

Stage 6 Industry Curriculum Frameworks

Support Document
for Students with Special Education Needs

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Introduction

Rationale

This document is intended to provide information to support the delivery of courses within industry curriculum frameworks to students with special education needs.

Industry curriculum frameworks have been developed by the Board of Studies NSW to provide students with the opportunity to gain nationally recognised Vocational Education and Training (VET) qualifications and Statements of Attainment as part of their Higher School Certificate.

Industry curriculum frameworks conform to the Australian Qualifications Framework (AQF) and the Australian Quality Training Framework (AQTF). The frameworks are derived from nationally endorsed Training Packages. The industry curriculum frameworks are:

- Business Services
- Construction
- Entertainment Industry
- Hospitality
- Information Technology
- Metal and Engineering
- Primary Industries
- Retail
- Tourism.

The purposes of this document are:

- to facilitate students' achievement of elements of competency to industry standards
- to provide appropriately qualified VET teachers and other key people with information so they can assist students to acquire the skills necessary to gain and maintain employment
- to provide detailed advice to assist teachers to develop programs that meet the individual learning needs of students.

The information is provided for all teachers who may be involved in ensuring that vocational and transitional outcomes are addressed for students with special education needs. The information is not intended to duplicate existing information and resources relating to the delivery of the industry curriculum frameworks.

Teachers should refer to:

- the appropriate industry curriculum framework syllabus (Part A and Part B) and support document
- the policies and procedures documented by their Registered Training Organisation (RTO) and school system authority, for example the Industry Curriculum Framework Information Package.

The Nature of the Learner and the Learning Environment

All students have individual instructional needs and, on occasion, all students require specific instruction to meet these needs. Some students, however, require higher levels of support than others.

For students with special education needs, it is important to focus on outcomes that will lead to successful community participation. These outcomes include the development of:

- social and interpersonal skills
- independent living skills
- employment skills.

Vocational education and training has an important role to play in the development of these social, interpersonal, independent living and employment skills. Social and interpersonal skills play a vital role in maintaining employment.

Vocational education and training has a meaningful impact on the post-school destinations of students when it incorporates:

- carefully planned and implemented learning experiences
- a partnership between schools, students, parents, teachers, industry and other relevant community personnel
- programming that capitalises on a student's strengths and assists the development of areas requiring support
- support and adjustments to curriculum delivery and assessment (provided that they do not alter the level of communication, literacy and numeracy skills expected in the performance of that element of competency in the workplace)
- close links between the student's school and work placement sites.

Some students with special education needs may require higher levels of support. This may include those students with:

- an intellectual disability
- a sensory impairment
- a physical disability
- a generalised or specific learning difficulty
- an emotional or psychiatric disorder.

This list is not meant to be exhaustive and does not exclude other students, not described, who may need special education assistance. The Board of Studies has a policy of non-categorisation of students. **The list is provided to assist teachers to meet the needs of students who may require assistance.** Students who have multiple disabilities or whose disability is combined with some degree of social disadvantage might require higher levels of support. It is essential to look at the support needs of the individual, not at the type of disability.

Credentiailling and Articulation

Students who achieve competence in at least one of the units of competency of a VET course will be eligible for a Statement of Attainment. Students assessed as fulfilling the requirements for a Certificate will be eligible for that certificate. (See the relevant industry curriculum framework Part A syllabus for details.)

Sometimes a student will make slow progress in developing competence despite the teacher's, and the student's, best efforts. The competency record, while not compulsory, is an ideal place to record partial completion of a unit of competency, indicating those elements of competency achieved. The record will indicate to post-school employers and training providers the elements of competency that have been successfully demonstrated.

Overview of Disability Discrimination Issues

The interests of students with special education needs (as recognised by the Act) are protected by Federal legislation. The 1992 *Disability Discrimination Act* (DDA) provides protection for everyone in Australia against discrimination. The DDA makes it unlawful to discriminate against people because of a disability in a range of areas including education and training. The legislation covers any disability, including a disability that a person has now, had in the past, may have in the future, or is believed to have. The legislation also covers associates of the person with a disability.

In the area of education and training, the DDA regulates admission and access, and protects against harassment. The DDA ensures access to the benefits provided by an educational authority, including the important area of vocational education and training. The assurance of such access is through the provision of support and adjustments. The DDA sets down that adjustments must be made to enable an individual with a disability to participate in education and training unless this imposes 'unjustifiable hardship' on an organisation.

An adjustment is a measure or action taken by an education provider that has the effect of assisting a student with a disability. Adjustments can be made in relation to a course to enable a student with special education needs to participate in the course or they can be made in relation to facilities or services to enable the student to use the services (from the *Disability Standards for Education 2005*). Adjustments may be made to context, presentation, resources, duration, learning materials and/or assessment procedures to take into account the learner's needs. Such adjustments must be applicable to industry settings and must conform to the standard defined by the relevant performance criteria.

The provision of equitable access is also in keeping with the New South Wales Government's social justice strategy outlined in the *NSW Charter for Equity in Education and Training* (1997) and the New South Wales Government's *Disability Policy Framework* (1999).

Registered Training Organisations (RTOs) should provide training that is in accordance with the equity principles outlined in the *NSW Charter for Equity in Education and Training* (1997). These principles aim to ensure that the outcomes of vocational education and training do not depend on factors beyond the learner's control or influence.

Options within the Industry Curriculum Frameworks for Students with Special Education Needs

Students with special education needs may access the industry curriculum framework courses in one of two ways:

Option 1

The student undertakes the course under regular course arrangements.

OR

Option 2

The student undertakes selected units of competency within the course that have been identified through a collaborative planning process. The planning process should include the student, parents/carers, VET teacher and special education support teacher.

This second option:

- recognises that some students may require additional time to achieve competence
- requires a collaborative planning process to identify and select the units of competency that are appropriate to be delivered.

The collaborative planning process:

- may result in the student undertaking fewer units of competency than the cohort
- should identify the competencies from the 120 indicative hour or 240 indicative hour course
- ensures that the units of competency selected lead to the Certificate or Statement of Attainment
- should identify units of competency that will lead to a vocational outcome
- should take into consideration the compulsory competencies of each industry curriculum framework course
- should identify units of competency based on the skills of the student, employment outcomes, demands of the course including the requirements of the work placement.

Other course requirements, including those for work placement, are shown in the syllabus.

Selecting Units of Competency through the Collaborative Planning Process

The following advice is intended to guide the selection of units of competency during the collaborative planning process.

Compulsory Units

The compulsory units of competency are considered essential for all students. The knowledge and skills contained in these units provide a foundation for effective performance at any level of the industry. The importance of the knowledge and skills contained in the compulsory units should be emphasised and made explicit to students.

Elective Units

The selection of elective units of competency should be based on the skills of the student and a specified occupational outcome. Units of competency should also be considered if they develop skills that are required at the entry-level of employment.

Prioritising Learning Experiences for Practical Work and Work Placement

Learning experiences addressing the **occupational health and safety** units of competency should be prioritised for all framework courses, as they are a foundation for practical tasks and work placement.

Delivery and development of the **personal presentation, teamwork and communication** skills will facilitate success during work placements.

The necessity for other specific skills will depend on the types of tasks that have been negotiated and the level of support that is available at work placement.

Guidelines for Arranging Effective Work Placements

Careful matching of work placements to the student's needs, will ensure that the student gains as much as possible from a work placement. Refer to Section 6 for more general information about work placements.

1 Planning and Preparation for Stage 6 VET Courses

1.1 Introduction

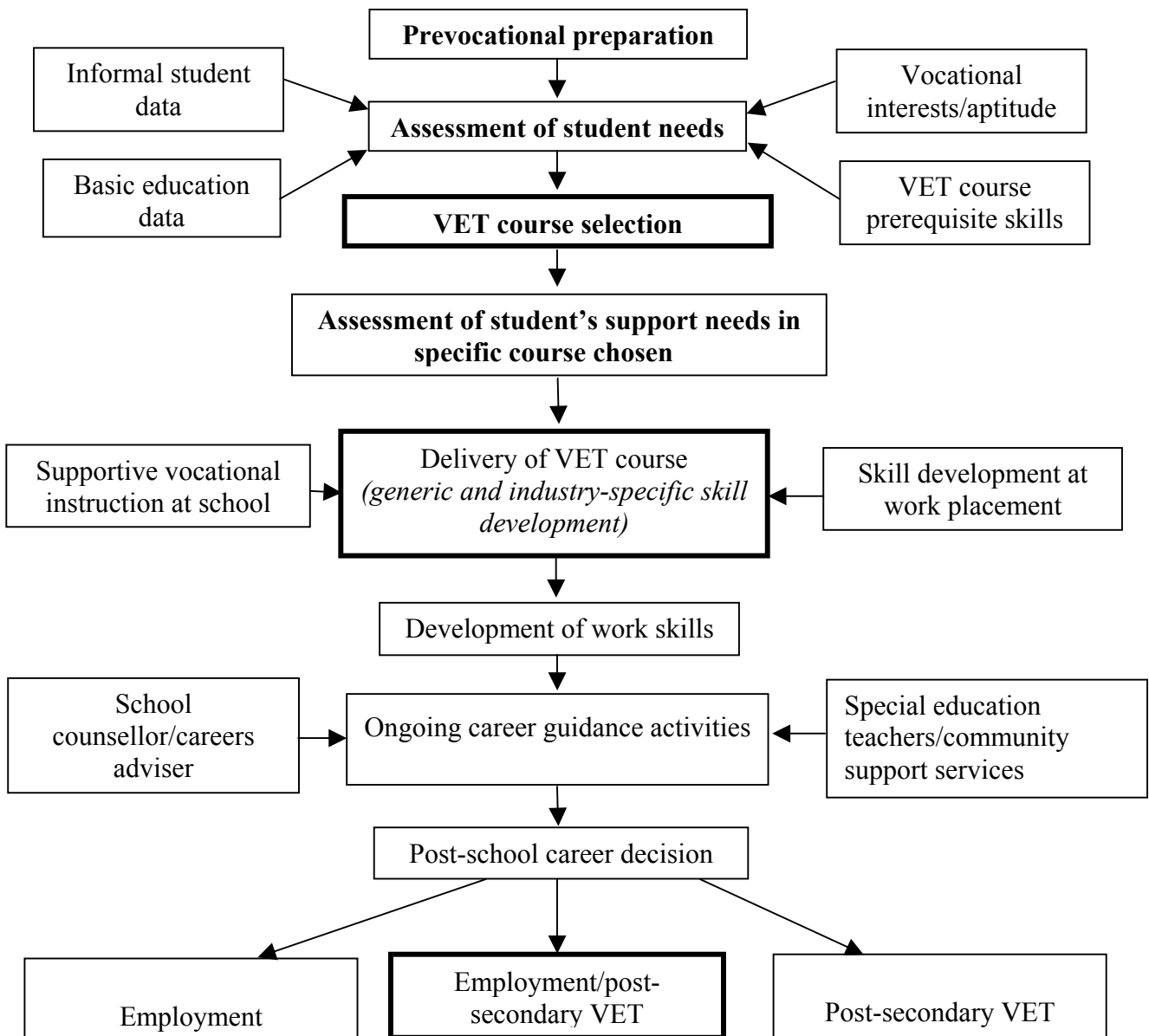
The main focus of this section is the collaborative planning process for students with special education needs and the preparation that can be undertaken in Stage 5 to enhance the student’s future success in Stage 6 VET courses.

Once a student has commenced a VET course, other planning considerations regarding course delivery and assessment will assist the student to achieve the desired outcomes. This information is found in Sections 2–7 of this document.

The flow chart below outlines the planning process from prevocational preparation to post-school decision-making.

VET Collaborative Planning Process

Note: Special education teachers are critical at all levels of this planning process.



1.2 Planning

Collaborative planning

The transition from school to work must be systematically planned, monitored and supported if students are to gain employment and/or articulate into further training. All those involved in a student's education, including the student and parents/carers, need to plan and work collaboratively to ensure that vocational and transitional outcomes are addressed.

Collaborative planning with a focus on transition is a useful organising process to ensure that the student's needs are being met. It involves the participation of all those concerned with the student. This process, used in many schools, involves planned outcomes designed to increase the social, vocational and community independence of secondary students. Collaborative planning with the student and parents/carers is the best way for a teacher to ensure that critical decisions and actions that are appropriate to the needs of the student are made at the right time. For more information regarding collaborative planning, contact your relevant school system/sector for information. See Appendix 2 for details.

Students with special education needs could be undertaking one or more Life Skills courses in Stage 6. The *Assessment, Certification and Examination (ACE) Manual* provides information about the Stage 6 Life Skills courses.

The planning process

The collaborative planning process should involve all personnel concerned with planning for the present and future needs of the student. The student and parents/carers must be involved. School staff with expertise in special education, careers and vocational education and training should also be included.

The planning process may be managed through meetings that include relevant personnel. It is important to make everyone feel comfortable at a planning meeting. A comfortable environment will assist in the formulation of a realistic plan and will maximise the likelihood of attaining positive outcomes.

Student involvement is central to the planning process. Actively involving the student in planning their own future will ensure that valid decisions are made, and will enhance the student's motivation to achieve their planned goals.

The collaborative planning process should consider all the assessment information that has been collected and should:

- focus on the student's strengths as well as on those areas that require further development
- consider the current and future needs of the student
- provide information about support that can be obtained from relevant community groups to assist the student's transition from school to work and/or further training
- assist the student to choose priorities for action
- always begin and end positively.

Planning and ongoing monitoring

Further collaborative planning and ongoing monitoring are necessary to ensure the development of generic work skills, social skills and industry competencies once a VET course has commenced. Supportive vocational instruction at school will be facilitated by skills development in a carefully selected work placement. The combination of school and workplace training results in the student acquiring skills that will enable employment and facilitate the student's articulation into further training if so desired. Many people play a role in this process.

Roles of key personnel

School-based personnel

A special education teacher might assist the VET teacher with adjustments to instruction and assessment. A careers adviser and/or counsellor might provide ongoing career guidance. The student might receive additional support in the workplace from a variety of people, including co-workers, peer tutors, volunteers or personnel from specialist employment agencies. Where courses are conducted at TAFE or another RTO, specialist staff of that organisation should be involved in the planning and implementation of training.

System/sector consultants

Schools should seek advice from their vocational and special education consultants in relation to services and support that may assist the student in the transition process through school to adult life. Advice may include information about agencies and support that may be available.

Community service agencies

Some students might require services from outside the school community to assist their access to the course and work placement. Some students might require assistance to bridge the gap between school and the community on leaving school. The type of assistance required will vary according to the needs of the student. Appendix 2 contains a list of sources of information about available services.

Schools should identify the types of services that are available to assist people with disabilities to obtain post-school employment. Where information indicates that an agency may provide assistance to meet a student's needs, it is appropriate for the school to make links with that service. If the agency confirms that it may be able to assist the student, the school should assist the student and his/her parents/carers to make a link with the agency.

1.3 Preparation

Prevocational education

The development of vocational maturity may be assisted by prevocational learning experiences. These will assist students to make informed judgements about Stage 6 VET courses and post-school pathways. These learning experiences typically commence in Year 8 or Year 9 and involve the following:

- enhancing self-awareness and career-awareness to assist students to make realistic career decisions
- providing students with relevant information about entry-level jobs in different industry areas
- assisting the student to develop an honest assessment of personal strengths and areas that require further development
- assessment and development of generic work and social skills
- raising awareness of the attitudes and the level of competence needed for maintaining employment
- student sampling of workplace learning sites to provide a context for decision-making on future training and employment
- awareness of vocational education and training opportunities in schools
- the provision of opportunities to develop prior knowledge that will facilitate success in a VET course.

The development of vocational maturity should balance legitimate aspirations with realistic job selection. All students need to develop the skill of self-determination.

Workplace learning programs

Students may benefit from sampling different work experience sites as part of a workplace-learning program. The purpose of sampling is to:

- assess and develop generic work and social skills
- assist student determination of interest and aptitude in a specific VET area
- make explicit the links between skills learnt at school and their application in the workplace.

