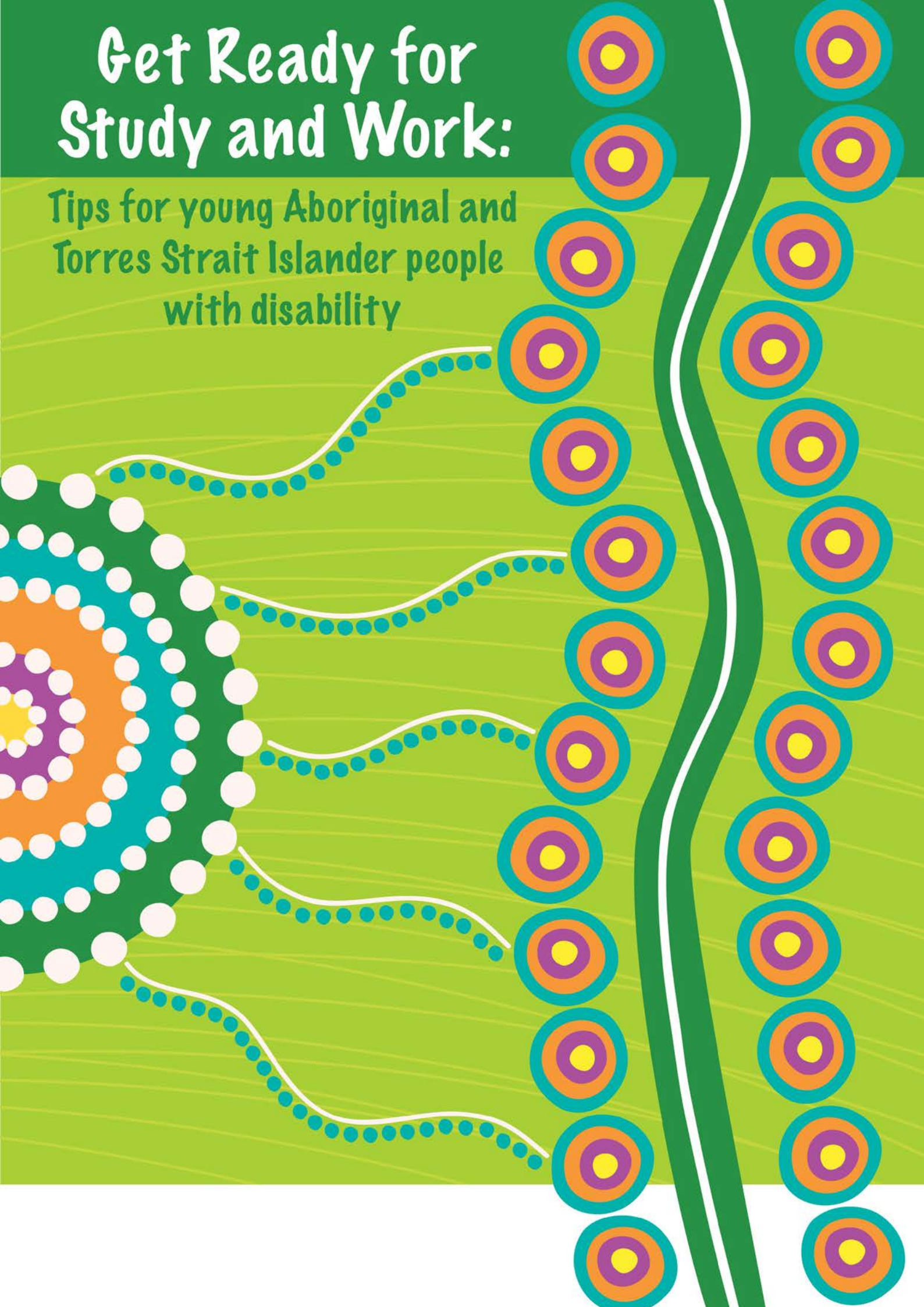


# Get Ready for Study and Work:

Tips for young Aboriginal and  
Torres Strait Islander people  
with disability





## Who wrote this workbook?

We acknowledge the traditional owners of the land on which this workbook was developed, the Darug and Tharawal peoples. We pay our respect to Elders, past, present and future, and thank them for their support of our work on their lands. We acknowledge and thank all Aboriginal and Torres Strait Islander people and other stakeholders who were involved in consultations and offered input to the development of this workbook.

Get Ready for Study and Work: Top tips for young Aboriginal and Torres Strait Islander people with disability was developed in 2015 by Nicole Ison, Gillian Hilt and Katie Hayes from the Western Sydney University **National Disability Coordination Officer (NDCO) Program**, hosted by the Western Sydney University 2010-2016. The NDCO Program ([www.education.gov.au/ndcoprogramme](http://www.education.gov.au/ndcoprogramme)) is funded by the Australian Government.

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

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2<sup>nd</sup> Easy Read edition, August 2016



A PDF that allows electronic completion of the activities, saving and printing is available at

[www.westernsydney.edu.au/ndco/getreadytoptips](http://www.westernsydney.edu.au/ndco/getreadytoptips).

Here you will also find a plain text version which may be more accessible to screen readers.

