resource](#)
- [Resource Manual For Career Practitioners 2010](#)