Some students might require more time in a workplace-learning program to fulfil these intentions. This should be considered in the collaborative planning process.

Assessment to assist the selection of a Stage 6 VET course

Before a VET course is selected (through the collaborative planning process), a prevocational assessment of the student's skills, interests and capabilities should be made. Such an assessment is vital if the student is to acquire skills that will lead to the development of competence and employment. The table on page 16, *Examples of prior skills*, may be a guide when assessing course relevance. Any teacher may conduct prevocational assessment, but a teacher with expertise in special education, if available, might be the most appropriate person to conduct any testing that is required, and to coordinate the collection of information. The relevant person with special education expertise in your sector/system may be contacted if assistance in conducting assessments is required. See Appendix 2 for system/sector contact details.

The collection of prevocational assessment information before the student is placed in a VET course will assist:

- the student's participation in an appropriate VET course
- the provision of appropriate instructional support once the course begins
- the acquisition of entry-level vocational skills in that course.

The focus of prevocational assessment

The focus of the prevocational assessment process should be on individual student capabilities rather than disabilities. It should include:

- the collection of information from existing records (if appropriate)
- current assessment information
- anecdotal information from the student, current and past teachers and parents/carers
- consideration of existing and potential environments
- observation of the student in a range of environments.

When assessing a student for the purpose of selecting an appropriate Stage 6 VET course it is important to consider the following:

- literacy and communication skills
- numeracy skills including:
 - computational skills without a calculator
 - problem-solving skills in addition, subtraction, division and multiplication (calculator permitted)
 - money skills, including estimation and calculation of sufficient money to pay, and change to be given
 - time skills, including digital, analog, elapsed time and timetables
- general behaviour and social skills, including following written and verbal directions, help-seeking skills, acceptance and use of criticism, persistence, interaction with teacher and peers and management of assignments, homework and tests
- physical capacities (endurance, strength, coordination) and limitations
- vocational interests, aptitudes and experiences
- readiness and capacity to undertake work placement (remembering that work placement is mandatory for all students undertaking an industry curriculum framework course).

See Appendix 1 for a sample form to assist with the collection of this assessment information.

After relevant information has been collected, a collaborative planning meeting should be held with the student, parents/carers and relevant school staff.

The results of the prevocational assessment process will form the basis for the student to select the most appropriate course. These results should be discussed with the student and parents/carers to assist them in the process of informed decision-making.

Once a student has selected an industry area, more specific assessment may need to be conducted. The purpose of this assessment would be to determine:

- the adjustments in course delivery and assessment that a student may require
- skills in need of further development.

Assessment of prior knowledge and skills

It is important to examine the prior knowledge and skills required to facilitate the student's future success in a Stage 6 VET course. These may include the demonstration of **vocational knowledge and skills** in the chosen industry area, demonstration of **generic work and social skills** in the classroom and demonstration of **educational skills** in the areas of numeracy, literacy, communication and motor skills.

If a student requires development in any area, consideration should be given as to how this development might best occur. It may be possible to develop some of the requirements before the commencement of the course. This could occur as a part of the student's prevocational preparation for the course. For example, a student who requires further development in measurement could receive instruction to develop measurement skills prior to the commencement of the course.

Vocational knowledge and skills

The student should desire to gain post-school employment in the selected VET industry area. This desire should preferably be based on work experience in the industry.

Parental/carer consensus and support for the student's participation in an industry curriculum framework course should be considered and encouraged.

Any prior experience or knowledge of the industry area, and of the world of work more generally, will assist the student once the course has commenced. Such prior experience could be developed through a relevant Stage 5 course, participation in a workplace-learning program or through part-time employment in the industry area.

Classroom skills and generic work and social competencies

The student should have a reasonable level of classroom skills, and generic work and social competencies. Some of these may require further development. Many can be taught and/or supported by adjustments in the school and workplace.

Educational skills

The table on the following page contains suggested minimum levels of education skills across four industry curriculum frameworks. The skills have been selected to reflect those required for positions that generally involve simple repetitive tasks found in medium to large organisations. Additional skills may be required for effective participation in some of the units of competency from a course. In most cases, units of competency describe the 'underpinning knowledge and skills' which industry bodies consider necessary. This information is shown in Part B of each syllabus.

Examples of prior skills

The following table gives suggested examples of prior skills for the Hospitality, Retail, Primary Industries and Business Services Curriculum Frameworks. The use of examples from these Frameworks is not intended to suggest that these are the only areas in which people with disabilities can gain employment. People with disabilities gain employment across the full range of industry areas.

Examples of Prior Skills

Prior Skills	Hospitality	Business Services	Primary Industries	Retail
Numeracy	<ul style="list-style-type: none"> • Measure accurately using standard measurement, eg 1/2 cup, 1/4 teaspoon, 100g. • Use operations of + and – to make sets of a known number • Estimation skills • Tell the time 	<ul style="list-style-type: none"> • Sort objects into groups based on given characteristics • Prepare sets of objects according to known criteria • Understand terms describing relationships between objects, eg front, top • Estimation skills • Tell the time 	<ul style="list-style-type: none"> • Measure set weights and volumes • Tell the time • Use operations of + and – to make sets of a known number • Estimation skills 	<ul style="list-style-type: none"> • Use operations of + and – to make sets of a known number • Sort objects into groups based on given characteristics • Use calculator to + and – • Estimation skills • Tell the time
Literacy	<p>Able to read and/or understand essential vocabulary and use it appropriately.</p> <p>Note: Limited literacy skills can be supported by adjustments.</p>	<p>Able to read and understand text to a functional literacy level.</p> <p>Note: Many tasks contain literacy skills that are essential to perform in the workplace. If aiming to develop keyboarding skills students need to be able to read to a functional level.</p>	<p>Able to read and/or understand essential vocabulary and use it appropriately.</p> <p>Note: Limited literacy skills can be supported by adjustments.</p>	<p>Able to read and/or understand essential vocabulary and use it appropriately.</p> <p>Note: Limited literacy skills can be supported by adjustments.</p> <p>Matching skills for colours, numbers and words.</p>
Communication	<p>Able to communicate or make intentions known and respond to basic instructions and requests. Able to learn, use and understand essential vocabulary when communicating with others.</p>	<p>Able to communicate or make intentions known and respond to basic instructions and requests. Able to learn, use and understand essential vocabulary when communicating with others.</p>	<p>Able to communicate or make intentions known and respond to basic instructions and requests. Able to learn, use and understand essential vocabulary when communicating with others.</p>	<p>Able to communicate or make intentions known and respond to basic instructions and requests. Able to learn, use and understand essential vocabulary when communicating with others.</p>
Motor Skills	<p>Possesses a level of fine motor skills sufficient, for example, to peel a potato or similar and cut into small pieces.</p>	<p>Possesses a level of fine motor skills sufficient, for example, to place a letter in an envelope and to locate a single page in a pile of pages.</p>	<p>Possesses a level of fine motor skills sufficient, for example, to use a spanner or screwdriver.</p>	<p>Possesses a level of fine motor skills sufficient, for example, to stack boxes neatly, write numerals legibly and open a package.</p>

1.4 Steps to Informed Course Selection

To assist the student to make realistic and informed choices based on a careful analysis of personal attributes, teachers should consider how they could:

- provide the student and parents/carers with information on work in a range of industry areas and how entry levels articulate into higher levels
- identify academic, communication and physical skills that are required for the student's proposed vocational area/s of interest
- assist the student to consider the appropriateness of a specific course in relation to their personal attributes
- assist the student to identify the adjustments and supports that will facilitate the development of competency in the VET course they have selected.

Collaborative planning to assist student selection of an industry area

The collaborative planning process should consider the assessment data in the context of:

- the student's interest in this industry area
- the student's knowledge of the proposed vocational area
- entry-level skills of the selected vocational area
- jobs within the vocational area for which the student could train
- availability and type of employment in the student's geographical area
- short-term outcomes that the student could achieve.

Under-developed skills should not be barriers to vocational education and training or employment. Where a student has an under-developed skill, consideration should be given to how this could be taught or supported through prevocational preparation and adjustments to course delivery, assessment practices and work placement. A collaborative planning meeting may be the best way to ensure that critical decisions and actions regarding skill development, appropriate to the needs of the student, are made at the right time.

If a discrepancy exists between a student's skill level and the demands of a course or work environment, it may be in the student's best interest to pursue a different vocational area. The student needs to receive feedback that will help them to understand why their first choice might not be appropriate. They might also require support to select and investigate an alternative area. It is important to also investigate the range of entry-level positions in the initial industry area to ensure that all possible jobs have been considered. For example, a student who is interested in training to become a receptionist or secretary might have skills more suited, initially, to employment as a mail room clerk. The competencies required for both of these positions are available in the Business Services Framework course.

Advising a student that they do not have the skills required by a particular job or training course should not be undertaken lightly. Nor should the judgement be made by one person. A collaborative decision-making process should be employed, involving personnel with both expertise and detailed knowledge of the student. If in doubt, it would be wise to contact people with more experience in this area to assist the student in the decision-making process. Make contact with the vocational education and special education support services within your school system/sector. (Refer to Appendix 2 for additional information.)

2 Delivery and Programming Considerations

The following information is not intended to duplicate existing materials relating to the delivery of industry curriculum frameworks. It provides additional information on delivering and programming courses within industry curriculum frameworks for students with special education needs.

2.1 Delivery Considerations

Occupational health and safety

Safe working procedures and practices are an essential component of any VET course. VET teachers should already be aware of current occupational health and safety (OHS) requirements and adopt work practices that reflect these requirements. Special education teachers working with a trained VET teacher should be aware of the same information, procedures and practices. Such advice can be obtained from the VET teacher or from the relevant system/sector vocational education consultant or contact.

Setting

Within the different systems and sectors, a choice of setting might be available for the delivery of an industry curriculum framework. Each setting will have implications for delivery. These options may include:

Inclusion within a regular VET class

Students with special education needs in a regular class might require support and adjustments to achieve the necessary level of competence. This should be determined on an individual basis through the collaborative planning process.

Placement in a discrete VET class

Students in a discrete VET class should already have access to provisions that facilitate achievement of elements of competency such as smaller class size, support teacher or teacher's aide and/or extra time. A focus on the needs of the individual student within this setting is still essential and should be considered in the context of collaborative planning.

(Note: These options may also be available in a TAFE college or another RTO.)

Key partnerships

Collaborative relationships should be developed between the special education teacher and the appropriately qualified VET teacher delivering the course. Collaboration will assist in adjusting instruction and assessment and in arranging effective work placements. Coordination, communication and cooperation will facilitate the student's success in the course.

The continued involvement of the student's parents/carers is one of the factors critical to the student's success. Collaborative planning (Section 1) may need to occur, perhaps twice yearly, to provide new planning directions for the immediate and future needs of the student. Support from parents/carers will be especially valuable regarding travel arrangements, home revision and practice. Clear lines of communication will facilitate this support.

Supports and adjustments

Adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the endorsed Training Packages from which the industry curriculum framework is derived.

When a student is enrolled in an industry curriculum framework course it is necessary to examine which features of the vocational environment require adjustment to meet the individual needs of the student.

The level of support and type of adjustments provided should be tailored to avoid the student becoming over-dependent on assistance. It is important for the self-esteem of the student that the provision of support and adjustments is carried out with dignity.

Supports and adjustments should be determined through the collaborative planning process. To ensure that the adjustments will be effective in meeting the individual's needs it is crucial that the student is actively involved in the process. Supports and adjustments could include:

- print access provisions
- use of teacher's aide, tutors or mentors
- the employment of a disability assistant for TAFE-delivered VET
- adjustments to delivery of course content
- changes to work schedules, tests or assignments
- the removal or modification of architectural barriers such as stairs, high shelves and benches
- supportive equipment devices and tools such as specialised telephone or computer equipment.

Supports and adjustments should be selected on an individual basis in line with:

- the nature of the impairment
- the requirements of an industry area
- the needs of the particular student.

Teachers can contact the relevant staff in their school system or sector for specialist advice concerning supports and adjustments in delivery and assessment for students with special education needs. Developers of the Training Packages and the Australian National Training Authority (ANTA, <http://www.anta.gov.au>) can offer advice on reasonable adjustments. There is also advice in some of the Training Packages themselves.

Allowing more time to achieve competence

An important adjustment to facilitate learning is to allow more time to achieve competence. The number of hours attached to the delivery of a unit of competency is indicative for the purpose of unit credit towards the HSC. (See Sections 8 and 13 of Part A of the syllabus). In the competency-based learning approach used in vocational education and training, more time can be provided to achieve competence. This delivery adjustment would result in a reduction in the number of units of competency undertaken within the same overall indicative time (eg 240 hours). The focus should be on achieving units or elements of competency and not on fulfilling a specific time requirement.

Other suggestions include:

- targeted preparation in junior years to develop the prior knowledge and skills that will facilitate participation in Stage 6; for example, a student interested in hospitality could undertake the Food Technology elective in Stage 5 or participate in a workplace learning program in the kitchen of a hospitality establishment in Stage 5
- appropriate integration of vocational competencies into the student's overall program
- concurrent study of the Stage 6 Work and the Community Life Skills course with an industry curriculum framework course. This strategy can provide an additional 120 hours each year to practise vocational learning in a particular industry area.

Using other supports

It may be necessary to use other supports in the school, workplace, community and the student's home to assist the student to develop competencies. Close liaison with parents/carers, for example, can provide opportunities for practice. Home practice can be used for both learning essential theoretical information and for the practice of practical tasks. Students can be responsible for conveying the information or teachers could send home regular *What are we up to and how can you help?* notes and/or hold meetings at school.

It is essential that the person providing support has accurate knowledge of the skill or content being practised or learnt. For practical skills, video footage may be the best way for parents/carers to acquire the knowledge. This could be in a commercially produced video or a school-filmed video of the teacher or a competent student performing the skill.

2.2 Programming Considerations

Programming to support all learners

Many teachers will already be using much of the information in this section. This section will confirm good practice and provide additional strategies.

Programming is the process of selecting and sequencing content, teaching strategies and learning experiences for each student to achieve competence. Specific instructional strategies for assisting students with special learning needs to acquire, maintain and generalise elements of competency can be incorporated into teaching practices in vocational education and training.

The premise guiding all programming is the recognition that all students can learn. Students move through a series of levels when working towards the achievement of competence. This movement is supported by the interactive nature of the teaching and learning cycle. (This cycle is used when designing instruction to ensure that learning is occurring). Essential to this interaction is the use of assessment and evaluation to guide the selection of elements of competency and to shape and sequence delivery. Within this cycle, effective instruction assists the general design of learning experiences. At the lesson level, attention is directed towards maximising the learning that can occur from the instruction. Attention to the design of instruction at this level will assist this process.