Cover art: The large circle to the left represents an institution, such as a school, that young Aboriginal and Torres Strait Islander youth are coming from. The tracks to the circles on the right are the steps, strategies and goals they use to get a job. The circles to the right represent these youth moving forward into tertiary study and work.

Art by **De Greer-Yindimincarlle**, a multi-award winning artist from the Wiradjuri Nation in Central Western New South Wales, Australia.

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

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## How to use this workbook



This information is written in an easy to read way.

We use pictures to explain some ideas.



This document has been written by the National Disability Coordination Officer Programme. When you see the word 'we', it means the National Disability Coordination Officer Programme.



Some words are written in **bold**. We explain what these words mean. There is a list of these words on page 71.



This Easy Read document is a summary of another document.



You can find the original document on our website at [www.westernsydney.edu.au/ndco/getreadytotips](http://www.westernsydney.edu.au/ndco/getreadytotips)

The original document also has links to information about programs in your State or Territory that you may be interested in.



You can ask for help to read this document.

A friend, family member or support person may be able to help you.



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## Why do we have this workbook?

There are lots of things to think about when you're getting ready for life after school.



- Do you want to work?



- Do you want to go to uni or TAFE?



- Do you want to get an apprenticeship or traineeship?



- Where can you get more information?



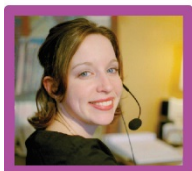
- Who can help you?



- What support will you need?

Life after school will be a big change.

Many people experience big changes in their life, such as:



- starting a new job
- moving house
- getting married



Change can be exciting. It can also be challenging.



There are lots of decisions to make.

Things will often work out better if you:



- plan for change



- ask for help when you need it



You will need to plan for life after school.



If you have a disability there are some extra things you will need to think about.



This workbook will help you plan for changing from school to life after school.



# 10

It has 10 tips to help you get ready.

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



- An activity for you to do



- Important things to remember or think about



- Things to yarn about with other people



- Links to more information



We hope you find it useful.



Good luck getting ready for your life after school!

## What is a disability?

Disability can mean many things. Here are some examples.

### Serious medical conditions:

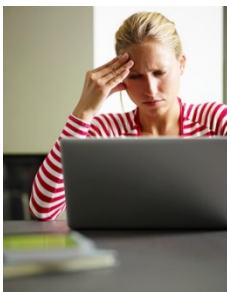


- asthma
- arthritis
- diabetes

### Intellectual disabilities:



- Down syndrome
- fetal alcohol syndrome



### Learning disabilities:

- dyslexia

### **Mental health:**



- depression
- anxiety disorders
- bipolar disorder

### **Physical disabilities:**



- spinal cord injury
- cerebral palsy



### **Sensory disabilities:**

- vision loss
- hearing loss

### **Autism Spectrum Disorders.**



It is important to know about your rights to access support – even if you don't think you have a disability.



You can find out more about your rights on the Australian Human Rights Commission website at [www.humanrights.gov.au](http://www.humanrights.gov.au)



This website will also have more information about the meaning of disability.



## Tip 1: Get ready early



You should start planning for life after school as soon as you can.



It's a good idea to start thinking about things when you are 14 or 15 years old.



It's ok if you are older – this workbook will help you.

If you start planning early:



- it won't be as stressful



- you will have a better experience



Think about what type of support you will need.

We talk about this more in Tip 2 on page 17.



Contact the people who can support you as soon as you can.



This will give you time to organise the help or support you will need.



In this workbook we mainly look at:

- going to university, TAFE or other study
- getting a job
- programs specifically for young Aboriginal people



But we'll also have links to information for people who may not be doing those things.



There are lots of good reasons why you should aim high.

Doing more study or getting a job may:



