

Getting a Good Start in a Good Job



Get That Good Life! Conference

Jack & Jan Kruger

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Some things noticed about Jack's life experiences

Jack is ready (if we're ready)

- What to do? What to explore?
Beginning with typical pathways (What are other guys Jack's age doing?)
- Others expected he'd participate and contribute
- Jack expected he'd participate and contribute
- There were certainly considerations for his involvement (adaptations, modifications)
- Good for everyone – life is relational

What does this mean about good employment?

- Setting the stage with positive relationships and life experiences
- Getting a good taste of work early in life
- Challenging the predominant mindset about Jack's rightful place and contribution
- Not an arbitrary job (not a "placement")
- Work that's interesting, engaging, and a fit with people, task, place

Vision provides direction

Jack's Vision

Jack's Vision for life

To contribute and participate through valued social roles;

Have positive relationships;

Follow an ordinary rhythm of life;

Find a sense of belonging;

To be valued and known in his local community

2020 statement

Jack is an important member of his local community where his presence is welcomed and known, where he is missed when he is not around and where he is loved. As Jack moves through his teenage years he wants to continue to be a vibrant part of **his local community** where he continues to develop relationships, **make contributions** that are appreciated and broaden his roles that are **typical** for his age. For example, being a **friend, brother, emerging Youtuber, Oztag player, neighbour, After School Care Educator** are roles that are important now.

We want Jack's school experience to be rich in learning through being a **true member** of his class and the broader school community. We see school to be a place where Jack's friendships will flourish and his academic education in line with the National curriculum will be supported. We want school to be a place that nourishes Jack's confidence, where he experiences success, learns from disappointments and grows alongside his peers of the same age without a disability. We envisage Jack will experience and understand the responsibilities associated with many valued social roles in his final year at school relevant to his interests in leadership, science, music and community service.

Jack has grown into his role as an Office Administrator assistant at University of Canberra during 2019/20 through a school-based apprenticeship. Jack is enjoying his study of a Certificate III in foundation skills and business and hopes to continue studying beyond school. Jack wants to enjoy the responsibility of commuting via bus or bike to work, within the community and to and from school. Jack hopes to further progress his reading skills as he knows being a competent reader will heighten his chances to attain his **driver's license** and open up more options for future **employment**, his career and study at a University.

Jack is keen to explore many work options that are fully embedded in the community and preferably in a role that typically involves working directly with colleagues. We are confident Jack will continue to be an active and curious young man with many interests and broad life experiences that will see him well through his enthusiasm for life.

We envision Jack initially living the single life, flatting with other University students, enjoying the nightlife, actively involved in his community. This may lead to a life of **marriage**, living in his own home (with a pool) that Jack dreams will be in Canberra. Whatever Jack decides, we will support him to have the kind of home and work that is meaningful, that upholds his hopes and dreams that encapsulates the good things of life. Jack's future is full of possibilities – the world is his oyster. We are looking forward to watching Jack's future unfold and discover where he makes his mark in the world.

Job Mentor

We recruited Julia

- ★ Directly employ Julia for 5 years
- ★ NDIS funded - Self managed
- ★ Humble, patient, positive and encouraging
- ★ Respectful and keen to learn
- ★ Continues to grow in the role - breaks down tasks well, identifies opportunities, implements strategies
- ★ Initially between 10 - 12 hours a week now up to 20 hours a week

After school care

Julia and Jack met to learn about the tasks

Week Beginning	Educator Completing Check				
	Mon	Tue	Wed	Thurs	Fri
General Space					
All equipment and resources are stored and secured	JA	JA	JA		
All tables and bench surfaces are thoroughly wiped	JA	JA	JA		
Carpet are vacuumed if necessary (at least 2 times a week)	JA	JA	JA		
All other floor areas are swept (daily)	JA	JA	JA		
Wet areas are mopped as necessary (at least 2 times a week)	JA	JA	JA		
All rubbish is removed	JA	JA	JA		
Toys are cleaned regularly	JA	JA	JA		
Kitchen					
All food is stored correctly	JA	JA	JA		
Kitchen bench clear of all items	JA	JA	JA		
Dishes are cleaned	JA	JA	JA		
All bench tops, tables and sinks are wiped	JA	JA	JA		
Sweep any large messes	JA	JA	JA		
All food prep equipment is stored	JA	JA	JA		
Floors are swept and mopped	JA	JA	JA		
Fridge temperatures checked and recorded	JA	JA	JA		
All rubbish is removed	JA	JA	JA		
Bathrooms					
Toilets are flushed	JA	JA	JA		
No paper towel or toilet paper on the floor	JA	JA	JA		
Floors are swept and mopped	JA	JA	JA		



Outside
 Lego table set up
 Soap
 Sport bins on basketball court
 Game 1 { Slide in the Mid }
 { game for sport bin? }
 Game 2 { }
 Supervising to 5pm
 Ring in sports bins
 Back bench clearing / wiping
 Sweep and sign

Applied for several jobs

Sent an email

A great asset as a paid staff member.

An excellent candidate as I have experience as:

- A game leader at Rosewood Football Club
- Basketball assistant coach for under 16's
- 18 months paid employment as an Admin assistant
- Experience in facilitating fitness sessions.

Resume attached

Jack Kruger (with support from my job coach)

Follow up with a phone call.

Three things to know before starting a job

1. Devote time to know the job candidate while discerning:
 - *interests* related to work
 - *conditions* that need to be in place for the person to be at his or her best
 - *contributions* related to work
2. Identify the tasks to be performed in the business (related to point 1).
3. Study and learn about how new employees typically learn the identified tasks (related to point 2) and honor these typical and valued practices to the fullest extent possible.

Prep before Jack commenced day 1

Preparing for GH Before Jack started

- Precise and process driven workplace
- Practices greetings
- Ensured Jack had appropriate uniform

Preparing for Afters Before Jack started

- Role play on how to respond to children
- Attention to dress code

Learning the job on the job

Ask how they taught people the job

Testing tasks

What worked

What could have worked better

Ongoing relationships

The dance of relationships

Knowing when to make contact and when to step back

Check in meetings

Short term contract

Continue to test new work tasks

Identifying the natural workplace staff that want to see Jack at his best

Bridging shared interests - AFL

Ensuring Jack is seen as competent as possible



When to step aside

Be clear of your role from the beginning

Encouraging typical orientation to the job

Seeking out tasks with natural support

Provide confidence of Jack's competence and ability without your presence

Find a role elsewhere when Jack has mastered a task

Gradually start later than Jack.

Things to keep in mind -- doing a good job of getting a good job

- Identify a fitting employment mentor - considerations for age, personality and with a mindset of advocate, guide, agent, ally, advisor, consultant...
- Healthy working relationships that include the family. It is a partnership.
- Develop a balanced and reciprocal relationship with person mentored.
- Know the person – his or her conditions for success, interests related to work, and contributions offered to businesses.
- Begin with the person (not the job) and learn how his or her interests, conditions and contributions intersect with business needs.

Things to keep in mind -- doing a good job of getting a good job

- Negotiate a mutually beneficial job for job candidate and business.
- Study typical and valued practices already in place, how new workers typically learn their jobs and who teaches them – honoring what's learned to the fullest extent possible.
- Don't get in a hurry. Honor the process.
- Enjoy the process and the privilege of introducing people who'd otherwise not have the benefit of knowing each other.