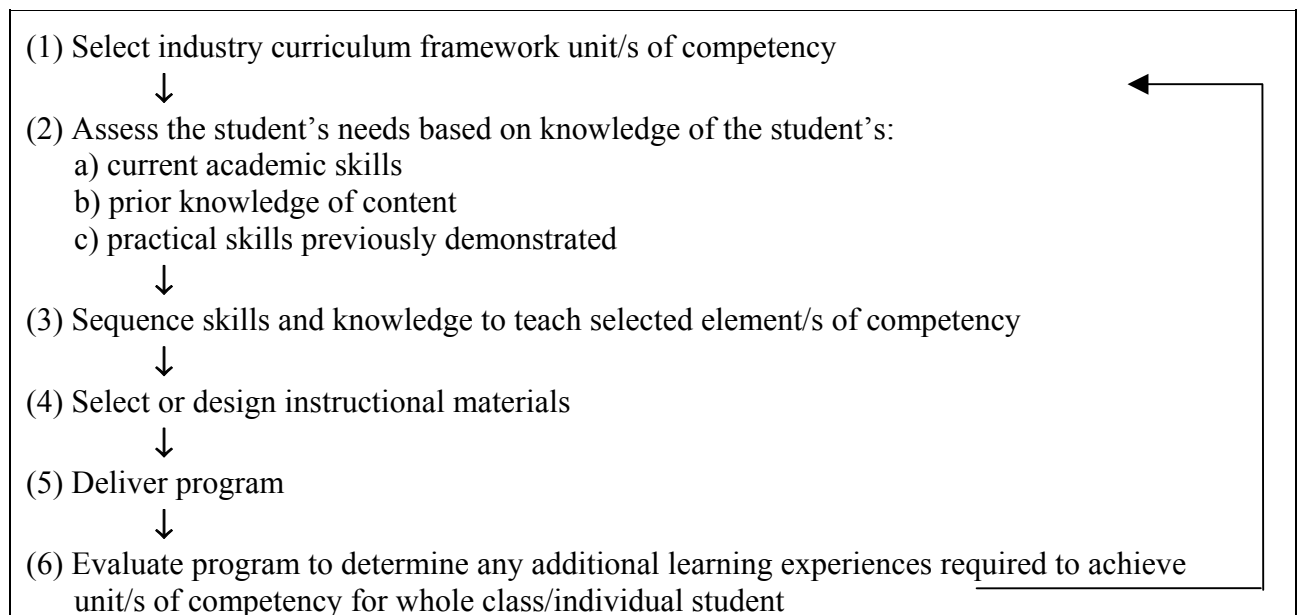
Levels of learning

An understanding of the levels through which a student progresses will provide a background to some of the critical features that need to be incorporated into instructional design and delivery. The levels that a student may progress through in achieving an element of competency are:

- **entry** — student might have existing prior knowledge and/or prerequisite skills
- **acquisition** — student understands information, concept and/or can perform skill
- **fluency** — student can regularly perform skill or demonstrate knowledge
- **maintenance** — student maintains the skill or knowledge over time
- **generalisation** — student generalises the skill or knowledge to other settings, people or materials.

The teaching and learning cycle

The teaching and learning cycle involves components that interact in a cyclical manner to affect teaching that produces learning. The following diagram is an interpretation of the teaching and learning cycle and its application to teaching vocational content.



Student competence can be achieved by incorporating the interactive elements of the teaching and learning cycle to shape and sequence the delivery of content.

Examples of effective teaching and learning practices

Many of the adjustments made to meet the needs of students with special learning needs are easily implemented and will also benefit the learning of other students. Course content can be made more accessible to all students if teachers adopt the following strategies:

- Make strong links with students' existing and potential vocational experiences.
- Demonstrate the practical application of tasks. Making a task's usefulness explicit will assist student recall.
- Use authentic materials and tasks from the workplace and allow for hands-on learning to occur.
- Make all learning tasks as interesting as possible by, for example, using different methods to teach the task or letting students make decisions on how to complete the task.
- Teach students strategies that will assist them to acquire, organise, store and retrieve information (see pages 26–28 for more detail.)

- Take the students to industry settings to observe and investigate vocational competence.
- Enhance the relevance of content by inviting guest speakers from industry.
- Use language that is easy to understand, eg short sentences, simple terms.
- Pre-teach any technical language that is essential. Avoid unnecessary technical jargon.
- Slow down the pace of delivery; allow students time to respond to questions and complete tasks.
- Monitor understanding. Check the understanding of the least able students in the class; if they have understood, there is a good chance that everyone else will have too.
- Promote structured group discussion of experiences. Use questions to direct attention to salient features.
- Make explicit what you want students to remember from information presented. Reinforce main points and provide concrete examples.
- Ensure that all students experience success and are recognised for that success.
- Use a positive approach. Focus on what students can do. Provide opportunities for frequent practice and give positive feedback.
- Encourage students to recognise when they have done something well. It is important for students to develop the habit of self-reinforcement for work well done. They should understand that there will not always be someone in the workplace providing positive reinforcement.
- Enhance self-esteem by providing opportunities for every student to experience success and to demonstrate skills or knowledge to others.
- Structure peer tutoring opportunities. This will reinforce the knowledge of the tutor and increase the knowledge of the student receiving instruction.
- Use cooperative learning groups.
- Provide adjustments to the physical environment and equipment, where appropriate.

Contextualisation of learning

One of the most effective means of assisting students to understand, recall and apply competencies and to demonstrate competence is to teach theory components in an applied setting. This may include:

- the use of practical activities to support theoretical content
- the integration of practical and theoretical content.

Course sequencing should be structured to provide a coordinated, cohesive and comprehensive learning package. This sequencing should take into account and build upon the student's previous learning and experiences, providing opportunities to further develop their knowledge and skills. The learning experiences should provide an integrated mix of theory and practice. Where appropriate they should also integrate on-the-job and off-the-job learning experiences. The development of practical skills should follow the delivery of course-specific occupational health and safety learning experiences.

This integration can assist the development of theory-based understanding while simultaneously developing targeted practical skills through opportunities for practice. The integration of practical and theoretical content may require the preparation of additional simulated work tasks. An example from the Hospitality Curriculum Framework is the incorporation of occupational health and safety considerations into a lesson involving precision cutting of vegetables.

Maintaining competence

Review and practice of essential information and skills will ensure that the student maintains competence over time.

Teachers should identify which components may require review and practice over the duration of the course and allow opportunities for frequent practice of these competencies.

Transferring skills

Some students might also experience difficulties in generalising and transferring learned skills and behaviours to new situations. Since generalisation of behaviours and skills to new situations is desirable, this must be programmed for, and monitored, to ensure it is occurring.

Skills learnt in the classroom will require close monitoring to ensure that they are occurring in the workplace. The environmental context of the workplace and school may have differences that alter the performance of the student in the workplace. The student might require support to assimilate and recognise the differences between different work environments. Such differences will occur even though a school has complied with the quality assurance requirements including those for resources and equipment. For example, storage containers for raw materials at school might be on a much smaller scale than those found in the workplace, making it difficult to locate a specified product.

Behaviours that occur easily in the classroom, such as asking for assistance, may require support in the early stages of work placement.

The mandatory work placement in each industry curriculum framework course provides a structured opportunity for students to transfer skills from the classroom to the workplace.

Examples of competencies that may require additional programming and/or monitoring to ensure skills are transferred to the workplace

Hospitality

Students might require support to assimilate and recognise the differences between kitchen environments. For example, most items in a commercial kitchen will be on a larger scale, salt might come in more substantial containers; refrigerators might be walk-in rooms and thus have different considerations for hygiene and energy efficiency; large establishments might have separate areas for preparation, cooking and cleaning.

Retail

Students might require support to assimilate and recognise the differences between school and different retail establishments. For example, the operating procedures for equipment such as point of sale terminal equipment will vary from store to store. Stores will also have variations in the procedures for different tasks and in the terminology used.

Business Services

Students might require support to assimilate and recognise the differences between office environments. For example, office machinery has operational variables such as the sequence for sending a fax, how to remove a paper jam in a photocopier; large establishments might have separate areas for tasks such as sorting mail.

Primary Industries

Students might require support to assimilate and recognise the differences between school and different rural work sites. For example, there will be differences in potential hazards between school and work sites and in the operating procedures for common farm machinery.

Determining the level of content to teach

The level of detail needed to achieve competence for a unit of competency in a VET course is described in Part B of the relevant syllabus. The performance criteria, range of variables/range statement and evidence guide for each element of competency provide this information. This key information should be understood and recognised immediately by the student and the student should be able to demonstrate it when required.

Example of how level of content is determined

Primary Industries students need to be able to apply chemicals safely.

Relevant competency – RTC2706A Apply chemicals under supervision

Element of competency – 2 Use application and personal protective equipment

One performance criteria for this element of competency reads ‘2.1 Chemical label is interpreted.’

Key information

1. Two types of chemical formulation (ie dry and liquid)
2. Different types of chemicals
3. Information on chemical labels
4. Location of MSDS.

Additional information

1. Examples of formulation types
2. Information on MSDS
3. Use of chemicals for pest management
4. Integrated Pest Management procedures.

Prior knowledge

Assessing and activating prior knowledge before introducing new content will assist student understanding and retention of new content. Many techniques used to activate and assess prior knowledge are based on brainstorming that involves asking students to provide words or phrases related to a topic or concept. These words and phrases are then:

- recorded
- discussed
- organised to clarify the relationships that exist between them.

The extent of student prior knowledge revealed by brainstorming should provide a guide to adjusting instruction to ensure that students make strong connections to new information. Students who have little prior knowledge in a specific area will require learning experiences that develop the required knowledge.

Teaching the use of self-instruction strategies

A self-instruction strategy is a set of steps taught to the student relating to the performance of a task. The student is then taught to independently apply the steps to the appropriate task. Students can be taught a variety of self-instruction strategies such as how to learn, solve problems, complete tasks independently and monitor progress.

Strategies are taught to students by using the following process:

- 1) Describe the strategy
- 2) Model the strategy
- 3) Assist the student to rehearse and memorise the strategy
- 4) Establish controlled practice and feedback on use of the strategy
- 5) Encourage independent practice and feedback on the strategy
- 6) Teach the student to recognise other situations where use of the strategy is appropriate.

Examples of self-instruction strategies

a. Promoting goal-directed behaviour

This self-instruction strategy from Bos and Vaughn (1994) may be used to promote goal-directed behaviour such as encouraging active participation in class. (Students who participate actively tend to be more successful in the classroom.)

Sit up Lean forward Activate your thinking Name key information Track the talker
--

b. Task-specific

This self-instruction strategy may be used to assist the student to complete tasks in the workplace.

At work:

- | |
|--|
| <ul style="list-style-type: none">• understand the task• know how the task is done• ask for help, if needed• complete the task to the standard expected• tell your supervisor of any difficulties that cannot be solved. |
|--|

c. Solving a problem

Problem-solving can be taught by using the following problem-solving strategy adapted from Michaels et al (1988).

- | |
|---|
| <ul style="list-style-type: none">• What is the problem?• What facts are known?• What solutions are there?• Which would be best?• Put it into practice.• Check that it is working! |
|---|

An important prerequisite to this problem-solving strategy is that the student is aware when a problem exists. Some time may need to be spent on identifying potential problems in the workplace. When problems arise at work or in class, use these situations to teach and reinforce the generalisation of problem-solving strategies.

Organisational skills

All students can learn to set realistic goals, implement a plan to achieve these goals and evaluate their actions in this process. Work with the student instead of organising, prioritising and breaking down tasks for them.

Students may need assistance to further develop their organisational skills. They may need assistance in planning, eg to bring the right equipment, and to complete homework.

They might also require assistance to develop more complex organisational skills such as information searching and long-term planning. These skills are essential for further study and successful employment.

A student can be taught to assume greater responsibility for organisation in the following ways:

- plan with the student, modelling the internal speech used when prioritising and planning tasks
- encourage the student to talk through the process that has been modelled
- provide prompts to assist the student until they are capable of organising, prioritising and breaking down complex tasks.

Making the learning requirements explicit

Teachers need to make the learning requirements explicit for all students. It is essential that students are aware of exactly what they need to know and/or are required to do to demonstrate achievement of competence. Prior to assessment, review the learning experiences that will be covered in the assessment. The timing of review should allow sufficient time for practice, rehearsal and learning. There should be clear and explicit links between the assessment task and what has been taught.

The information that students must know should be identified in some permanent way. If the students are being given worksheets, find some way to code the information that they must learn. For example, information that must be learnt could be copied onto coloured paper or highlighted with a pen. For teacher-prepared materials, the items to be learnt could be typed in bold or enclosed in a box.

Providing sufficient practice

Providing sufficient practice is an essential component of instructional design. Some students might require additional opportunities to interact with theoretical concepts and practical skills to develop competence. This might mean that the instruction time has to be extended.

When considering the amount of time required, teachers should consider the following:

- The time required to enable recognition of information is generally shorter than that required for recall.
- The time required for verbatim recall is longer than that for paraphrasing.
- Learning lists and facts requires spaced practice, repeated exposure and over-learning. To over-learn, students must encounter the same materials frequently over an extended period of time.

When planning, remember that different tasks have different practice requirements. For example, practice for theory-based content might consist of asking learners to explain, summarise and describe in their own words. Testing of this type of information usually requires evidence of understanding.

Some knowledge requires more automatic recall than other knowledge. In determining the degree of automaticity required, the context in which the knowledge will be applied is essential. If it is knowledge that is crucial to safety the student must be able to instantly recall it. If it is knowledge that assists the performance of tasks, then instant recall may be desirable but not critical. The type of practice that is provided should reflect consideration of the way in which the information will be used at work. This consideration will also determine the way that achievement of competence is tested.

Students might require repeated exposure to develop understanding and retain information. The level of support required will vary. A combination of knowledge of the student, professional judgement and experience will allow the teacher to determine the level of support required.

Enhancing generic work, social and classroom competencies

Students may also require support to develop the generic social and work competencies necessary to perform effectively in the workplace. Any missing skills in these important areas could have a significant impact on the student's acquisition of course competencies at school and during work placements, and on their ability to maintain paid employment post-school. It is essential to teach these competencies and to monitor the student's use of them, both at school and in the workplace.

Key competencies are identified for all units of competency in industry curriculum framework courses. Difficulty in achieving an element of competency may indicate that related key competencies need further development.

Generic work competencies

Generic work competencies are the attitudes, behaviours and practices that employers view as critical to maintaining employment. They are the work habits and positive attitudes towards work that complement an individual's social competence, producing a valued employee. Examples of generic work competencies include punctuality and attendance, use of safety procedures and keeping one's own work area tidy.

Generic social competencies

Students participating in vocational education and training may need explicit teaching of the social competencies expected in the workplace.

Social competencies are those behaviours that assist an individual to behave in a manner that is perceived as socially competent. These social competencies may include:

- interacting with supervisors and co-workers for a variety of purposes
- interacting with customers
- conforming to the formal and informal rules of the work setting.

Social competencies require careful teaching because of the complexities of social interaction. Students may require additional support with the subtle discriminations and incidental learning that is involved. Learning experiences should involve a range of strategies such as direct teaching and role-plays. The application of social competencies should be carefully monitored in the workplace.

Units of competency and generic work and social competencies

Some overlap will occur between units of competency and generic work and social competencies. Where such overlap does not occur, assess, teach and monitor generic work and social competencies alongside the units of competency.

Supporting the development of generic work and social competencies

Positive work behaviours, such as punctuality, consideration of others and dependability, should be modelled, expected and monitored in the classroom and at work placement.

Topics such as handling stress on the job, interacting appropriately with co-workers, responding to evaluation, requesting time off and arranging transport to and from work can be integrated within the student's VET course and other studies.

Problem-solving techniques should be taught to enhance the student's discrimination of the type of social behaviour that a situation requires.

A suggested sequence for teaching generic work and social competencies is:

- 1) describe the behaviour, the steps involved and the rationale
- 2) model the behaviour, giving positive and negative examples
- 3) provide opportunities to role-play and rehearse the behaviour
- 4) provide opportunities to identify and role-play the required behaviour for problem situations using a problem-solving approach
- 5) prompt and provide feedback regarding appropriateness of response
- 6) teach the student to self-monitor use of the behaviour
- 7) monitor evidence of the behaviour at school and in the workplace.

Appendix 3 contains a checklist of generic work and social competencies for monitoring in the workplace. It is suitable for the employer or another observer to use.

Generic classroom competencies

The classroom can be used to teach, monitor and assess the generic work and social competencies that are essential in the workplace. These competencies are also essential for the classroom. Development of these competencies will also enhance learning of the school-delivered units of competency. Teachers might need to focus on the development of compensatory strategies and to provide specific skill development in organisational skills, problem-solving and strategy instruction. See Section 5 for details.