- help you get new skills



- help you get other jobs



- allow you to take part



- make you feel good about achieving things

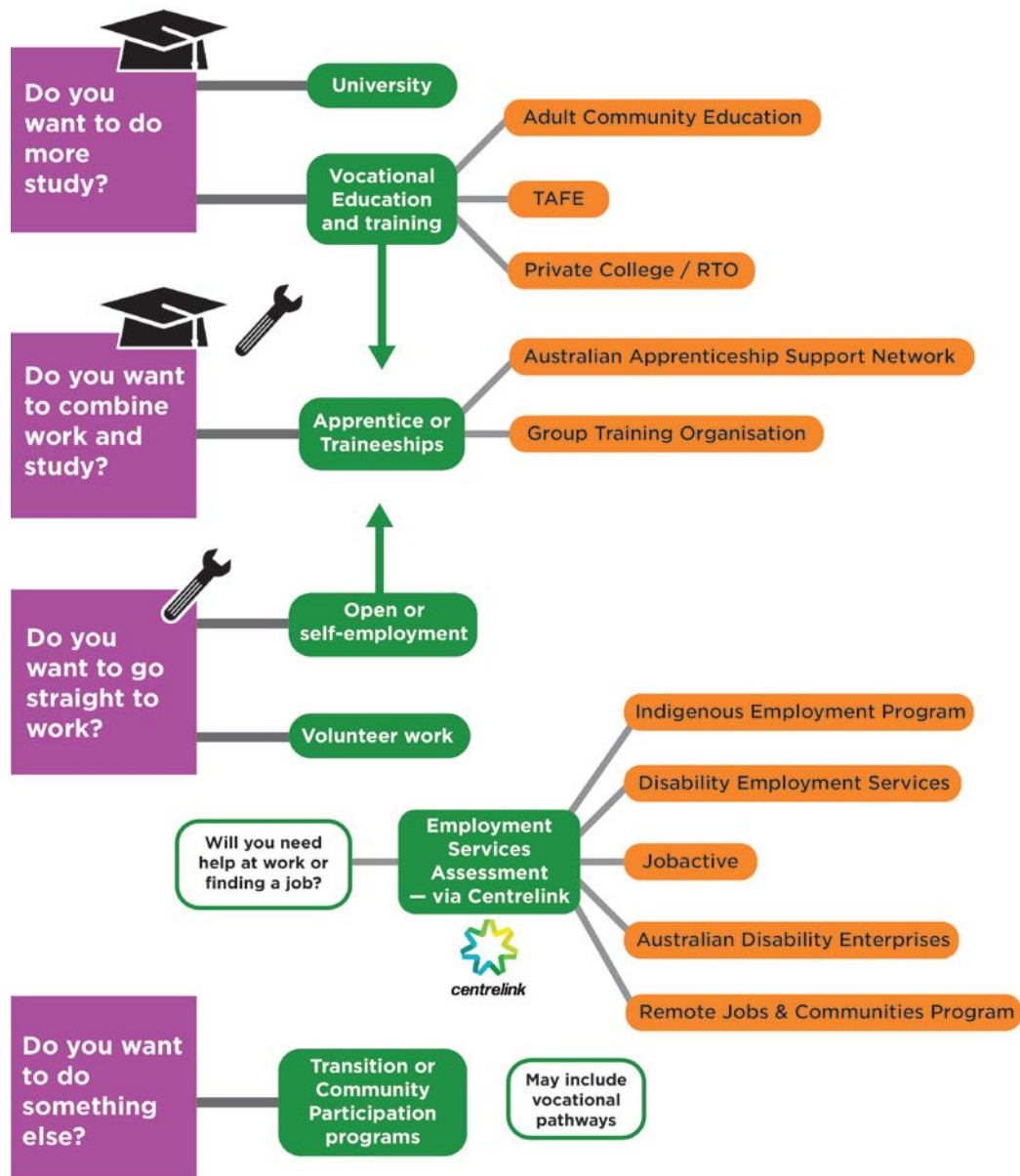


- help you make more money

## Pathways after school

There are different ways of doing things when you leave school.

These are called **pathways**.



Many people will take more than one pathway in their life.

Which pathways are you interested in?

---

---

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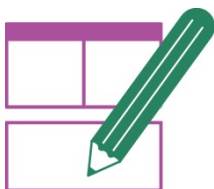
## Tip 2: Getting the big picture



It is good to learn about yourself.



And understand yourself.

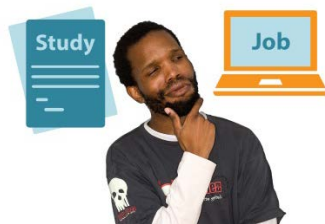


This activity will help you think about yourself.

And what you want for your future.

A large, solid blue silhouette of a person stands in the center of the worksheet, facing forward. The worksheet is divided into four quadrants by this central figure, each containing a question and several horizontal lines for writing.

<b>What is important to me?</b> _____ _____ _____ _____ _____	<b>What are my strengths?</b> _____ _____ _____ _____ _____
<b>What goals do I want to reach soon?</b> _____ _____ _____ _____ _____	<b>What goals do I want to reach in the future?</b> _____ _____ _____ _____ _____



Don't just think about study or jobs.



Also think about the fun things you like to do.

And other things that influence your life, like:



- your friends



- your family



- your community



- relationships



- responsibilities you have



- your living situation

In all of these areas, what are your:



- goals
- interests
- needs?

How do they all fit together in your life?



Practise talking about what you want with others.



When people know what your goals are, they can help you.

Yarn with your:

- family
- friends
- Elders
- teachers



They can tell you their ideas as well.

## Get to know your disability



How will your disability or serious medical condition affect your study or work?



If you had help at school, do you think you will need this help while you study or go to work?



What other kind of help do you think you will need? This could include things like health services, travel or personal care support.



What skills has having a disability helped you develop?



What challenges have you had to overcome in the past?



### Tip 3: Getting connected



Get in touch with people who can help you during your change from school to work or study.

This might be someone like a:



- careers advisor



- Aboriginal liaison officer



- school counsellor



- an advisor or teacher at your school

Here are some questions you might like to ask:

<input type="checkbox"/>	Maths
<input checked="" type="checkbox"/>	English
<input checked="" type="checkbox"/>	Geography

- I am interested in working in \_\_\_\_\_ area.  
What subject should I choose?



- How can I learn more about the area I am interested in working in?



- What kind of jobs are available in this area?



- Will I need to do more study?

 **Step 1**

 **Step 2**

 **Step 3**




- Can you help me speak to someone who works in this area?



- Who can help me prepare a resume?

Make a note of some other questions you might like to ask and the contact details of the people you need to get in touch with.



