

1 December 2015



YEAR 10 APTITUDE AND CAREER PROFILING - 2016

Students in Year 10 need to make important decisions, which can influence the rest of their lives. In order for them to be able to make intelligent and meaningful decisions about subject choices for their Higher School Certificate, students need to make a realistic appraisal of their abilities, interests and attitudes to work and their preferred work environment. This is the year when it is important to begin to seriously explore possible career paths. Proper groundwork in Year 10 can lead to more appropriate subject choices for Years 11 and 12. Suitable subject choices will maximise HSC results and career opportunities. If a student does not make wise subject choices for herself, she will not enjoy her final years of school as much as she could have, and she may find that her career options are limited at the end of Year 12.

For these reasons Year 10 is an excellent time for a student to undergo a comprehensive career assessment where abilities, interests and aptitudes can be closely looked at in order to help make the best choices for the future. Early consideration of future careers in Year 10 is important because, when final decisions have to be made in Year 12, many students do not have the time to devote to career planning because of the pressure of the HSC.

This assessment can also help with identifying suitable subjects in the senior years to line up with possible courses of interest for tertiary study. Universities have introduced bonus points schemes whereby students who do particularly well in subjects relating to their choice of course at university, may attract additional points for entry into that course. This is particularly helpful if a student does not meet the required cut off based solely on the ATAR rank.

In order to help Year 10 girls in this important area, the school will administer a range of career assessment profiles, to all Year 10 girls. This profiling requires one full school day and will take place on **Tuesday 9 February 2016**. These assessment profiles will cover aptitude and skills, occupational interests, personality traits, preferred learning style and work environment.

The cost of this assessment is \$140.00 and will be billed to the Semester I 2016 fee account. This is a very reduced rate for such a comprehensive report written up by an educational psychologist.

The specific assessments that will be administered are:

DIFFERENTIAL APTITUDE TEST (DAT)

The DAT assesses abilities and aptitudes that research has shown are important to a wide variety of future careers and specific jobs. Separate tests assess Verbal Reasoning, Numerical Ability, Abstract Reasoning, Mechanical Reasoning, Space Relations, Clerical Speed and Accuracy, and Spelling.

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COP SYSTEM INTEREST INVENTORY (COPS)

Formerly known as the California Occupational Preference System, this is a self administered inventory in which students indicate the degree to which they would like or dislike 168 separate activities related to work performed in a variety of occupations. The COP System is designed to help young people plan their career. The first step in career planning is to define the kinds of work students are interested in doing. The COPS Interest Inventory will help a student compare the relative strengths of her interests in activities performed in a great many different occupations.

MYERS-BRIGGS TYPE INDICATOR

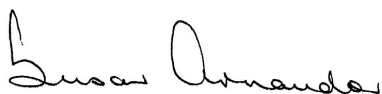
This test is based on Jung's theory of types, and is concerned with the differences in the way people perceive and in the way they make decisions. It can be used for career guidance - to guide choice of school subjects, professions, occupation and workplace settings, and to relate career opportunities and demands to MBTI - preferred modes of perception and judgement. **It can also be used to help a student understand her personal learning style and approach her studies accordingly.**

TESTING FOLLOW UP

When the testing session is completed, the results will be written up in a comprehensive report by educational psychologists, where aptitudes are indicated and occupations suggested that match these aptitudes. Occupational interests are outlined and learning style and preferred working environment are also discussed so that the student has a very sound base on which to begin her serious career exploration.

Students will be given their reports and I will conduct individual interviews with students in time for them to make positive subject choices for Senior study. Parents are also welcome to discuss the report with me and attend the interview.

Yours sincerely

A handwritten signature in black ink that reads "Susan Arnaudon". The signature is written in a cursive style with a large initial 'S'.

MRS SUSAN ARNAUDON
Director of Vocational and Tertiary Pathways