Generic work and social skills	Assessment criteria
Complies with attendance requirements	Maintains acceptable attendance level. Notifies and provides reason for absence to employer. Brings parent note to school for absences.
Practises punctuality	Arrives on time for class and work. Is on time for other appointments.
Appropriately records attendance at worksite	Follows designated procedure to account for time spent on the job.
Maintains appropriate appearance and hygiene practices	Meets standard of hygiene and grooming expected at current workplace.
Works cooperatively with co-workers	Works as a member of a team. Interacts with co-workers, when appropriate, to complete tasks.
Works cooperatively with supervisor	Interacts with staff members and supervisors in a businesslike manner. Shows respect for authority.
Demonstrates effective customer relations	Interacts with customers, when appropriate, in a pleasant, businesslike manner.
Remains on task	Completes an assigned task unsupervised without unnecessary breaks.
Communicates essential information, including assistance requirements	Appropriately seeks assistance and communicates necessary information to co-workers and supervisors.
Comprehends instructions	Grasps normal instructions and performs the task as per instructions.
Retains instructions and work skills	Remembers procedures, work requirements etc from one session to another without reminders.
Initiates work routine	Starts work without being told. Anticipates and meets need for activity.
Follows work routine	Follows established sequence for performing tasks.
Accepts criticism	Accepts constructive criticism and attempts to improve the identified behaviour or work task.
Adapts to change	Accepts change in work environment without disruption.
Is safety conscious	Conducts self in manner to avoid harm to equipment, self and others.
Cares for work materials	Demonstrates ability to maintain workstation and care for tools and materials. Keeps activity or task organised and within own space. Cleans up when finished.
Meets production standards	Completes work of an acceptable standard. Completes work at a similar rate to co-worker.

3 Assessment Considerations

The following information is not intended to duplicate existing materials relating to the assessment of industry curriculum framework courses. It provides additional information on assessing student achievement of competence. This assessment should involve frequent monitoring of a student's performance to inform subsequent instruction. Advice is also provided on how adjustments can be made to allow demonstration of competence.

Note: Only an appropriately qualified VET teacher or an accredited industry assessor from the relevant industry area can conduct assessment of industry competencies.

Monitoring progress: a component of collaborative planning

Ongoing assessment is necessary to monitor whether the student is developing competence and to identify areas that will need more structured teaching and/or further practice. This interaction is particularly critical to successful learning by many students.

Ongoing assessment will provide information to modify the shape and sequence of instruction in industry-specific, generic work and social competencies and classroom skills.

Where students require extra support such as additional instruction or practice to develop competence, the teacher should work with the student to find solutions. Others could be involved in this process, including:

- parents
- employers
- co-workers
- special education teachers
- other students in the course
- community agencies.

Formal assessment of competence

It is intended that through an industry curriculum framework course the student will develop competency to a standard of performance required in the entry level of employment. Summative assessments are used to make a judgement of whether a student has achieved the required level of competence.

Competency reflects what is expected of an employee in the workplace. Evidence of competence is reflected in specific knowledge and skill, and the application of that knowledge and skill. For example, the Hospitality Curriculum Framework includes an element of competency related to maintenance of personal presentation standards. The focus for instruction and assessment for this element of competency would be on whether the student demonstrated the features of good personal presentation both on- and off-the-job. In the Primary Industries Framework an OHS unit of competency includes assessment of manual handling. Here, the focus for instruction and assessment would be on whether the student regularly displayed a range of safe manual handling skills both on- and off-the-job.

Assessment involves an appropriately qualified VET teacher, or an accredited industry assessor, making a judgement on a student's competence based on:

- the requirements set out for that qualification in the national Training Package
- sufficient evidence of the student's performance over a period of time, and
- the key principles of validity, reliability, fairness and flexibility.

Where and when assessment should occur

If considered appropriate, instruction and assessment can follow each other closely or occur in an integrated manner. Assessment may also occur at a much later stage in the course. Professional judgement should be exercised in determining when assessment should occur. Demonstration of competence during work placement might not be required by a course; however, it may be desirable because it can provide evidence that the student has transferred skills to the workplace.

Assessment does not have to take place immediately following the delivery of a unit or element of competency. Assessors should adopt an integrated or holistic approach to assessment. Competencies can be grouped together for assessment purposes. Grouping will ensure that duplication of assessment is minimised, particularly for those competencies that overlap. Grouping may also be used to provide opportunities for reassessment of competencies that have not been achieved on initial assessment.

Planning the assessment

Assessment formats may include:

- on-the-job or off-the-job practical assessments
- role-plays or simulations
- oral questioning
- written questioning techniques
- case studies
- small projects or assignments.

Adjustments to assessment

Adjustments to assessment procedures and materials might be required to allow some students to demonstrate competence. The degree to which a student's special needs affect their demonstration of competence will vary from student to student and might vary from task to task. Adjustments will be required where students experience difficulty with language, reading and/or writing. Assessments for these students should be structured to allow the student to demonstrate their knowledge regardless of any reading, writing and language difficulties. The key principles of validity, reliability, fairness and flexibility, outlined below, need to be considered when providing reasonable adjustments in assessment procedures and materials.

<p>While adjustments can be made, students cannot be signed off as competent if they do not meet all the Training Package requirements for that unit of competency. Adjustments must maintain the assessment of any language, literacy and numeracy skills that are part of the unit of competency.</p>

Validity

Assessment procedures should have validity. This requires that the assessment measures what it claims to measure. This has two implications for conducting assessments: firstly that the assessment is an accurate measure of the competency being assessed and secondly that any adjustments made do not alter this.

Fairness

Students will be given clear and timely information on assessment methods, procedures, the criteria against which they will be assessed, when and how they will receive feedback and the mechanisms for appeals. The assessment strategy can be reasonably adjusted to cater to students with special needs whilst maintaining the integrity of the assessment outcomes.

Reliability

Assessment results should reliably reflect the student's competence. It is essential to provide reliable assessments of student competence in order that the student, parents/carers, post-school service providers, training providers and employers have a reliable picture of the strengths and needs of an individual. The accuracy of this information is critical to post-school decision-making. An understanding of the communication, literacy and numeracy skills expected will assist the planning and implementation of assessments that are reliable but fair. Any adjustments made to assessment procedures should not alter the performance criteria of an element of competency.

Selecting the format of assessments

Having determined the language, literacy and numeracy demands of a task and the need for support by the student in these areas, the format for an assessment may be selected. When selecting the format of assessments consider the context in which the knowledge will be applied. Some knowledge will require more automatic recall.

In determining the degree of automaticity required, the context in which the knowledge will be applied is essential. If it is knowledge that is crucial to safety, the student must be able to recall it quickly. If it is knowledge that assists the performance of tasks, then quick recall might be desirable but not critical.

The type of assessment selected should reflect consideration of the way in which the information will be used at work. Performance-based tests are most appropriate for demonstrating student understanding, as is the use of assessment based on observation of the student on- and off- the job.

1. Written questions/responses

Written questions/responses based on the production of knowledge are appropriate where fast recall of the information is essential, for example, what an employee should do in the event of a chemical spill. However, written response is a very small component of competency-based assessment.

2. Observation

Using a checklist derived from the unit of competency, including the elements, performance criteria and evidence guide, the assessor observes the performance of the student in a workplace or simulated workplace. Observation will occur over a period of time and might include a number of observations.

3. Oral questioning

Oral questioning can be used to support observation of practical competencies as well as to assess knowledge components. A checklist of appropriate questions should be developed with reference to the unit of competency.

4. Portfolios

Portfolios can be used for both practical and knowledge-based competencies. Portfolios contain a collection of evidence from a range of sources indicating knowledge, skills and understanding. Materials may include photographs, references, workplace documents, video or audiotapes and final products.

Guide to the adjustment of written assessment tasks

Written assessment tasks may be used where a student has the necessary literacy skills. However, adjustments might still be required for the student to demonstrate their knowledge. Written assessment materials should be written in plain English and include pictures and graphics to supplement the text information. The following table contains a list of suggested adjustments to written assessment materials.

Type of assessment task	Examples of adjusted strategies
<p>Specific word test Multiple-choice Labelling Completing sentences</p>	<p>Limit options or provide widely different choices. Supply list of words. Supply letter, syllable or associative word clues. Allow reader and/or writer or oral responses.</p>
<p>Cloze test</p>	<p>Provide list of words. Allow reader and/or writer or oral responses.</p>
<p>Written answer test</p>	<p>Conduct an open-book assessment. Provide questions to students, prior to test. Structure paragraphs with opening sentences. Provide the main points and the student elaborates. Allow oral responses. Provide tape-recorded questions. Allow reader and writer or oral responses.</p>
<p>Timed test</p>	<p>Allow extra time. Allow rest breaks.</p>
<p>Assignment-based task</p>	<p>Explain, demonstrate and illustrate the process. Break the task into component parts. Keep track of the time (eg wall calendar, individual diaries). A peer could assist. Provide examples of the task. Ensure that students know the purpose of the task. Provide research assistance and additional information. Allow assignments to be presented in alternative formats (eg word-processed, dictated or taped).</p>

Guidelines for conducting competency-based assessments in industry curriculum framework courses and incorporating adjustments

An appropriately qualified VET teacher or an accredited industry assessor must conduct the assessment of competencies in an industry curriculum framework course. The assessment process involves a number of planning stages. The following is a suggested process for conducting competency-based assessments.

Suggested Assessment Process

1 Planning the assessment

- Establish the assessment criteria.
- Establish whether you are assessing the process or product.
- Ensure that the evidence identified is sufficient, valid and reliably reflects the industry standard.
- Identify underpinning knowledge including critical elements such as safety.
- Develop the assessment tool.
- Ensure that the assessment is in accordance with the assessment purpose.
- Use authentic materials and work situations if possible.
- Decide the most appropriate environment in which to assess the student's competency (eg some elements of competency may be more easily demonstrated by the student in the workplace).
- It may be appropriate to assess several units of competency on some occasions.
- It is not essential to test each competency in every assessment task. Assessment should be related to the unit of competency's purpose and should be holistic. Integrating tasks that occur together naturally in the work environment will assist student recall.
- Use oral rather than written tests to check knowledge, eg 'Tell me how you...'
- Use practical or hands-on assessments wherever possible, eg 'Show me how you...'
- Assess the literacy, numeracy and communication demands of the competencies being tested for the individual student and make adjustments where appropriate.

2 Preparing the student

- Explain to the student the purpose, criteria and methods for collecting evidence for the assessment well in advance of the scheduled date of assessment.
- Make sure that the student understands the conditions under which a task is to be performed.
- Use appropriate communication skills when preparing the student. Use terms that will be encountered by the student during the assessment.
- Inform the student exactly what they need to know and/or are required to demonstrate to achieve competence. Outline the steps and sequence needed to achieve competence. There should be clear and explicit links with what has been taught.
- Determine, with the student, whether any adjustments to the assessment format are necessary.
- Seek feedback regarding the student's understanding of the assessment procedure.
- Provide reassurance and support. Past negative experiences with assessment can make students resistant to being tested for competence.
- Provide the student with sufficient opportunities to practise for assessments.
- Work closely with parents to facilitate extra practice and learning at home.

3 Carrying out the assessment

- Use a fair, non-threatening assessment environment, making sure that the student is aware that opportunities for reassessment will be available.
- Conduct the assessment (ensuring validity, reliability, fairness and flexibility).
- Use appropriate communication skills.
- Ask questions to gauge student understanding.
- Take notes of observations of the student performing the assessment task where the assessment tool is not a paper and pencil test or a video record.
- Assess performance in accordance with the assessment criteria.
- Demonstration of competence in the workplace can be used as evidence of satisfactory achievement of an element of competency.
- Extra time may be necessary, except in the demonstration of practical tasks where a specified performance rate may be required in order to meet industry standards.
- Allow the student to use a few key words to demonstrate that the right connection has been made.
- Allow a different sequence when this does not affect the quality of the finished product or compromise industry standards.

4 Giving feedback and result

- Review the outcome of the assessment and make a decision based on evidence.
- Ask the participant ‘What went well?’ and ‘What would you do differently?’.
- Have the student self-assess their performance.
- Provide feedback at an appropriate time and in an appropriate location.
- Use sensitivity when delivering feedback to students who have not achieved competence.
- Ask the student to summarise the outcome and major aspects of the feedback.
- Provide additional opportunities for instruction and practice if the student has not achieved competence.
- Remember to provide praise for the parts of the assessment that the student passed and/or improved upon.
- Provide opportunities later for reassessment. Often competencies the student had difficulty with initially will develop to the required standard after the completion of other units of competency and time spent at work placement.

5 Recording and reporting the result

- Record the result in the appropriate location.
- File the assessment notes and paper tests.
- Only formally record successful assessments.
- Advise any other stakeholder if appropriate, eg parent, special education teacher, employer. (You may wish that person to praise the student and/or provide additional practice.)
- List any adjustments that have been used.

6 Reviewing the assessment

- Reflect on the process, particularly the appropriateness of the assessment methods and the assessment surroundings.
- Refine the assessment activity and tools for use at a later time.

4 Teaching Communication, Literacy and Numeracy Skills in Stage 6 VET Courses

4.1 Introduction

Many tasks performed in the workplace involve the use of the skills of speaking, listening, reading and writing, and a variety of numeracy skills. Communication, literacy and numeracy demands made on a student undertaking a VET course may be divided along the following lines:

- skills that are essential parts of the competencies being taught
- skills expected during the teaching and assessment of the course.

The assessments conducted before or at student entry into a VET course will provide information on the student's prior knowledge and skills and the areas of communication, literacy and numeracy in which they need support. This information should then be compared with those skills identified in the units of competency that are to be delivered to the student.

Skills that are essential parts of the competencies being taught require explicit teaching. Teachers should ensure that they have a clear understanding of the levels of communication, literacy and numeracy skills expected in the workplace by employers.

The communication, literacy and numeracy skills required in a VET course are best learnt as they occur in the course. This ensures they are learnt when students see a purpose for them and have opportunities for practice. They are best learnt with authentic examples from the workplace.

Students with support needs in communication, literacy and numeracy may require adjustments to course delivery.

4.2 Communication

Communication for the workplace

To be an effective communicator, students need to:

- use language that is appropriate to a situation
- give information in a clear and understandable way
- listen effectively so that information is understood and remembered.

Strategies for teaching workplace communication skills

- Provide structured learning experiences for skill development in speaking and listening in a variety of situations.
- Use role-plays to allow students opportunities to communicate effectively with others.
- Monitor use and effectiveness of communication strategies.
- Teach needed communication skills in authentic workplace contexts.

Communication in the classroom

To be an effective communicator, a teacher needs to:

- use language that is understood by students
- give information in a clear and understandable way
- consider carefully before using complex language, idioms and puns
- ask questions to monitor student understanding.

Strategies for supporting communication in the classroom

- Pre-teach important new vocabulary and its meaning.
- Use plain English and clear sentence structures.
- Present information in small chunks.
- Use concrete materials, pictures and diagrams where possible.
- Use open-ended questions rather than those that can be answered yes or no.

4.3 Literacy

Literacy in the workplace

Literacy demands in the workplace may include:

- recognising workplace documents and signs
- reading and/or interpreting workplace documents and signs
- writing that is required to perform assigned tasks accurately and efficiently.

Strategies for enhancing workplace literacy

- Give examples of the types of reading that are required in the workplace and provide opportunities for students to practise reading and interpreting these.
- Teach the use of previewing and predicting skills.
- Make the writing tasks as authentic as possible.
- Give completed examples.
- Provide scaffolds of relevant text types.
- Provide opportunities for practice.
- Provide other choices if the writing task is not essential to the job role.
- Teach strategies to deal effectively with new literacy demands that might occur in the workplace.

Literacy in the classroom

Learning strategies should include practical demonstrations and discussions. Resource materials should be written in plain English and should use signs, pictures and graphics wherever possible. Audio or videotapes may also be used.

The level of support that a student requires for learning in the area of literacy will partly depend on the type of text that they can comfortably manage. Consideration must be given to the amount and type of text to be used for students who require literacy support. Assessment information regarding reading skills will assist judgements to be made regarding the level of support and adjustments that a student will require. It is important that sensitivity and caution be exercised when providing literacy support. Students may be sensitive about other students becoming aware of their need for support. Support should be provided as unobtrusively as

possible. The support provided might range from that provided to enable use of existing text-based materials, through to the provision of a mainly visual/verbal format.

Students with high support needs in literacy

Students with high support needs in literacy will have low levels of word recognition and reading comprehension skills. They may require:

- support for written materials
- adjustments that involve almost no reading except for essential sight words, eg oral presentations and discussions and mainly pictorial worksheets
- written information and instructions to assist a teacher, teacher's aide, peer or parent with revision at school or at home.