Your school can help you get in contact with teachers who specialise in helping young people with disability.

These could be:



- transition teachers – they can help people through big changes



- support teachers



- welfare teachers



Yarn with friends, family, Elders and other people with disability about their experiences after school.



Get in contact with disability staff and Aboriginal education centres at training organisations and universities.

If you are thinking about working, get in contact with a disability employment service.

There is more information about this in Tip 7 on page 46.



Think about getting in contact with groups for people with disability in your local area.



You can connect with these groups on Facebook or Twitter. These groups might have people with similar experiences to you who can offer advice.



When you have decided what area you would like to work in, get in contact with someone who works in that field.

Here are some questions you might like to ask. There is space for you to write down some questions of your own.

- What are the best and worst parts of working in this area?
- What is a normal day like at work?
- Why did you decide to get into this industry?
- What are the most important skills I will need to be successful?
- Have you changed your career path much since leaving school?
- Anything else valuable for me to know?

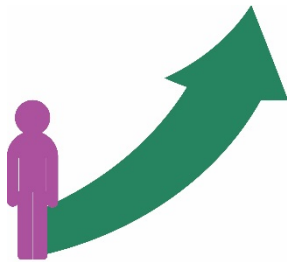





## Tip 4: Getting to know your options



There are many types of jobs and **career** areas.



A career is the progress you make in your chosen area of work throughout your life.



Think about which area you would like to work in.



Research, ask questions and speak to people about what your options are when you finish school.


## Different types of careers






There are many types of careers to choose from.

There are just a few listed below as a starting point.

Make a note of which ones you are interested in.



Career Area	I'm really interested in this	I'd like to know more	I'm not very interested in this	No way!
 Agriculture, animal and primary industries.				
 Architecture, building and planning				
 Art, design, music and entertainment				
 Business, administration and sales				
 Chemicals, plastics, rubber production, plant operating and trades etc.				
 Computing and information services				
 Education				
 Engineering and technical				
 Food processing				
 Health and community services				
 Hospitality and tourism				
 Law, Security and Defence				

	Career Area	I'm really interested in this	I'd like to know more	I'm not very interested in this	No way!
	Literature and social sciences				
	Metal, electrical, automotive, furniture and wood products				
	Natural sciences and mathematics				
	Textiles, clothing and footwear				
	Transport and storage				



The internet is a great place to research more about what career you might be interested in.

Here are some helpful websites:

My Future – [www.myfuture.edu.au](http://www.myfuture.edu.au)

MySkills – [www.myskills.gov.au](http://www.myskills.gov.au)

The Good Universities Guide –  
[www.gooduniversitiesguide.com.au](http://www.gooduniversitiesguide.com.au)

Job Guide – [www.jobguide.thegoodguides.com.au](http://www.jobguide.thegoodguides.com.au)

Get Ready for Study and Work –  
[www.westernsydney.edu.au/ndco](http://www.westernsydney.edu.au/ndco)

Get Ready for Uni –  
[www.westernsydney.edu.au/ndco/getready](http://www.westernsydney.edu.au/ndco/getready)

Fair Work guide for young workers -

[www.fairwork.gov.au/find-help-for/young-workers-and-students](http://www.fairwork.gov.au/find-help-for/young-workers-and-students)

Australian Apprenticeships Pathways –

[www.aapathways.com.au](http://www.aapathways.com.au)

You can also read stories about other Aboriginal people who have thought about their career options and gone to University.

Have a look at these role models:

[www.makeyourmark.edu.au/imoa/](http://www.makeyourmark.edu.au/imoa/)

[www.generationone.org.au/job-seeker/real-stories](http://www.generationone.org.au/job-seeker/real-stories)

[www.theaspirationinitiative.com.au/indegenous-scholarships/inspirational-stories](http://www.theaspirationinitiative.com.au/indegenous-scholarships/inspirational-stories)

## Pathway to my dream job

When you are doing your research there are some things you might want to think about.

For example:



Will I have to do some training and what level of training will I need?



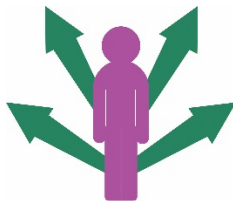
Will I need to go to university, TAFE or a private college?



Can I get an apprenticeship or traineeship?



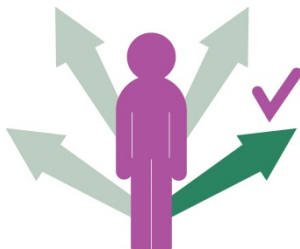
Can I get work experience in this area?



Are there other ways I can reach my career goals?



What do I need to do?



Think about if the pathway you have chosen will be right for you.



Some things to think about:

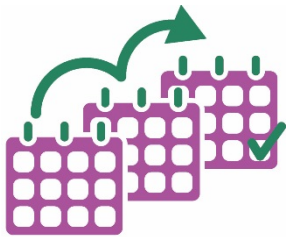


- Will your disability affect your daily work life?



- Will you need support or changes to your workplace?

There is more information about this in Tip 9 on page 60.



Will you be able to achieve your long term career goals easily?

Some courses or jobs will have **inherent requirements**.



