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Specialisation Disability

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INTRODUCTION

- Disability Employment Services Reform – an update
- Supported Employment – an update
- Jobs and Skills Centres including Disability Transition Officers
- Work Experience – the why, the how and the who!



DISABILITY EMPLOYMENT SERVICES REFORM – AN UPDATE

From July 1st 2025 the new Specialist Disability Employment Program will commence. Key changes:

- < 8 hour work capacity now eligible
- More specialist services including potentially intellectual disability and autism specific services and school leavers
- Supports are no longer time limited
- Increased focus on employer engagement and ongoing supports
- A draft exposure document will be available soon

SUPPORTED EMPLOYMENT - AN UPDATE

Following the Disability Royal Commission there is an increased focus on improving supported employment for people with disability

This includes increased focus on skills development and pathways from ADEs to community-based employment and supported employment jobs in the community

There are 12 new guiding principles for supported employment which will shape the future marketplace



GUIDING PRINCIPLES

1. People with disability have genuine choice and control, which meets their individual needs
2. People with disability have real options for employment, and a range of support options available to meet their employment goals
3. There is an expansion in the number and variety of workplaces that employ people with disability
4. People with disability have support to make informed decisions about their employment options
5. People with disability have the right to equal remuneration and associated conditions for work of equal value
6. People with disability are supported to regularly review their employment options, pathways, goals and outcomes

GUIDING PRINCIPLES CONT ...

7. People with disability have the opportunity to develop their career by learning new skills and undertaking training on an ongoing basis
8. NDIS participants and providers, including ADEs, are supported to make full use of NDIS employment support funding to achieve their employment goals
9. All systems work together to support options and choice for employment (e.g. Disability Support Pension, DES, NDIS)
10. Encourage all levels of government to support the supported employment sector to deliver on these principles
11. Seek wider community buy-in to support innovation, change attitudes and grow employment opportunities for people with high support needs
12. The human rights of people with disability are respected and treated with dignity and respect

SUPPORTED EMPLOYMENT – STRUCTURAL ADJUSTMENT FUND

Aim of the program is to support disability organisations to transform, aligning the services and supports they deliver to the new guiding principles for the future of supported employment

DSS have funded selected disability organisations in round 1 which starts July 1st 2024. It is hoped that the learnings from the projects will be made widely available and adopted across the sector

Supported employment providers may be able to offer an expanded range of supports to students and school leavers. It is worth talking to your local provider about their plans

SKILLS AND JOBS CENTRES

Skills and Jobs Centres offer free career, employment and training support services. The centres are open to all members of the community. They are based at TAFEs

[Skills and Jobs Centres | vic.gov.au \(www.vic.gov.au\)](http://vic.gov.au)

Disability Transition Officers

The government has committed \$7.3 million over four years to employ disability transition officers across the Victorian TAFE Network to help learners with disability and additional needs access and transition more effectively into post-secondary education

School staff should consider how the role can support their students who want to pursue certificate level training post school [Disability Transition for School Students \(thegordon.edu.au\)](http://thegordon.edu.au)

SKILLS AND JOBS CENTRES

Skills and Jobs Centres have a high degree of flexibility in what they can deliver

Schools and TAFE can collaborate to open up opportunities within TAFE for students with disability

Students can access programs such as 'TAFE taster' and get support to prepare a resume

The Disability Transition Coordinator can follow up with a student for 90 days post enrolment to ensure the student has settled in



WORK EXPERIENCE: THE WHY, THE HOW AND THE WHO

- Research: Early and frequent work experience is the strongest predictor of later paid employment for young people with disability
- High Expectations also predict later employment. Good quality work experience raises expectations
- Enables young people to try things, work out what their strengths are and their preferences
- Helps determine support needs and the environments that lead to success

WORK EXPERIENCE: ROLE OF SCHOOLS

- Schools offer work experience as a component of the curriculum.
Can therefore normalise work experience for students with disability
- Provide structure such as insurance and other checks and balances
- Schools can provide information and guidance to students and parents within a structured 'early work' program which includes work experience and career guidance
- Build partnerships with local employers and build their capacity to support students with disability to undertake work experience

STRUCTURED WORK EXPERIENCE

- ❑ Parents may need support to locate a work experience opportunity. Some parents may be resistant or not think work experience is necessary
- ❑ Uplift structured work experience so that it is offered in community-based settings and 1:1 or 2:1. Include short 'come and try' type activities as well as industry visits
- ❑ Tiered activities that lead to increased opportunities for 'in-situ' learning in later school years. Includes School-based Apprenticeships and Traineeships and internships

CONCLUSION:

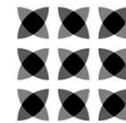
- ❑ The disability and employment environment is changing at the policy and funding level
- ❑ There are opportunities for various parts of the system to 'uplift' and this includes schools
- ❑ Starting early, with frequent opportunities to be engaged in work and work activities supports later post school employment
- ❑ TAFE Disability Transition Coordinators, supported employment providers and employment services are available to help students, particularly when they're ready to leave school



Thank you

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