Strategies to support word recognition and reading comprehension skills

- Read text aloud, pausing frequently to monitor comprehension by questioning.
- Pair a good reader with someone who requires support (not necessarily best with worst).
- Provide information in verbal/visual format.
- Simplify text-based materials such as textbooks, worksheets and assessment tasks by breaking them down and introducing them in smaller blocks.
- Avoid large amounts of dictation or writing on the board.
- Ask capable student note-takers to make their notes available for other students for review and study at home or with a support teacher/teacher's aide.
- Provide pictorial sketches of steps within practical tasks.
- Use practical activities, discussions, videos and guest speakers as an alternative means of presenting content.
- Integrate theory with relevant practical tasks.

Strategies for enhancing comprehension

(See previous list for additional ideas.)

- Activate prior knowledge.
- Teach key vocabulary, including meanings.
- Teach students to self-monitor meaning when reading.

Strategies for written student materials

- Consider what is new and what might be difficult.
- Use clear headings.
- Highlight key words.
- Explain technical terms.
- Use illustrations.
- Seek feedback from the students regarding the accessibility of the materials.

Adjusting written student materials

Where teachers use written notes, worksheets and assessment materials to assist the delivery of parts of the course, consideration must be given to the amount and type of text given to students who experience difficulty reading. Students who can read but at a level lower than that needed to fully access text requirements, and/or who experience specific reading difficulties or visual impairments might also require support to be able to access some text materials.

Existing textbooks, worksheets and assessment materials might require adjustments to a suitable level of readability. The aim of adjusted text is to make it readable and to increase student comprehension of the content. Text modification benefits students who possess some reading ability.

Adjustments can be made to **vocabulary** and/or **sentence structure**.

Vocabulary

Suggested sequence for analysing vocabulary

- 1) Review all specialised and difficult terms
- 2) Identify the terms in context
- 3) Identify terms that have already been introduced but which may need a quick review (links to prior learning)
- 4) Determine the importance of any remaining terms according to the process outlined below.

Vocabulary in content areas can be **retained**, **altered** or **deleted**.

a. Vocabulary to be retained

Vocabulary that the student will need to recognise or use in the workplace must be considered essential and must be retained for instruction. Make sure that the student knows which vocabulary is essential for them to know.

In the following sentence, both ‘bain marie’ and ‘containers’ would need to be retained, as they are essential knowledge.

Bain maries are used to keep cooked food warm in small containers.

Essential vocabulary should be introduced at the time it is needed and reinforced through deliberate practice in context.

b. Vocabulary to alter

Vocabulary that is not essential to industry competence can be altered to less complex word/s. For example, you could change the word *term* to *word* in the following sentence.

What is another term used instead of...?

c. Vocabulary to delete

Some words are not necessary to convey meaning and can be deleted.

Sentence structure

Sentences can be made less complex by breaking them up into several shorter sentences. For example,

Each State and Territory has a different system of courts that decides legal matters brought before it.

could be changed to

Each State or Territory has a different system of courts. These courts decide legal matters brought before them.

A combination of adjusting sentence structure and vocabulary could change the last example to:

Each State or Territory has a different system of courts. Courts decide what the facts are in each case they listen to. They decide what the law is and who is right and who is wrong.

Adjusted versions are usually longer than the originals. It is important that the changes are made consistently in all written materials (including assessment materials) and oral presentations.

4.4 Numeracy

Numeracy in a VET course involves being able to carry out the mathematical operations that are essential to the specific job area. They might include:

- estimating
- understanding mathematics language
- taking measurements
- making calculations
- using fractions
- working out percentages
- discounting
- interpreting and/or presenting data.

Strategies to support numeracy

- Assess the student's ability to perform the entry-level measurement and computational skills of the relevant industry area.
- Check their understanding of the mathematical language and symbols used, eg 'discount'.
- Teach the required mathematical concepts and skills.
- Develop strategies to work out what mathematics calculation or measurement is required.
- Explain how to perform the calculation step-by-step.
- If there is a formula, teach how to apply it, show examples, and demonstrate it step-by-step.
- Provide written or pictorial prompts of essential mathematical knowledge as required.
- Provide tables showing mathematical symbols and vocabulary that have equivalent meaning.
- Allow the use of calculators and teach how to use them.
- Teach estimation of result to check whether answer is reasonable.
- Provide opportunities for extra practice of required mathematics-based skills.
- Develop student understanding of whether a precise calculation or measurement is required or whether an approximation is acceptable.
- Check understanding by asking the student to explain what the problem is and how they are going to work out the answer.
- Provide, or assist the student to develop, a template or a gauge for producing items of a prescribed measurement.
- Teach components of graphs and/or tables and explicitly link these to appropriate interpretations of the data presented.

4.5 Teaching Conceptual Information

An important component of VET courses is the teaching of concepts and their relationships. Concepts are general ideas associated with smaller but related ideas. Rote learning is insufficient to classify a concept as understood. The student must be able to apply the concept by, for example, supplying examples, using conceptual vocabulary appropriately in speech and demonstrating understanding of the meaning when they hear it used. In this section, examples from the Hospitality Curriculum Framework are used, though the ideas apply to all the industry curriculum framework courses.

There are two different kinds of concepts: concrete and abstract. Concrete concepts are recognised by their physical characteristics, eg rough, hotel, knife. Abstract concepts fit a specific definition, eg commercial, hospitality, establishment.

Concept diagram

A concept diagram can assist students to learn concepts that may be difficult to grasp. Difficulty may occur because of the complexity of the concept or due to limited prior knowledge. The diagram should highlight the critical features of the concept and provide a framework to develop deeper understanding.

A concept diagram defines the concept, highlights essential characteristics and provides examples and non-examples. Concept diagrams should be paired with interactive discussions to assist students in refining their understanding. This active interaction with the concept will provide the layers of detail necessary to enhance understanding.

Example of a Concept Diagram

Concept

Service Ethic

Definition

Hospitality industry employees have a good attitude to serving others efficiently and reliably.

Characteristics

Always	Sometimes	Never
<ul style="list-style-type: none"> • Helpful • Efficient • Reliable • Honest • Well-groomed • Clean • Work as a team 	<ul style="list-style-type: none"> • Accept being spoken to rudely by customers • Accept working on a Friday night when your friends are out 	<ul style="list-style-type: none"> • Inefficient • Unreliable • Rude • Dishonest • Out of uniform

Example

Always	Never
Getting your work done on time Being punctual Wearing uniform and having good grooming Helping other workers Finding work to do without being told	Being rude or ignoring customers Arriving late for work Calling in sick because you want to go out with friends Working slowly on purpose Doing nothing

Visual displays

Visual displays of concepts and related vocabulary help students understand, organise, remember and apply the information. They assist the student by grouping relevant information and demonstrating relationships.

Visual displays can be arranged to demonstrate concepts that are:

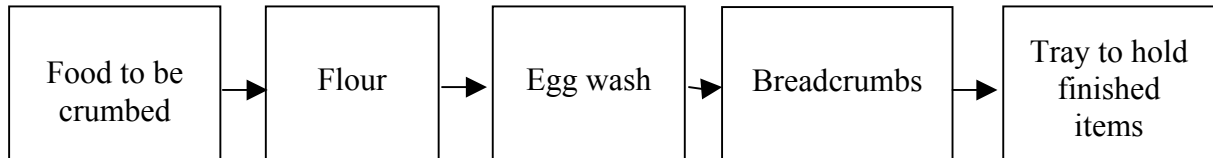
- hierarchical
- directional
- comparative
- representational.

1. Hierarchical

Hierarchical displays are used to demonstrate concepts that are organised in levels. They will also normally indicate the relationships that exist between the various components of a concept. Many semantic organisers represent hierarchical information. Hierarchical depictions could, for example, be used to demonstrate the relationships between the career paths in a sector of an industry. A hierarchical display could also demonstrate the relationships of the Australian court system.

2. Directional

Directional displays are used to demonstrate concepts that have as, an essential feature, the sequence or direction of an event. A good example is the demonstration of the concept of the workflow of tasks (eg crumbing, washing up) or the principle of workflow itself. Directional displays can be incorporated into activities designed to increase the student’s understanding and learning of the information/task. The following is an example that could be provided to students for crumbing.



3. Comparative

Comparative displays compare and contrast relationships between two or more concepts or objects. For example, a table of the comparative features of the different precision vegetable cuts for mise-en-place would assist students to discriminate between the essential features of these tasks. See the Precision Cuts table below.

The student may be prompted to complete a task using a comparative display of the task. For example, the table below could be used to assist in the preparation of precision vegetable cuts.

Example **Precision Cuts**

Precision cut	Looks like	Size	Made with	Used for
Julienne	long, thin	3 mm x 3 mm x 40 mm can be other sizes	firm cooked meats, vegetables, savory crepes, orange zest	garnish
Brunoise	fine square dice	3 mm square	julienned vegetables etc	garnish
Jardinière	long and chunky	4 mm x 4 mm x 20 mm	vegetables	garnish
Macedoine	thick square dice	8 mm square	vegetables and fruit	fruit salad or vegetables for cooking
Paysanne	thin shapes	15 mm squares, triangles, rounds	vegetables	garnish for soups used in stocks

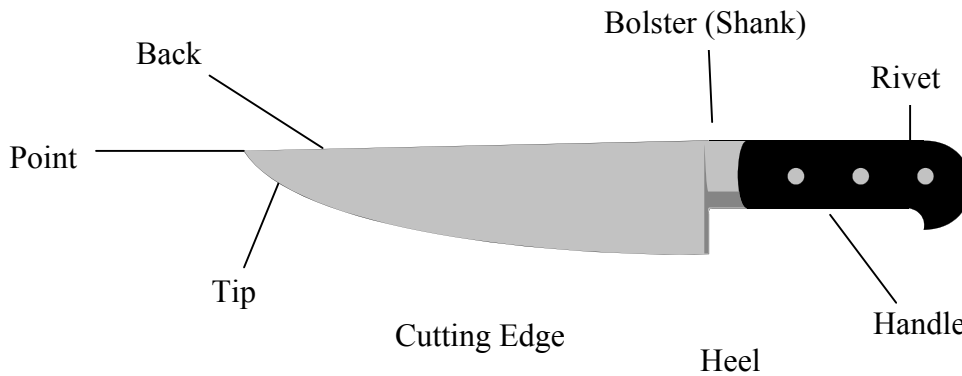
4. Representational

Representational displays consist of diagrams, pictures and concrete models that:

- identify relevant features of objects or practical tasks; or
- illustrate relationships between concepts and/or content.

These can be provided to the student to use as a permanent model to assist in the performance of a task. See below for an example of labelling the different parts of a knife for identification purposes. An easy way to create these is to photocopy pictures out of teachers' resources and enlarge or reduce and label appropriately.

**Example
Knife labeling**



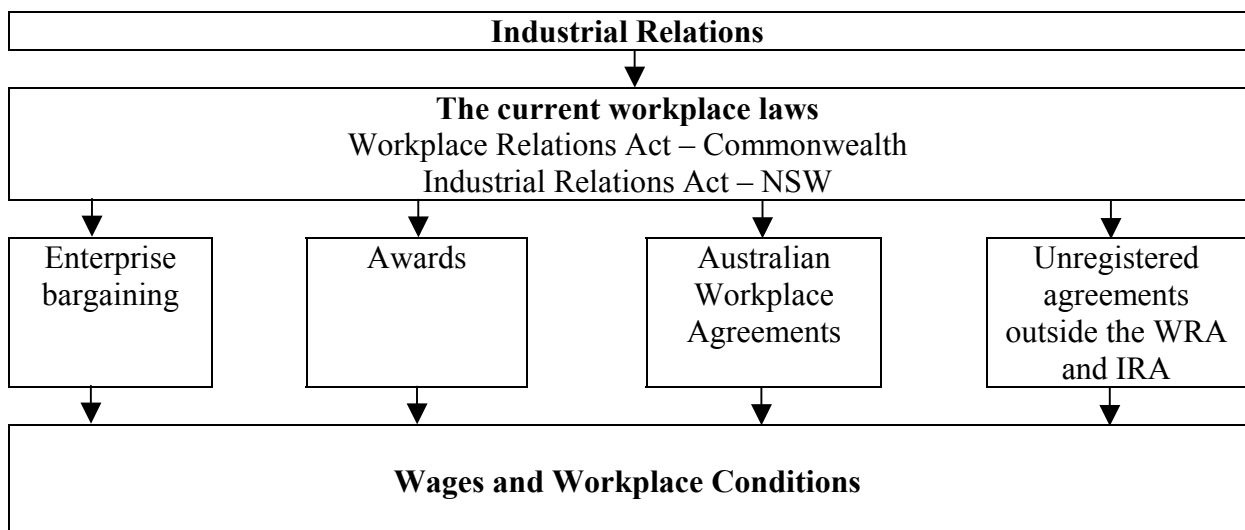
5. Semantic organisers

Semantic organisers use a visual display to enhance understanding and learning of information. They often combine two or more types of visual display such as direction and comparison. Semantic organisers are commonly referred to by a variety of names. Examples of these include advance organisers, graphic outlines, structured overviews, semantic maps, and graphic organisers.

Semantic organisers display the relationships between major concepts and related vocabulary in a specific area of content. When used prior to instruction, they fulfil a pre-learning role that is particularly useful for students with low levels of prior knowledge. When partially generated by the student during or following instruction, they can fulfil an evaluative role.

Example

The process of making laws and agreements about the workplace



It may be appropriate to use semantic organisers to:

- activate or assess prior knowledge
- orient the learner to a topic
- pre-teach concepts and vocabulary
- demonstrate the links between related concepts, showing either directional or hierarchical relationships or comparing related information
- direct reading by establishing a framework for locating information
- summarise information
- monitor progress
- review previously learnt information for assessment tasks.

Semantic organisers will vary in the amount of information contained. They can be entirely prepared by the teacher or teachers can allow the student to supply some of the detail themselves. They can also be wholly student-developed, depending on the familiarity of the student with the technique of constructing an organiser and the literacy level of the student. Sufficient structure and information must be provided to enable the student to complete a semantic organiser with minimal assistance. Decisions regarding the structure of a semantic organiser should be based on the nature of the task, time available, learner aptitude and prior knowledge, and the need for variety.

4.6 Practical activities

An effective strategy when teaching content is to use practical activities. These may complement and support literacy-based work.

When using activities to reinforce or support content, it is important that explicit links are made between the information that the student is expected to learn and the activity.

Wherever possible, authentic materials and tasks from the workplace should be used. The use of activities will make learning tasks more interesting, enhance the student's level of motivation and increase subsequent engagement in learning.

Examples of practical activities

- A one-day or half-day visit to a range of worksites in the industry area being studied would provide a wealth of information from which students could draw. It would provide students with a bank of prior knowledge to assist their understanding of many of the concepts contained within the theory-based units of the course.
- A visit from a beauty product consultant would assist students to learn about skin care procedures and good personal presentation.
- An activity where two students dress in work clothes for class, one 'correct' and the other 'not correct' allows the rest of the class to draw comparisons including features such as cleanliness, posture etc.

5 Teaching Practical Skills in Stage 6 VET Courses

5.1 Introduction

Students might require support to learn complex practical skills or to perform these skills at the rate expected in the workplace.

Explanations should identify the critical aspects that will assist the development of competence. A careful analysis of the task will enable these features to be identified. For example, when cutting with a knife it is essential to hold the knife at a 90° angle to ensure that the cuts made are straight. Explanation and demonstration might need to be repeated, depending on the level of complexity of the task and the learning rate of the student.

The teacher might need to devise prompts that enable the student to recognise when they are performing the skill accurately. In the cutting example, red paint could be placed on both sides of the knife blade. The student would know the knife was at the right angle when no red could be seen. The amount of colour could be gradually faded as the student's level of competence on this skill increases until the student reaches the stage where the prompt is no longer needed. In addition, students will require repetition and practice to remember the steps of a task and their sequence. Some prompts, such as the one in this example, would only be used in components delivered off the job.