These are things you have to do to take part in a course or get a job, like an exam or test.

We explain these in detail on page 64.



Do you think you could do the things needed to take part?

If you don't think you could do those things, have you thought about a different career area?



Find out what support is likely to be available to you at different places you might study or work.

Tips 2 and 7 have more information about who can help you do this.

## Tip 5: Getting the skills you need

### Skills that make you a good employee

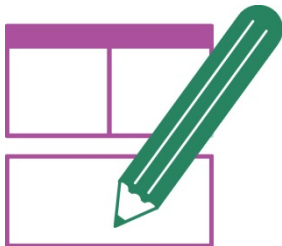


The skills you need for future work are sometimes called **employability skills** or core skills.

Use this activity to think about the skills you might need, and how you can practise them while you are still at school or in your community.



Also think about the skills you might need to work on.



Fill out the table on the next page.

It has some examples of skills you might have or need to work on.

Skill		I'm pretty good at this	I need to work on this	Where I can Practise this skill
	Being able to talk and have discussions with people.			
	Working in a team			
	Solving problems			
	Being original and creative			
	Planning and organising			
	Working on your own			
	Using computer programs			
	Being able to learn on your own			
	Managing your time			
	Making decisions			
	Setting goals			
	Being able to debate and make changes for someone			
	Knowing what needs to be done according to how important it is			
	Being able to manage any disagreements you might have with co-workers			
	Leading others			



You won't need every skill.

The skills you need may change depending on the type of job you want.



For example, a management job might require higher level of skills.

Pick 2 employability skills you plan to work on.

Complete the activity below:

Employability skill:	Why is it important?	How will you practise this skill?

Employability skill:	Why is it important?	How will you practise this skill?



## Good personal qualities

As well as employability skills, having good personal qualities will help you with study or work.

Make some notes about what these qualities mean to you and how you practise or develop them.



	Presentation – how you present yourself to the world	
	Honesty – being trustworthy	
	Reliability – doing what you say you'll do, having people count on you	
	Loyalty – sticking with someone or something	
	Common sense – being sensible and thinking things through	
	Motivation – making an effort and getting things done	
	Commitment – sticking at something for as long as you need to, seeing things through	
	Adaptability – being flexible and changing when you need to	

## Practical skills



Practical skills like getting around and managing your money are important.



These skills will help you choose the right pathways when you finish school.

Some things to think about:



- How will you get to where you study or work?

- Can you travel on your own?



Did you know that you can get travel training from community transport and disability support organisations?

Speak to your school support teacher if you need help finding these services.



- Can you travel to other places for meetings or lunch?



- Can you look after your own money? If not, can someone help you to do this?



- Will you have to move out of home?

Write down some other practical issues you might need to think about

A large, empty rectangular box with a black border, intended for writing. On the right side of the box, there is a purple tab and a green pencil icon.

## Vocational skills



Vocational skills are some of the work-related skills that you can develop.

It's a good idea to start working on these skills while you're still at school.



You can think about:

- getting involved in career planning
- doing some work experience – this usually includes working somewhere for a short time without getting paid so that you can learn about the job

Career programs offered by your school will help you gain more skills.

There are also vocational subjects that you can study while you are still at school, like:



- business services
- hospitality
- computers and information technology
- primary industries, like farming and gardening



You can also study a vocational course whilst you are at school.

Speak to your careers advisor about these options.



You might also like to think about doing an apprenticeship or traineeship while you are still at school.

You might be able to get a qualification that says you can work in that job.

These kinds of qualifications are often recognised all around Australia.

And, they can count toward your final school certificate.

## Technology Skills



Being able to access and use **technology** is an important part of study and work after school.



Technology includes the tools and programs that you use to complete tasks and do research, like a computer and the internet.



How well can you use computers, smart phones, the internet and apps?





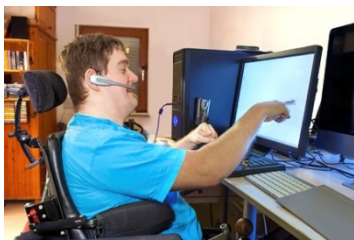
Find out about the types of technology skills you will need for study or work.

Practise and learn new skills if you need to.



There is a lot of support and assistive technology to help people with disability access and use technology.

These are also sometimes called inclusive technologies.



Examples of assistive technology include:

- speech recognition software
- on screen keyboards
- software that can read text aloud

Have you used assistive technology before?



Will you need this technology or other technology again in the future?



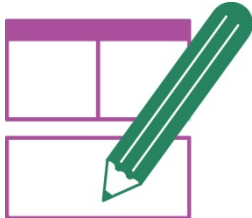
If you can explain to people the type of technology you need it will be easier for them to help you.

There are great free applications available that can help you access technology.



**EduApps** offers over 80 free assistive technology applications for people with disability.

You can visit the website at [eduapps.org](http://eduapps.org)



There is an activity below to help you work out which technologies you have used and which ones you might need to work on.

Technology and software I have used before	Technology and software I could learn about and practise using	Assistive technology that could help me or I could try out

## Tip 6: Getting organised

Learning how to manage your time and stay organised will help you succeed after school.

It will help you to:



- stay on top of things that you need to get done
- find time to relax and have fun
- manage your health

Some things you might like to try to manage your time and keep track of activities:



- Make to-do lists

You can make these on your computer or write them down. It can feel good to cross off a task as you complete it.



- Have a regular schedule

This is when you do the same tasks at the same time every day or week.



- Store your files and records

Find a place to keep all your important documents. You may like to keep a copy of these documents on your computer.



- Use a calendar

Keep track of activities and tasks on a calendar.



- Have a space to work or study

Find a good place to work or study where there aren't many distractions.



- Completing tasks in order of when they are due

Tasks that are due soon should be completed before those that are due later on.



Talk to other people about how they stay organised. They may have some good ideas that you can use.



There are training workshops you can do about organisation and time management.

Ask your counsellor, careers advisor or Aboriginal education service for more information about where you can do these workshops.



Practise by managing your own appointments and requests instead of asking your parents or carer to look after those things.



It's a good idea to keep copies of all the documents about your disability in a safe place.



As your life changes, you might have to provide paperwork to people and organisations from time to time.

If you have to do this a few times, it will be less stressful if you have quick and easy access to these documents.



Did you know that you can use disability support services while you study after school?

To use this kind of support, you will need recent documentation from your doctor about your disability.





Keep copies of any paperwork or forms that you fill out during your planning for life after school.

It's a good idea to keep all the documents you need together in a Change Planning Portfolio.

Here are some things you might want to include:

- Your current resume or CV – this is a document that explains your working history and your education
- Copies of certificates or references – such as a qualification, or a letter from someone explaining the work experience you did
- A copy of your Individual Transition Plan or Academic Integration Plan from school
- Copies of documents from your doctor or specialist
- Samples of your work – perhaps things that you've worked on at school, or during work experience
- Copies of any documents from Centrelink or other Government departments that may be relevant
- Identification or ID – copies of your birth certificate, passport, drivers licence and confirmation of Aboriginality
- Any information you have collected about where you want to study or work after school.



## Tip 7: Getting support

We all need support from others.

Some great people to get support from are:



- your family
- your friends
- your elders
- your community
- teachers
- career advisor
- school counsellor

If you had extra support at school because of your disability, you may need it for study and work after school.

This support is known as **reasonable adjustment or accommodations** in study or work settings.

There is more information about this in Tip 9 on page 60.





Find out which possible future study or work place settings can offer you the right kind of support.

It is important that you understand what kind of support you can expect to receive.



Make contact with Centrelink once you turn 16. Find out if you are able to receive employment services or financial support.

For example, you might be able to use ABSTUDY, the Mobility Allowance or Disability Support Pension.

The National Disability Insurance Scheme has started in some parts of Australia.



It offers a new approach to disability support.

You can find out more about this at

[www.ndis.gov.au](http://www.ndis.gov.au)



Many young people find having a **mentor** to be very helpful.



A mentor is someone who is older and more experienced.

They can offer you advice, support, direction and encouragement.



You can find a mentor through school, in the community, or through your sporting or family contacts.



There are also mentoring programs available, such as the **Australian Indigenous Mentoring Experience** and the **Willing and Able Mentoring** program.

You can learn more at

[www.graduatecareers.com.au](http://www.graduatecareers.com.au) and

[www.aimementoring.com](http://www.aimementoring.com)

Local services may be able to help you connect with mentors in your area.



The Youth Mentoring Network is a great resource.

Visit the website at

[www.youthmentoring.org.au](http://www.youthmentoring.org.au)

## Getting help in study after school



Many of the big universities have Aboriginal Education Centres that help Aboriginal students.

They can give you support with:

- different entry pathways
- scholarships
- tutorial support
- access to other services



Each TAFE and university has a disability service you can contact.



At TAFE, the people who provide this service are called Teacher Consultants.



At university they are called Disability Advisors or Disability Liaison Officers.



Smaller Registered Training Organisations might not have specific disability services.

You can still ask for adjustments. Ask the staff who is the best person to speak to.



It is a good idea to speak to disability services before you start your course.

You can learn more about what will be available when you start and what you might need to do to get ready.



## Luke's Story



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

## Getting help at work



**Jobactive** help people who are looking for work.

They are a government organisation.



There are also job seeking services especially for people with disability.

These are called **Disability Employment Services (DES)**.



You may be able to start working with DES 6 months before you leave school.



Centrelink can help you access Jobactive and DES.



If you live in a remote region, the **Remote Jobs and Communities Program** can help you with employment goals.

There are also specific services to help Aboriginal people find and keep work. They include:



- Vocational Training and Employment Centres



- the Indigenous Employment Program



- the Aboriginal Employment Strategy



Many employers advertise jobs that only Aboriginal people can apply for.



You can search for “indigenous identified positions” at [www.jobsearch.gov.au](http://www.jobsearch.gov.au).



Once you find a job, your employer must provide reasonable adjustments if you need them.

This is the law.

**JobAccess** can provide you and your employer with information about support in the workplace.

## You want to get support, but what do you ask?



We have a few ideas about what you can ask if you're seeking disability support services for the place where you are going to study.

You can also use some of these questions if you are seeking support at work.



Try to ring and ask these questions on your own.