5.2 General Strategies for Teaching Practical Skills

- 1) Break tasks into small steps. Demonstrate the first step or skill and then progress.
- 2) Provide opportunities to practise skills.
- 3) Use prompts to assist memory. Prompts can be:
 - a. verbal – tell the person what to do next
 - b. visual – point or demonstrate
 - c. physical – physically guide the student, eg position the student's hand to correctly hold a tool.
- 4) Encourage independence by gradually withdrawing prompts.
- 5) Allow the student to use memory assistance devices such as charts and checklists. This may be ongoing where memorisation of a task is not essential.
- 6) Be prepared to change the materials or task sequence if the student experiences difficulty. For example, if chopping an onion is too difficult, switch to a potato until proficiency is gained and/or provide a knife with an adapted handle.

5.3 Judgement Skills

Judgement skills are essential to self-assessment when performing practical tasks. The teaching of discrimination or 'judgement skills' may require repeated demonstration, verbal or written explanation and/or modelling. Awareness and use of judgement skills are essential to the acquisition of industry standards of competence.

5.4 Task Analysis

Task analysis is the process of breaking a task down into its component parts. It can be used to assist a student who is experiencing difficulty in learning a practical task. It is especially useful for teaching complex tasks. Analysis of complex tasks assists the student to learn and the teacher to teach and monitor progress.

Task analysis involves a detailed analysis of the steps that must be taken to complete a task. The level to which a task is broken down will depend on the level of difficulty that the student is experiencing. Task analysis might need to incorporate social and communication skills as well. It is essential to involve the student in this process.

How to write a task analysis

- 1) Examine the task being analysed in the workplace context.
- 2) On a task analysis sheet (see Appendix 3), list the sequence of behaviours needed to complete the task. Ascertain these by completing the task yourself or, preferably, by observing someone (eg a co-worker or another student) as they do it.
- 3) Consider any variations that would be required to take account of the individual student or the work environment. Some steps may need to be further broken down as a result of this consideration, depending on the difficulty of the task in relation to the student's performance.
- 4) If necessary, modify some steps to enable completion.
- 5) While the student performs the task, use the task analysis sheet to record how the student performs each step. Record what type of prompt is necessary to prompt the next step. Steps that the student finds difficult may then be targeted for further instruction and/or modification.

If the initial analysis does not quickly result in the learning of the task, the task might need to be analysed to a finer degree. Instruction may need to include a variety of helpful devices and prompts, eg a visual prompt card. Remember that the final goal is for the student to perform the task at levels of speed and accuracy similar to a co-worker. How they get there, provided that the result is the same, is not important.

5.5 Achieving an Acceptable Rate of Task Completion

Sometimes a student may be able to perform a task accurately but at a rate that is slower than expected by industry standards. To gain and keep employment, it is vital that students can perform tasks at, or near, the same rate as their co-workers. A student may be slow on a task that they had little trouble learning, or on one that required teaching via task analysis. An effective means of increasing student speed to specified performance criterion is to take rate data.

Never attempt to increase the student's speed on a task until they are able to perform the task accurately and independently on a regular basis.

How to take and use rate of task completion data

- 1) Record how long it takes a co-worker or another student to complete the task, or record how many task repetitions the co-worker makes in a defined time span. Then take the student's rate and record.
- 2) Explain to the student that they need to be able to work as fast as other workers to be employable. Remind the student of the need for quality as well as quantity. Review the co-worker data and the gap. With the student, examine current performance with regard to easily solved aspects that may be hindering speed, eg inefficient work practice, inattentiveness. Explain that a combination of practice and application will increase the student's speed.
- 3) Have the student continue to practise the task, with an emphasis on increasing speed. Take data regularly, using a rate data sheet to record and monitor progress. Share this information with the student. The student's workplace is an excellent place, if feasible, for repeated practice of tasks.

5.6 Deconstruction of a Practical Task

The table on the following pages outlines the process of teaching practical skills. It examines the lesson-level strategies required, the procedures involved, and then develops a practical application of the process. A food preparation unit from the Hospitality Curriculum Framework requires that students learn **Crumbing: the practical skill of coating with crumbs**. This skill has been selected as an example of task deconstruction, which could be applied to other frameworks.

Example from the Hospitality Curriculum Framework *Teaching the food preparation skill of crumbing*

Step 1: Prepare the learner for learning the skill

Procedure	Practical application
Students must know: • what is being learned (Gain attention of students)	Deep frying requires coating. Many foods are coated, simple to complex. Coatings can be wet (batters) or dry (breadcrumbs etc). The process of dry coating is called crumbing.
• why they must learn it (Establish instructional purpose. Arouse interest and motivation)	Considered a mise en place preparation technique, prior to actual cookery. Used to protect natural flavour of food, seal in the juices, protect the frying medium, make food look attractive, provide variety in food preparation. Cheese and ice cream can be crumbed and fried.
• how they are going to learn it (Preview the lesson)	Demonstration followed by paired practice and independent practice. Practice at home.
• how it relates to previous information (Recall relevant prior knowledge)	Normal setting up sequence for mise en place. Safety and workflow planning considerations. Making an egg wash (link to whisking eggs for scrambled eggs and glazing pastry).

Step 2: Explain and demonstrate the skill

Procedure	Practical application
<p>Teacher should:</p> <ul style="list-style-type: none"> • use either a live demonstration or a videotape • simultaneously explain and demonstrate • clearly and explicitly demonstrate steps, providing verbal cues as explanation proceeds • highlight main points 	<p>Demonstrate and explain process for crumbing a cutlet:</p> <ul style="list-style-type: none"> * preparation of food to be crumbed — trimming and flattening * keep one hand for wet ingredients and one for dry * dry the food * dust with seasoned flour, shake off excess * dip in egg wash, drain off excess * apply dry breadcrumbs, shake off excess. <p>Provide model of a well crumbed and a poorly crumbed cutlet and draw attention to features.</p> <p>Model correct size utensils to use (ie diameter of the container for crumbing).</p>
<ul style="list-style-type: none"> • use questioning to check understanding 	<p>Sample questions:</p> <p>What is the correct order? Why is there a set order? Why use the flour? Why do you prepare the food first? Why do you remove the excess?</p>
<ul style="list-style-type: none"> • use attention-directing words to maintain student focus, eg ‘Remember to’, ‘Notice that I’, ‘See how’ 	<p>Examples:</p> <p>Remember to prepare food correctly. Notice that I make sure the food is quite dry to begin with. See how I cover all of the (meat) with the egg wash. Remember to apply coatings in the correct order. Notice how I press the crumbs on the food tightly. See how I shake off the excess crumbs.</p>
<ul style="list-style-type: none"> • use learning strategies to assist recall of the information or sequence of the practical task • provide models. 	<p>Provide pictorial representation of the sequence. Students would set up the layout according to that sequence.</p> <p>Leave model of well-crumbed and poorly crumbed cutlet visible.</p>

Step 3: Provide for student practice

Procedure	Practical application
<p>Teacher should:</p> <ul style="list-style-type: none"> • provide guidance/hints/suggestions when required to talk learners through their first attempts 	<p>Students pair and demonstrate crumbing to each other. Teacher to monitor and provide assistance as required.</p>
<ul style="list-style-type: none"> • assess performance of competency (formally or informally). This may occur during or after a lesson. If after, then provide opportunities for review prior to formal assessment 	<p>Assessment can be via student, peer and teacher feedback on crumbing, eg peer evaluation of crumbed items grouped on a bench to assess/evaluate outcome.</p> <p>Students can assess effectiveness of crumbing through deep and shallow frying. Provide instruction on good frying techniques, eg use of correct tool to prevent crumbs falling off (fork not tongs), cooking well on one side before turning.</p> <p>Taste testing will see if the coating has maintained the flavour, protected juices etc.</p> <p>Students who need additional practice or teaching should be noted.</p>
<ul style="list-style-type: none"> • evaluate assessment and plan to review and/or provide additional practice if necessary 	<p>Creative use of vegetables will provide economical opportunities for practice, eg zucchinis, onion rings.</p> <p>For review invite a student to demonstrate crumbing as a part of a recipe.</p>
<ul style="list-style-type: none"> • provide repeated practice at appropriate intervals to ensure competence is sustained. 	<p>Practice at home.</p> <p>Perform at work placement.</p> <p>Incorporate into integrated assessments later in the course.</p>

Step 4: Review

Procedure	Practical application
<p>Teacher should:</p> <ul style="list-style-type: none"> • summarise and review content covered, reconstructing links to purpose and competency as described at commencement of lesson 	<p>Review main points listed in step 2, allowing the student to provide the information.</p>
<ul style="list-style-type: none"> • include discussion of new situations in which the information or skill could be used (generalisation) 	<p>Use of fresh breadcrumbs. Other foods that could be crumbed, eg chicken, pineapple, cauliflower, banana. Batters as another form of coating. Two styles of crumbing: single (one layer) and double (two layers). Can be deep or shallow fried.</p>
<ul style="list-style-type: none"> • suggest additional practice, if practical, at home. 	<p>Liaise with parents/carers or rely on student to convey necessity for practice and knowledge of sequence and main points of crumbing.</p>

6 Work Placements

Work placement is a **mandatory** HSC requirement for all students undertaking courses in industry curriculum frameworks and appropriate hours have been assigned to each course (see Section 10 of the relevant framework Part A syllabus document).

Appropriate structured work placements provide the context in which students learn to apply the academic and occupational knowledge and skills they acquire in school-based learning. They also provide the student with opportunities to develop generic workplace competencies, eg social and communication skills, and occupational knowledge and skills related to the industry area.

The following information is not intended to duplicate existing guidelines and advice developed by school authorities relating to work placement. It is intended to provide additional information to support the work placement of students with special education needs.

6.1 Work Placement Safety

When placing any student in a work placement, teachers should consider their legal and professional responsibilities related to child protection and the student's physical safety within that workplace. The requirements of the *Occupational Health and Safety Act* (2000) and the mandatory reporting conditions of the *Children and Young Persons (Care and Protection) Act* (1998) must be observed.

Students with special education needs may require opportunities to identify potential threats to their safety. It may also be essential to teach strategies for responding to inappropriate and/or illegal situations, eg discrimination, sexual harassment, access to drugs and alcohol. These situations can be discussed with students and then opportunities provided for students to practise responses. Review of such strategies throughout the duration of the course is essential.

Current duty of care procedures should be observed in regard to child protection. The work placement employer must be made aware of child protection procedures. There is a necessity for them to notify the principal of the student's school if abuse is observed or suspected or reported to them. The principal must then ensure that action is taken in accordance with current practice.

Work placement should be viewed with regard to its suitability for providing an environment that is in accord with current OHS requirements. The workplace should reflect the safe working procedures and practices that are required under legislation.

Schools delivering industry curriculum framework courses should be aware of their system/sector requirements and arrangements regarding safety, duty of care and specific details regarding coverage, indemnities and liabilities of their work placement insurance scheme. Details of these should be conveyed to participating employers. Please consult the appropriate system/sector policies and guidelines.

6.2 Arranging Work Placement

Readiness

The assessment conducted prior to selection of a vocational education and training course combined with observation of the student in the early stages of the course will indicate whether the student is ready for work placement. Indications include:

- gaining benchmarks for appropriate workplace behaviour, communication and social skills through simulated or in-school work placements
- travelling independently, which could include the use of the Commonwealth-funded Mobility Allowance for taxis, is a vital prerequisite for successful work placement.

Note: Avoiding work placement may indicate that a student has a problem or fear that they are unwilling or unable to express.

Students not considered ready for community-based work placement need opportunities to build any generic work skills and social skills that need further development. These could be provided through work placement on projects in the supportive environment of a student's school or at a nearby school.

Selection

Careful selection of a work site will ensure that the student gains as much as possible from a work placement. Considerations when selecting work placements could include:

- ensuring the work placement is realistic in relation to the student's skills and the level of workplace support available
- identifying critical activities and skills required to function at the workplace effectively
- matching the work placement with student need in regard to:
 - transport arrangements
 - capacity to provide a supportive environment
 - available work tasks
 - social and communication requirements
 - ensuring the workplace can focus on the development of both industry competence and generic work and social skills
 - ensuring the work placement site has some regular tasks to be performed on each visit
 - ensuring that work placement selection is reflecting local community labour needs.

Types of Work Placement

A work placement site will better meet a student's needs if the student has some regular tasks to be performed on each visit, particularly in the early stages. There should be at least THREE different types of regularly available work tasks to be undertaken by the student daily. Examples from a range of industry curriculum frameworks are provided.

Area	Type of establishment	Regular tasks
Commercial Cookery	Club kitchens Staff cafeteria Restaurant chain	<ul style="list-style-type: none"> • food storage • vegetable preparation • scullery (cleaning pots and pans) • dishwashing
Retail	Chain stores may be best placed to provide appropriate experiences	<ul style="list-style-type: none"> • housekeeping • replenishing stock • checking prices
Business Services	Medium to large offices where there is a range of simple repetitive tasks to perform	<ul style="list-style-type: none"> • handle mail • filing • photocopying • faxing
Agriculture	Farms Stables Horse training facilities School farms Sale yards Stock and station agent Machinery dealership	<ul style="list-style-type: none"> • feeding • cleaning facilities and equipment • cleaning animals • grooming • machinery tasks, eg daily maintenance (checking of water, oil), cleaning
Horticulture	Wholesale nurseries Retail nurseries Landscaping company Local council Bowling green Golf course	<ul style="list-style-type: none"> • watering • weeding • transplanting • potting • cleaning equipment • machinery tasks, eg daily maintenance (checking of water, oil), cleaning

Organisation

Many students will require a higher level of structure in the organisation of work placements. This might require:

- liaising with parents/carers to ensure that they are aware of any arrangements, expectations and issues that they can address from home
- ensuring that the student organises appropriate travel arrangements
- providing assistance to organise and/or become familiar with travel arrangements, if needed

- accompanying the student on an orientation visit to the workplace, reviewing essential information such as:
 - the location of bus or rail stops in relation to the workplace
 - dress requirements
 - break times
 - availability of places to purchase food
 - to whom and where to report on the first day
 - the location of staff amenities, toilets etc
- providing information to the employer regarding medical conditions that they should be aware of, eg epilepsy. Parental permission in writing must be obtained for any release of information. The employer should be provided with written information (see Appendix 3 for a sample proforma) about:
 - the nature of the medical condition
 - what symptoms to watch out for
 - what to do if symptoms occur
 - when it is necessary to call for outside assistance
 - who to contact
- providing the employer with a general idea of the current capabilities of the student indicating the types of tasks the student will manage and those with which they are likely to experience difficulty
- closer monitoring of student progress at work placement by the teacher.

Increased time at work placement

Students may require more time at work placements than outlined in the syllabus. Increased time at work placement may be needed to:

- increase the student's opportunity to develop generic skills and industry competencies
- resolve employment-related issues and problems that typically would not arise until post-school, eg transport issues, social skills
- assist the contextualisation and generalisation of skills.

Timing

The pattern and number of work placement hours will depend on a number of factors. These include:

- impact on other subjects that the student is studying
- individual curriculum priorities for the student
- available hours in the workplace.

Two possible patterns are:

- one day each week
- increased amounts of block-release time.

6.3 During Work Placement

Connecting off-the-job and on-the-job learning

When school learning and workplace learning are coordinated and connected the student has a better chance of achieving their desired outcomes. The school and work environments are connected when, for example:

- skills learnt at work are practised at school, and vice versa
- parents/carers are knowledgeable about both school and work
- students who need individual attention have support in both settings
- school personnel and the employer communicate
- reports on work-based learning are shared with students, teachers and parents/carers
- the student receives ongoing mentoring at home, work and school on vocational planning.

Provision of support during work placement

Many students require a higher level of support at work. The level will be determined on an individual basis, according to need. As this is a structured work placement, there will be a person who monitors and instructs the student in targeted knowledge and skills within the workplace. Initially, some students may require more support than the workplace is able to provide.

The establishment of a workplace ‘mentor’, who monitors and assists, may be required. This could be the person who trains and assesses. It could also be:

- a co-worker
- a peer
- a volunteer
- a person provided through additional support funding.

To be effective, mentors need:

- clear goals
- regular contact with school personnel
- continuing support from school personnel.