When you call, let the person you speak to know that you want to find out what adjustments and support are available.



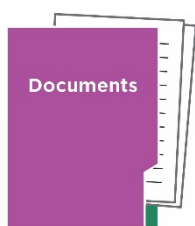
Before you call, it's important that you know exactly what kind of support will be best for you.

This is so you can explain exactly what your needs are.

Here are some questions you might like to ask:



- When is the best time to organise an appointment to meet with you?



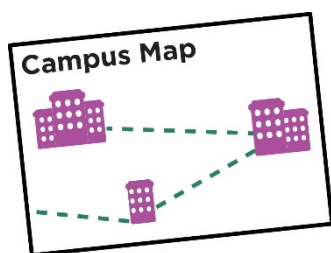
- What documents will you need me to bring?



- What sort of adjustments would be available to me?



- Are there other admission (or employment) options for Aboriginal people and people with disability?



- Can I arrange a tour of the campus (or the workplace)?



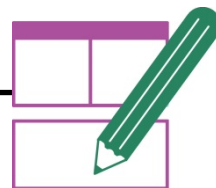
- Are there student organisations, online forums, social gatherings or mentoring programs for Aboriginal people, people with disabilities and first year students?



If there is something that you find very difficult, such as making presentations, using printed materials or getting around independently, ask:

- Is this an important part of the course?
- What support or adjustments can I get to make sure I can take part in the course?

Write down any other questions you can think of in the space below.





## Tip 8: Getting involved



Getting involved in different activities and experiences now can be a great way to learn as you change to life after school.

Some things you might like to do include:



- finding paid work
- doing volunteer work
- doing work experience
- joining groups or committees
- taking part in social or community groups
- doing other activities that you enjoy



You might like to think about getting involved with a community group that speaks up for people with disability.

All of these things can help you develop skills that will be important in your future study or work.



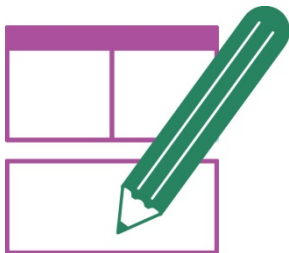
Take part in as many activities as you can.

But do make sure these activities are balanced with the rest of your life, including your studies, health and other activities.


Taking part in these kind of activities will offer you the chance to practise asking for the things you need.



It will also help you work out the practical issues you might face. For example, how you will get there and how you will get around.



There is an activity below that will help you decide which skills you have that will be useful for work and study after school.



Think about activities you are already involved in. What skills are you learning that will be useful in future study or work?

	<b>Eg: Babysitting</b> <b>Skills:</b> <ul style="list-style-type: none"><li>• responsibility</li><li>• reliability</li><li>• working on my own</li></ul>	
		<b>Eg: Team sports</b> <b>Skills:</b> <ul style="list-style-type: none"><li>• team work</li><li>• reliability</li><li>• communication</li></ul>

## Tip 9: Getting to know your rights and responsibilities



There are laws that protect your rights as an Aboriginal person with disability.



Having rights comes with responsibilities. These are the things that are expected of you.

The best way to protect your rights is to know what is expected of you.



For example, it is expected that you will ask for reasonable adjustments if you need them.



There are legal services in every state and territory that can give you advice about your rights and responsibilities.

## Protection against disability discrimination

There are also laws and organisations that can help make sure you are treated fairly.



### **Disability Discrimination Act 1992 (DDA)**

This law is to make sure that people with disability are not treated unfairly because of their disability.

Under this law, education providers and employers must make reasonable adjustments for people with disability.



### **Racial Discrimination Act 1975**

This says it against the law to treat a person unfairly because of their race, colour, nationality, ethnicity or where they come from.



### **Disability Standards for Education 2005**

This law sets out the rights of people with disability in an educational setting like school, training or university.



### **Australian Human Rights Commission (AHRC)**

This is an organisation that promotes and protects the rights of all Australians.

If you believe that you have been treated unfairly you can contact the AHRC

## Reasonable adjustments



These are changes made to a work place or education setting that allows people with disability to do their job or complete a course.



Employers and education providers must make these adjustments for people with disability.

It is the law.



Not everyone with disability will need these adjustments.

But, under the DDA, people must receive them if they need them.



The type of adjustment that you receive will depend on your disability.

You can talk to your employer or education provider about your specific needs.



If you ask for an adjustment that is not fair or reasonable employers or education providers can refuse to make them. If this happens you can seek advice from the Australian Human Rights Commission.



Some examples of reasonable adjustments:

At school, TAFE or university	At work
Holding classes in accessible rooms	Installing a ramp or hand rail
Taking notes	Providing an ergonomic chair or desk
Providing course materials in alternate formats – electronic, large print etc.	Using assistive technology
Separate supervision for exams	Working from home
Providing extra time and rest breaks in exams	Having flexible working hours
Setting different tasks or tests if needed	Exchanging certain task with co-workers
Providing a reader/writer	Providing you with access to specialised equipment
Using assistive technology	Providing visual aids in addition to verbal instruction



These websites have more information about reasonable adjustments.