Many of the suggestions contained in Section 2 and in Appendix 4 will assist the mentor to provide additional support for the student. Particular care should be exercised when using any volunteer or paid support person in the workplace. It would be advantageous if that person had relevant industry experience. It might also be advisable for them to spend at least a day in the workplace learning the tasks that they will be assisting the student to learn.

Monitoring progress

For students with special education needs there may need to be frequent contact between school personnel and the workplace to monitor progress. For competencies with which the student is experiencing difficulty, a more detailed system of monitoring may be required.

Monitoring progress will:

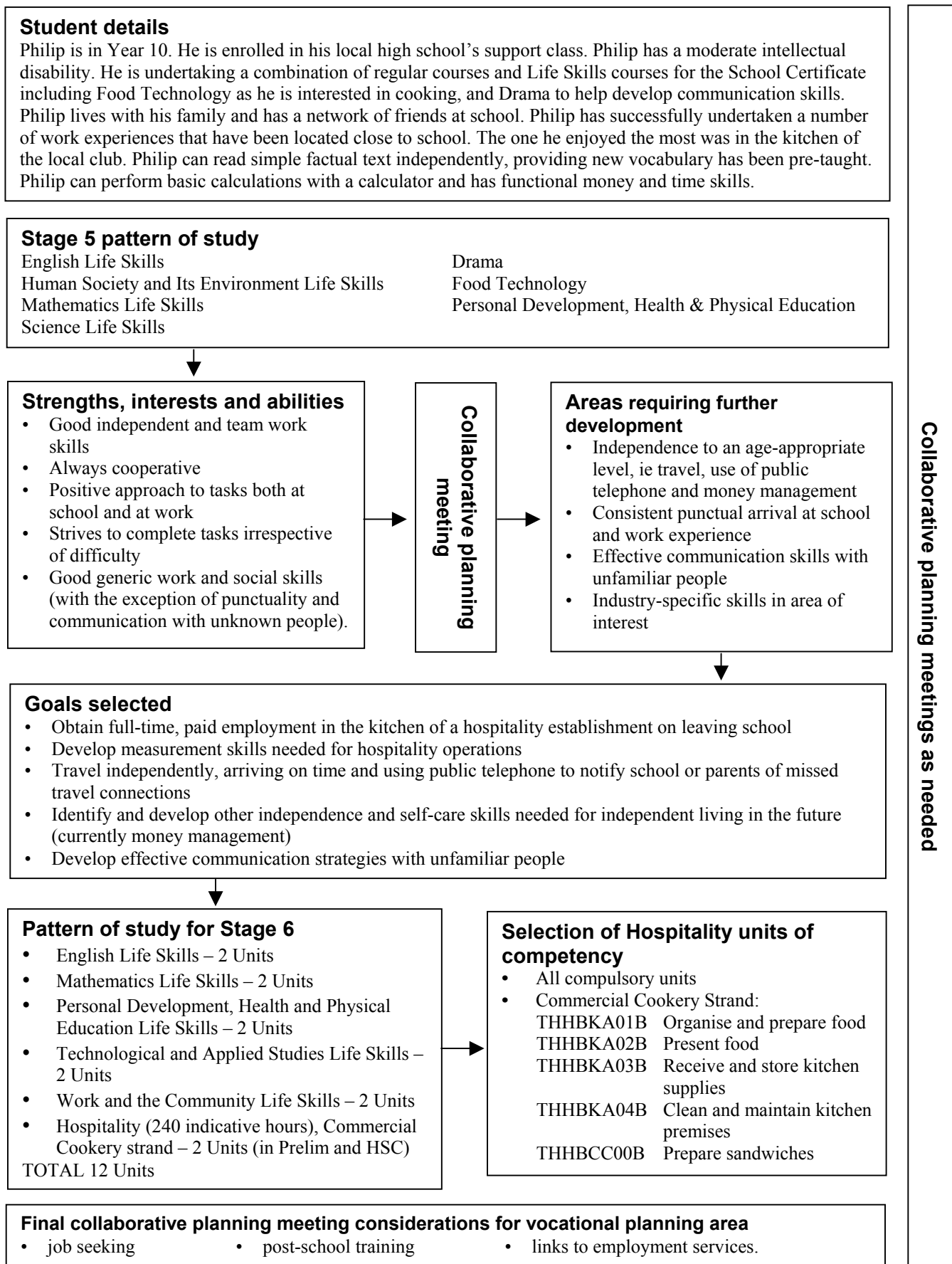
- provide information to guide continued planning with an individual focus
- show progress towards the achievement of elements of competency
- allow the early recognition and solving of problems
- indicate when the student is ready to begin learning a new skill
- determine whether demonstration of the element of competency is in an acceptable range of performance.

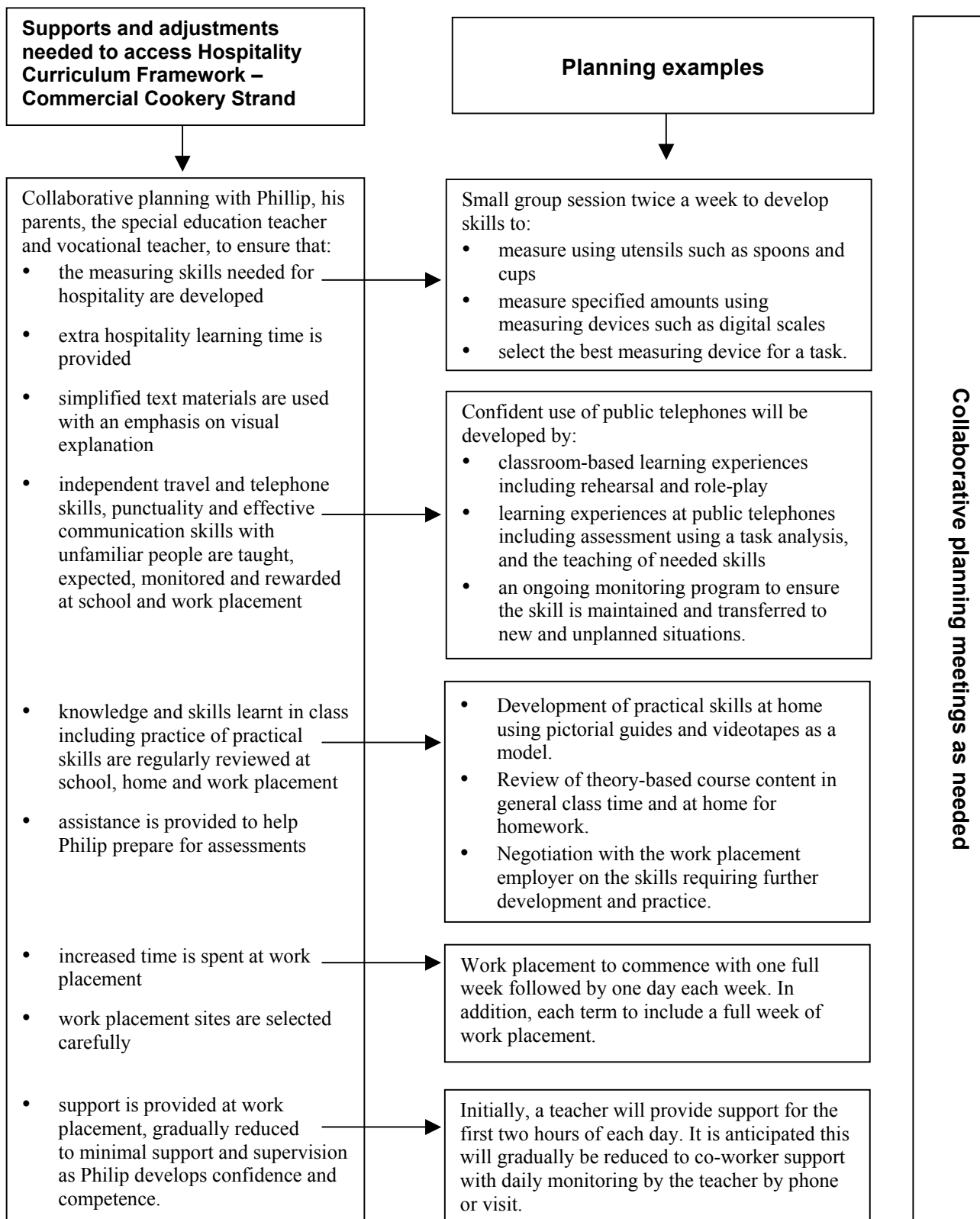
It is essential to provide accurate assessments of student competence in order that the student, parents/carers, post-school service providers, training providers and employers have an accurate picture of the strengths and needs of an individual. The accuracy of this information is critical to post-school decision-making.

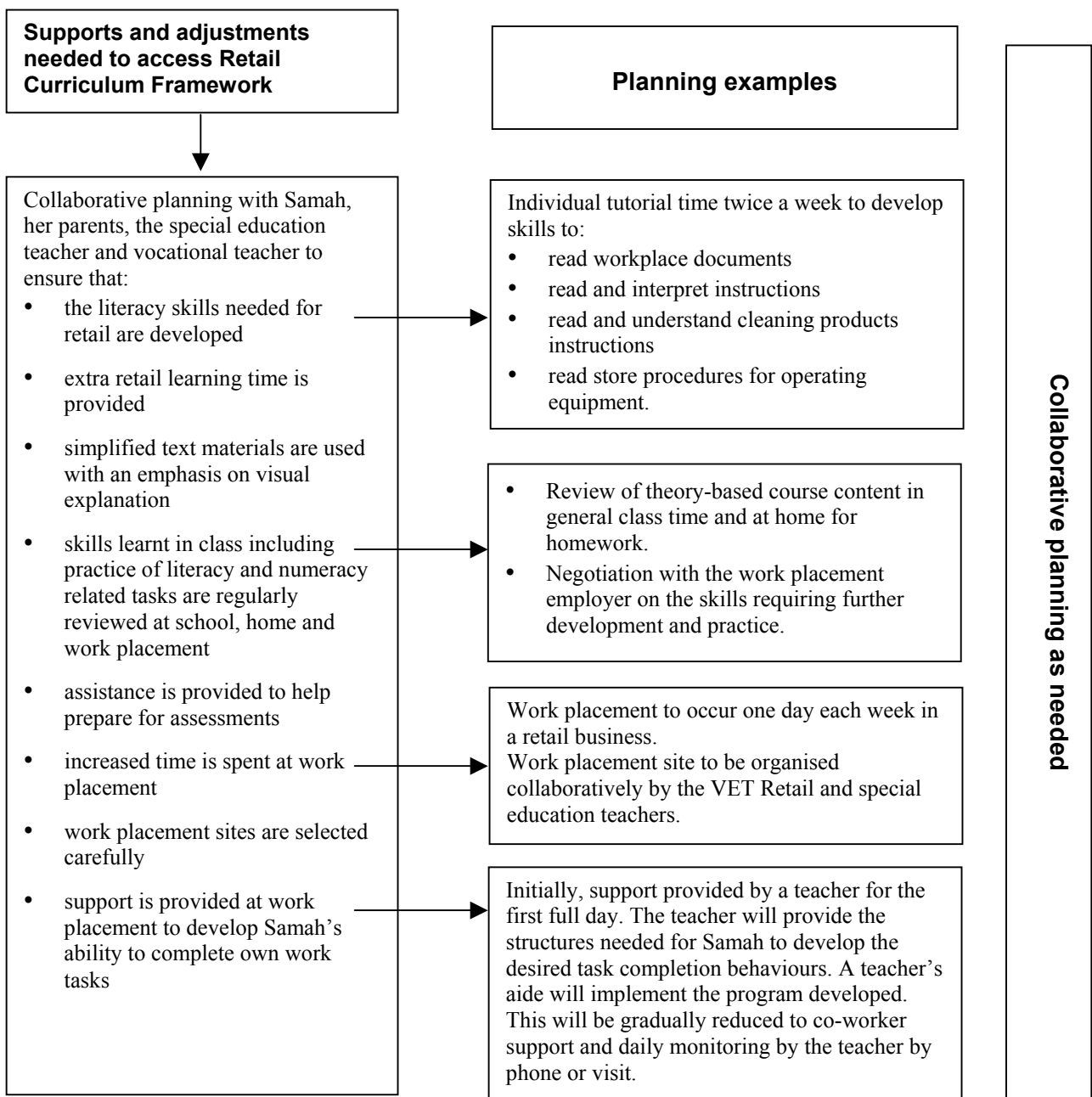
Appendix 4 is designed as a resource that can be photocopied and provided to the employer.

7 Case Studies

7.1 Detailed Collaborative Planning Process for Philip







Appendix 1: Prevocational Assessment Information Form

Vocational student profile

Student: _____ **Age:** _____ **Year:** _____ **Date:** _____

Expected year of leaving: _____

1 PERSONAL CHARACTERISTICS

Personal appearance

- | | | |
|--------------------------|--------------------------|--|
| Y | N | |
| <input type="checkbox"/> | <input type="checkbox"/> | Wears correct school uniform |
| <input type="checkbox"/> | <input type="checkbox"/> | Wears clean clothes |
| <input type="checkbox"/> | <input type="checkbox"/> | Acceptable hygiene and grooming |
| <input type="checkbox"/> | <input type="checkbox"/> | Dresses appropriately when uniform is not required |

Comment:

Behaviour

- Many unusual behaviours
- Few unusual behaviours
- No unusual behaviours

Comment:

The student is often/sometimes/never – verbally aggressive
The student is often/sometimes/never – physically aggressive

Comment:

Attendance

School attendance is

Regular: Yes/No Punctual: Yes/No

Work Experience attendance is

Regular: Yes/No Punctual: Yes/No

Communication

- Asks questions when not sure of a procedure
- Communicates with peers
- Communicates with teachers/employers appropriately
- Follows and remembers oral directions
- Follows written directions

Comment:

Reaction to stress/criticism

- | | |
|--|--|
| <input type="checkbox"/> Resistant/argumentative | <input type="checkbox"/> Accepts criticism/does not change behaviour |
| <input type="checkbox"/> Withdraws into silence | <input type="checkbox"/> Accepts criticism/changes behaviour |

Comment:

Attention to task/Perseverance

- Frequent prompts required
- Intermittent prompts/high supervision required
- Intermittent prompts/low supervision required
- Infrequent prompts/low supervision required

Comment:

Acceptance of change

- Rigid routine necessary
- Adapts to change with great difficulty
- Adapts to change with some difficulty
- Adapts to change easily

Comment:

Personal safety

- Totally vulnerable
- Unaware of potential dangers
- Aware of potential danger but doesn't take precautions
- Aware of potential danger and able to take preventative measures

Comment:

Social interactions

- Does not interact
- Seldom initiates social interactions
- Offers polite responses only
- Frequently initiates social interactions

Comment:

2 WORK EXPERIENCE

Has the student completed any work experience? Yes/No
 (Attach copies of recent reports with this profile.)

Work tolerance

Endurance:

Strength - lifting/carrying:

Initiation of work

- Avoids next task
- Waits for direction to work
- Sometimes initiates next task
- Always initiates next task

3 GENERIC SKILLS

Independent task sequencing ability

- Requires verbal and written or pictorial prompts to perform tasks in sequence
- Requires written or pictorial prompts to perform tasks in sequence
- Can perform multi-step tasks in sequence without prompts

A = Always U = Usually R = Rarely

A	U	R	
			Asks questions when uncertain
			Communicates with peers
			Communicates with teachers
			Can complete a simple form
			Follows oral directions
			Follows written directions
			Knows where to gain job-related information in school/community
			Can find relevant reference materials in library
			Uses an index
			Uses table of contents
			Writes notes from blackboard or overhead
			Speaks clearly and pleasantly
			Can use telephone
			Uses dictionary
			Writes legibly
			Participates actively in small groups
			Exhibits organisational skills
			Works independently with minimal supervision

4 ENGLISH

Reading

Comment on type and level of text that the student can cope with:

Curriculum stage/grade level student is reading at:

Can the student access the meaning of the text?