[www.jobaccess.gov.au/content/what-reasonable-adjustment](http://www.jobaccess.gov.au/content/what-reasonable-adjustment)

[www.humanrights.gov.au/employment-and-disability-discrimination-act-part-1#adjustment](http://www.humanrights.gov.au/employment-and-disability-discrimination-act-part-1#adjustment)

## Inherent requirements



These are tasks or skills that you must have to complete a course or do a job.

Every course or job will have its own requirements.



Being able to perform these requirements safely is also an inherent requirement.



If you cannot meet these requirements you will not be able to complete a course or do a job.



For more information about inherent requirements at work you can visit the [Australian Human Rights Commission website](#).

For information about inherent requirements for study, please contact your education provider.

## Telling others about your disability



When you tell other people about your disability, it is called **disclosure**.

You will have to tell certain people about your disability if you want to access support and adjustments.



You might choose to tell different people different amounts of information about your disability.

This can depend on why you are letting them know.

Your rights about disclosure:

- You do not have to disclose your disability



Unless you want reasonable adjustments or it can hurt yourself or others, you do not have to tell anyone about your disability.

- If you want to disclose your disability, you only have to disclose to certain people



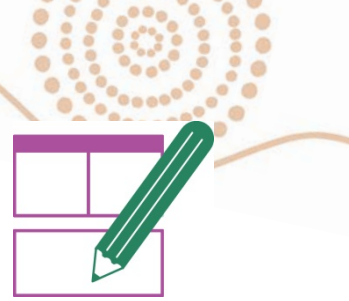
For example, at TAFE or university you only need to tell the disability support service.



A great resource that will help you decide about how you want to disclose your disability is available on the Choosing Your Path website at

[www.westernsydney.edu.au/ndco/disclosure](http://www.westernsydney.edu.au/ndco/disclosure)

The activity below might help you decide how you will disclose your disability.



What are you comfortable telling people about your disability?

--

Who will you tell?

--

When will you tell them?

--

## Tip 10: Getting confident

### Believe in yourself!



Believe in your ability.



Practise talking to others about your strengths and skills.

This will help you have choice and control over issues that affect you.

This is called being **self-determined**.



Thinking about how you have overcome challenges in the past will help you in the future.

### Assert yourself



Practise standing up for yourself.



Tell people clearly how your disability affects you and your activities.

This is called **self-advocating**.



Don't be afraid to explain to people what you need.



You do not have to tell people everything about your disability.

They only need to understand how it can impact your work or study.

## **Practise giving feedback to others**



Let people know when things are going well.



Also let people know when things are not going well.



People need to know if things are not going well so they can help you fix any problems.



## Take responsibility



Take responsibility for making contact with supports and services.



You can still receive support from parents and carers.



But work and school settings after school will want to deal with you as an adult.

## Tip



When you need to tell people about a problem, do it in positive way with a good attitude.



This might be hard but it is a good way to reduce disagreements or arguments.



Remember that you will have to keep working with these people during your study and work.

## State and Territory Links



This Easy English workbook is a summary of a longer version that contains more information and links for each state and territory.

If you would like to see these links, please visit our website

[www.westernsydney.edu.au/ndco/getreadytips](http://www.westernsydney.edu.au/ndco/getreadytips)

To contact the National Disability Coordination Officer Programme in your area, visit The Australian Government Department of Education and Training website [education.gov.au/ndcoprogramme](http://education.gov.au/ndcoprogramme)

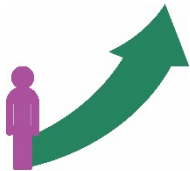
## Word list



Australian  
Human Rights  
Commission

### **Australian Human Rights Commission**

An organisation that promotes and protects the rights of all Australians.



### **Career**

The progress you make in your chosen job throughout your life.



### **Disability Advisor or Disability Liaison Officer**

People who provide disability support services at universities.



### **Disability Discrimination Act 1992 (DDA)**

A law to make sure that people with disability are not treated unfairly because of their disability.



### **Disability Employment Services (DES)**

Job seeking services especially for people with disability.



### **Disability Standards for Education 2005**

A law that set out the rights of people with disability in an educational setting like school, training or university.



### **Employability skills**

The skills you need for future work. Also called core skills.



## **Inherent requirements**

Tasks or skills that you must have to complete a course or do a job.

## **JobAccess**

An organisation that provides you and your employer with information about support in the workplace.



## **Jobactive**

A government organisation that helps people who are looking for work.



## **Mentor**

Someone who is older and more experienced who offers you advice, support, direction and encouragement.

## **Pathways**

Different ways of doing things when you leave school.



## **Racial Discrimination Act 1975**

A law to make sure that a person is not treated unfairly because of their race, colour, nationality, ethnicity or where they come from.



## **Reasonable adjustments or accommodations**

Changes made to a work place or education setting that allows people with disability to complete a course or do their job.



### **Remote Jobs and Community Program**

A government program that provides jobs and community development service to remote parts of Australia.



### **Self-advocating**

Tell people clearly how your disability affects you and your activities.



### **Self-determined**

Talking to others about your strengths and skills.



### **Teacher Consultant**

People who provide disability support services at TAFE.



### **Technology**

Tools and programs that you use to complete tasks and do research, like a computer and the internet.



### **Vocational training**

Training designed to help you learn skills for practical work.



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