Writing

- Signs name
- Copies text accurately from one place to another at reasonable speed
- Writes lists/simple notes/messages
- Writes letters

Writes the following text types without prompts:

5 MATHEMATICS

Approximate grade level student is operating at:

Computational

- Performs simple counting
- Adds/subtracts whole numbers
- Multiplies/divides whole numbers
- Uses decimals/fractions/mixed numbers
- Uses a calculator accurately
- Selects appropriate operation in problems

Measurement

- Applies basic measurement concepts to practical tasks

Money skills

- Recognises and knows the value of coins/notes
- Counts money accurately
- Can calculate change accurately from a dollar
- Can calculate change from higher amounts

6 TIME AND TRAVEL FACTORS

Independent travel

- No independent travel possible
- No independent travel possible but family will transport
- Can use public transport after being shown route
- Can use public transport independently with assistance to plan
- Able to make own travel arrangements

Time-telling skills

- Tells analog time to the nearest _____ (eg half-hour, minute)
- Identifies breaks/lunch times
- Can tell digital time
- Can use a calendar

7 OTHER RELEVANT FACTORS

Reinforcement/praise needs

- Frequent reinforcement during tasks
- Daily reinforcement
- Weekly reinforcement

Level of family support for participation in work experience / vocational training

Medical Concerns

List any medical conditions / physical problems that would affect participation in a work placement:

Details of medications taken regularly during school/working hours:

8 INTERESTS, APTITUDE AND EXPERIENCE

(The following questions can be used to assess the interests, aptitude and experience of the student prior to selecting a vocational industry area.)

- What do you like to do?
- What do you do well?
- What things do people say you do well?
- What do you dislike doing?
- What things do you not do so well?
- What subjects do you like best at school? Why?

- How do you learn best?
- What do you do in your leisure time?
- Do you have any jobs you are responsible for at home? What are they?
- Can you use a telephone?
- What would you do if you were lost?
- What would you do if your house was on fire?
- Have you ever had a part-time job?
- Do you think you know much about the jobs available in the workplace?
- Do you know where you can find out about jobs at school? In the community?
- Do you like to work by yourself or with others?
- Do you like to stay at one task or move from one task to another?
- Do you prefer working inside, outside or either?
- Do you think you would mind getting dirty at work?
- Which job/s do you think you would like to do? Why?
- Which job/s do you think you would not like? Why?
- Would you like to have a part-time job?
- How do you find out about part-time jobs that are available?
- What work do you see yourself doing in five years time?
- What would an employer like about you?
- What would an employer not like about you?
- Do you know what vocational education courses are offered at this school?
- What types of transport are you familiar with?
- How far from home are you willing to travel to work?
- Can you drive, or are you learning or going to learn?
- Have you discussed types of jobs with your family? What do they say?

Appendix 2: Support Services

Board of Studies

- Board of Studies Liaison Officers (BOSLOs)
- Senior Project Officer, Special Education (02) 9367 8148

Schools

Special education information

Teachers requiring information about students with special education needs should first contact the person with expertise in special education within their school. If that person is unable to assist, then the relevant person within the system/sector should be contacted who will then either be able to provide advice or put you in contact with staff with relevant expertise. Advice may need to be sought on such matters as collaborative planning processes and post-school service agencies.

Department of Education and Training

- Senior Education Officer, Post-School Transition
- Regional Disability Programs Consultants
- Regional Assistant Principal Learning Assistant
- Support Teachers Transition (STT)
- Support Teachers Integration (STI)

Association of Independent Schools

- AIS Schools consultancy
- Special Education Consultants at the AIS

Catholic Education sector

- State Coordinator – Special Learning Needs at the Catholic Education Commission NSW (CEC)
- Special Education Contact in Diocesan Offices
- Catholic Education Office (CEO)
- Catholic Schools Office (CSO)

Vocational education information

Teachers requiring information about vocational education should first contact the person with expertise in vocational education within their school. If that person is unable to assist, then the relevant person within the system/sector should be contacted who will then either be able to provide advice or put you in contact with staff with relevant expertise.

Department of Education and Training

- Regional Vocational Education Consultants
- Vocational Education in Schools Directorate

Association of Independent Schools

- VET in Schools Coordinator

Catholic Education sector

- Vocational Education Contact in Diocesan Offices
- Catholic Education Office (CEO)
- Catholic Schools Office (CSO)

Post-school service agencies

There are a variety of service agencies that may be able to provide assistance to students with special education needs, particularly during the time of transition to post-school life. The special education staff within your sector/system should have knowledge of the services offered.

Which students are eligible for assistance from community service agencies?

- Students with a recognised disability who may have difficulty gaining and/or maintaining employment.
- Students who require workplace modifications such as modifications to equipment to enable access to the workplace.

Centrelink

Disability Officers can help people with a disability, injury or illness to find a job. They provide guidance, opportunities and personal choice for customers to regain independence and financial security by helping customers gain access to training, vocational rehabilitation, employment assistance and programs.

Centrelink Disability Officers work closely with employment services (both specialist disability employment services and Job Network members) to ensure that customers are provided with assistance to enter or re-enter the work force.

Recommendations relating to people's medical qualification for Disability Support Pension, Sickness Allowance and Newstart Allowance (incapacitated) are also accessed through Centrelink. For further information contact the Centrelink Disability Officer in your local Customer Service Centre.

Specialist disability employment services

Specialist disability employment services provide assistance to people who have a disability and are interested in getting a job.

There is a large network of organisations that offer employment assistance and rehabilitation services specifically for people with disabilities, illness, or injury. The Department of Employment and Workplace Relations funds this network.

Some specialist disability employment services assist with finding work in open employment while others provide jobs in a supported environment.

These services can also help with:

- advice
- employment preparation
- job search
- job placement training
- support.

These services can be accessed through Centrelink or through a specialist disability employment service directly.

Job Network

Job Network is a national network of private, community and government employment services funded by the Department of Employment and Workplace Relations. Job Network offers a range of services including:

- job matching
- job search training
- intensive assistance
- help to become self-employed.

Job Network services are accessed through Centrelink.

TAFE NSW

TAFE NSW encourages access to its courses and provides support for students with disabilities through its TAFE NSW Disabilities Services. This service is available for all potential and current students with disabilities.

Contact the relevant teacher/consultant for students with disabilities (Intellectual, Physical, Hearing Impairment, Vision Impairment, Psychiatric, Neurological) at the nearest Institute that offers the course that the student is interested in.

Appendix 3: Sample Proformas for Classroom Use and Work Placement

1 Prior Skills: Hospitality Curriculum Framework

Student name:

Student wishes to gain employment in hospitality industry YES / NO

Parent/carer support for training in hospitality industry YES / NO

Educational	Description of current level	Action needed*	Who will be responsible?
Numeracy <ul style="list-style-type: none"> • Measure accurately using standard measurement, eg 1/2 cup, 1/4 teaspoon, 100g. • Use operations of + and – to make sets of a known number • Estimation skills 			
Literacy Able to read and/or understand essential vocabulary and use it appropriately. Note: limited literacy skills can be supported by adjustments.			
Communication Able to communicate or make intentions known and respond to basic instructions and requests. Able to learn, use and understand essential vocabulary when communicating with others.			
Motor skills Can peel and slice, for example, a potato.			
Vocational skills Prior knowledge and experience of hospitality industry.			
Generic work and social skills Reasonable level of generic work and social skills (List areas that require further development.)			

*For example, skills to be taught or adjustments to the school or work environment.

4 Competencies: Record of Progress

Student: _____

Employer: _____

Supervisor: _____

Date each entry to record progress

Competency	Completed independently	Minimal supervision	Frequent assistance	Experiencing great difficulty	Learning strategies

5 Generic Work Skills Checklist

Student:

Date:

A = Always

U = Usually

R = Rarely

A	U	R	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attends regularly
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is punctual
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Rings if sick or late
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dresses appropriately
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is neat and tidy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works cooperatively with others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works without unnecessary stops
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks for explanation/clarification
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks/accepts help when necessary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Comprehends instructions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Retains instructions/work skills
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Accepts criticism
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cares for work materials and equipment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is safety conscious
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Shows appropriate levels of initiative
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks for more work when finished
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Resumes work promptly after a break or interruption
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Meets production standards
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recognises and corrects errors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does not distract other workers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gets on with co-workers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asks before borrowing tools etc
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Helps others only when appropriate
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is not easily distracted by others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tolerates frustration

Signed: _____ Employer: _____

6 Work Placement Monitoring

Date:

Student:

Name of supervisor:

- Appearance
- Uniform
- Punctuality

Competencies targeted this week:

Example of Student Task:

1. What is the fire drill procedure for this restaurant?
2. What safety precautions do you need to take when using:
electrical equipment?
the deep fry?
3. What things can you do to prevent broken plates, cups, glasses?
4. How do you get rid of broken plates, cups and/or glasses safely?

7 Authority To Release Information For Work Placements

Name:

Address:

Phone:

I authorise school staff to release information concerning my son/daughter/ward to the work placement employer.

I understand that this information will only consist of essential medical information and a general overview of the need of my son/daughter/ward for support in learning. I understand that this information will be used to assist the employer in the provision of appropriate training for my son/daughter/ward.

Parent/Carer Signature: _____ **Date:** _____

Please provide details of any change to medical information and to existing medication the student would need to take during work hours.

I undertake the responsibility of providing the school with any changes to my son/daughter/ward's medical information.

Parent/Carer Signature: _____ **Date:** _____

Appendix 4: Information for Employers to Assist Students with Special Education Needs in Work Placement

Understanding difficulties in learning

Some people require additional support to learn. They might need, for example, specific instruction and more opportunities to practise. As an employer, your role is crucial in this process.

The student

The school coordinator will provide you with information about the student's skills, experiences, strengths and support needs. The coordinator will also negotiate with you to develop a plan for the student to work on industry-specific competencies and general work and social competencies.

The school should inform you about:

- any health and learning needs (where appropriate)
- how to best teach and support the student
- the foundation skills the student has already mastered
- the types of adjustments that may need to be made.

Any information disclosed by the school should be regarded as confidential and handled discreetly.

Supporting the student

Most people are anxious when starting a new job. It would assist the student if someone could help them settle into the workplace. In addition to the usual first-day information, the student could benefit from:

- an explanation of the 'unwritten' rules of the workplace, eg where not to sit in the lunch room
- an indication of the types of jokes, by-play and personal interactions that can be expected, and how to react.

Communication

You may need to adapt the way that you communicate information. Please consider the following suggestions:

- If possible, talk to the student in a quiet place, away from distractions.
- Speak clearly, using simple language and statements.
- When using technical terms, make sure the student understands their meaning.
- If the student hasn't understood, repeat the information. Simplify the language and provide examples if necessary.
- Allow the student time to comprehend and act on instructions.
- Have the student repeat your instructions in their own words.
- If you don't understand something the student has said, tell them, and then ask them to explain in a different way.

Learning skills

The student will be working on two types of skills in your workplace:

- industry-specific skills
- general work and social skills, eg how to ask for help.

The student might require extra assistance to develop both types of skills. When teaching a new task, it is important to think about all the steps involved, so that you can teach the student to successfully complete it. The most efficient way to train is to apply the same method each time. If it is a multi-step task, a list or a set of pictures might help the student remember. Examples include:

- checklists, eg ingredients, tasks in order
- picture lists, eg drawings, photos, labels
- production sheets, eg to tick off number or types of tasks completed.

Some students may need to learn tasks that other students find easy, eg filling out a form, asking for help, and answering a telephone at work.

In the early days of a student's work placement, check their performance on new tasks until you know the types of tasks that they can do independently.

Teaching a new task

The following sequence may be helpful.

1. Name the task and its purpose.
2. Identify all the components needed to complete the task.
3. Show the student how to complete it step-by-step.
4. Watch the student complete the task.
5. Tell the student which parts they did well.
6. Demonstrate again any parts of the task that the student has difficulty with.
7. Observe the student completing the task again until you are sure that they can complete it successfully.

Complex tasks may need to be learnt in smaller steps. Encourage the student to complete a task faster only when they are independently able to complete it successfully. Once the student can complete a task independently and successfully, check to see if their rate is comparable to that of a co-worker. If it is considerably slower, look for ways in which the student can improve their rate. For example, they may not have a good workflow.

General hints

- Explain in simple language, but include essential industry words the student should know.
- Some tasks or components may require more than one demonstration.
- Be careful to not explain too quickly.
- Ask questions to check understanding.
- Provide opportunities for practice.
- Monitor progress and provide ongoing feedback.

Reminding the student

The student may need reminders or retraining if they are confused about what step to do next or if they make a mistake. It is important that mistakes are identified as early as possible. This will allow them to be corrected as quickly as possible.

There are three types of reminders you might use:

- verbal, eg tell the student what to do next
- visual, eg re-demonstrate the step or redirect student to the checklist
- physical, eg guide the student's hand to show the correct holding of a tool or utensil.

Encouraging the student

Praise and encouragement for a job, or part of a job, well done will encourage the student to learn skills correctly and quickly. When encouraging the student for part of a job completed well, make sure that the student knows which part was not up to standard, eg 'Good effort, Kyle. Next time check for errors before you show me. This time you forgot to...' Similarly when a student needs to increase the pace of work: 'Well done, Amanda. You made that perfectly. Next time see if you can do it faster. Remember to still do it perfectly.'

Monitoring student progress: On-site assessment

It is important to liaise regularly with the school coordinator about the progress of the student. This might need to be more frequent for a student with special learning needs. It is important to contact the school immediately if you have significant concerns.

Appendix 5: Glossary

Word/Phrase	Explanation
appropriately qualified teacher	Teacher authorised to deliver and assess a vocational education and training course in a specific industry area, eg retail.
adjustments	Changes or modifications made to delivery, assessment procedures and/or materials, and work practices that enable a person to learn, demonstrate competence or perform a task.
articulation	Various forms of links between education and training programs that allow horizontal or vertical movements between courses and training programs.
collaborative planning	Process by which a team of people meet to discuss and make decisions to address the present and future needs of a student with special education needs. This process may include making decisions about appropriate courses and necessary supports and adjustments that will enable the student to access course work and demonstrate achievement. Planning meetings should include the student and parents/carers and other relevant personnel.
competencies	The ability to perform tasks and duties to the standard expected in employment.
competency standards	An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency (which are themselves made up of elements of competency) together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a Training Package.
contextualisation	The process of providing context and relevance to vocational education and training by incorporating and embedding a workplace context to instruction.
elements of competency	The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.
entry-level skills	Level of skills expected of people entering the workplace, or starting in a particular industry or specific position.
generalisation	The student can apply the skill or knowledge in different environments or situations or circumstances from those in which it was originally learned.

Word/Phrase	Explanation
key competencies	<p>Seven competencies that underpin all work performance:</p> <ul style="list-style-type: none"> • collecting, analysing and organising ideas and information • communicating ideas and information • planning and organising activities • working with others and in teams • solving problems • using technology • using mathematical ideas and techniques <p>These competencies are described as essential for effective participation in emerging patterns of work and work organisation as well as in life generally. They are general abilities needed for effective participation in employment, education, training and society in general. Each unit of competency in the industry curriculum framework courses identifies the relationship between the unit of competency and the key competencies.</p>
maintenance	The student can continue to demonstrate the skill or knowledge beyond the point originally demonstrated.
self-determination	The right of a student to make personal choices.
service agencies	Service agencies provide assistance to people with disabilities. Many provide assistance during the time of transition to post-school life. See Appendix 2 for more information.
social disadvantage	A student may experience social disadvantage if they have a relatively low degree of access to those economic, linguistic and social resources that can assist success in schooling.
NSW Vocational Education and Training Accreditation Board (VETAB)	VETAB was established on 1 July 1991 to accredit post-secondary vocational education, including formal courses leading to recognised tertiary awards, short courses and industry training programs. VETAB accreditation ensures recognition of quality education and training.
transition planning	A coordinated approach to the identification and provision of services and resources in order to meet effectively and efficiently, the needs of students with special education needs as they move from school to the community and adult life roles.
unit of competency	The specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
work placement	Work placement provides the on-the-job training component of vocational courses. Work placement is a mandatory component of each industry curriculum framework course.

Appendix 6: References

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