

# Work Education



## A Guide to the New Years 7–10 Syllabus

The new *Work Education Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 9 students and in 2006 with Year 10 students. Stage 4 outcomes have been provided for those schools that wish to implement the syllabus with Year 7 or Year 8 students.

The new syllabus is informed by contemporary research about how people learn and about how learning outcomes can be enhanced by teaching practice.

The syllabus promotes *assessment for learning* as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

### What is similar?

Much of the content is similar to the current syllabus content. Students will continue to:

- learn about the world of work including employment trends and workplace issues
- learn about the role and purpose of a range of sectors (including education, employment and training organisations) in relationship to the life of an individual
- learn about self-evaluation including how to construct and communicate goals
- develop employability, enterprise and pathways planning skills
- develop an understanding of employer expectations
- develop an understanding of the contribution of organisations and individuals to the community
- develop an appreciation of the role of lifelong learning in planning and managing individual pathways

- have access to community and work-based learning opportunities
- develop ‘work readiness’ or ‘preparation for work’ knowledge and skills.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

### What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of Work Education in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus. The new syllabus:

- encourages the integration of community or work-based learning
- includes two options with a strong emphasis on community or work-based learning
- highlights essential content through the provision of a core with two parts
- has a strong focus on community consultation, partnerships and participation
- provides schools with the opportunity to offer a school-developed option
- includes stage statements from Stage 1 (including Early Stage 1) to Stage 5 that describe the continuum of learning in Work Education
- includes content additional to the essential syllabus content in the form of a series of options
- incorporates an overview statement that shows how each cross-curriculum area is embedded in the essential content

### The features of the content pages

The focus provides an overview for each topic and option. It includes advice on programming.

Work Education Years 7–10 Syllabus

#### 7.2 Content for Years 7–10

##### Core Part 1: Preparing Futures Topic: Transition Planning

##### Focus

In this topic, students develop the knowledge, understanding, skills and attributes required to become active community participants. They will explore personal values and goals within a range of contexts including social and economic participation. Students develop, track and demonstrate a range of employability and enterprise skills. They examine the management of life transitions and the importance of lifelong learning in this process. It may be beneficial to introduce the topic *Exploring Post-school Pathways* (Core Part 2) concurrently or in close sequence with this topic.

##### Outcomes

A student:

- 5.1 identifies and interprets employment trends and changes in the nature of work
- 5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
- 5.6 identifies and articulates the purpose and roles of education, employment and training organisations
- 5.7 constructs and communicates personal goals and values using knowledge of the education, training and employment systems
- 5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
- 5.9 develops and evaluates options for a range of effective transition plans
- 5.10 locates, selects and organises relevant information from a variety of sources
- 5.11 selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences.

##### Indicative hours

9 hours

##### Students learn about:

- the range of skills, knowledge and attributes required to be a successful and responsible participant in the community including:
  - employability skills
  - enterprise skills
  - pathways planning skills
- personal values and goals related to:
  - the community
  - family peers
  - other significant influences

##### Students learn to:

- identify and articulate personal skills, attributes and knowledge that lead to effective participation in the community
- investigate and analyse the contributions that diverse groups make to the community including:
  - culturally and linguistically diverse groups
  - Aboriginal communities
  - people with disabilities
- identify and assess personal values and goals
- identify and assess personal influences and factors that impact on values and goals

Cross-curriculum content is embedded in the syllabus content.

Outcomes are linked to content to assist with planning and programming.

Content is expressed as *Students learn to* and *Students learn about* in a consistent format.

- incorporates content relating to the use and understanding of information and communication technologies (ICT) in the syllabus content
- provides Life Skills outcomes and content for those students with special education needs, particularly those students with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate
- includes the concept that *assessment for learning* is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

### How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in Work Education. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *Work Education Years 7–10 Syllabus* involves:

- identifying the outcomes to be addressed (see syllabus pp 12–13)
- identifying the required evidence of learning
- planning explicit content to address the outcomes (see syllabus pp 19–56) to allow students to demonstrate evidence of learning
- identifying strategies to teach the content
- incorporating *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

Each core topic includes advice on programming or sequencing particular topics and/or options.

The advice about additional content in the form of a series of options, on page 15 of the syllabus, will assist teachers to develop programs for students who are demonstrating Stage 5 outcomes prior to the completion of Year 10.

Stage statements describe a continuum of learning from Stage 1 (including Early Stage 1) to Stage 5. This enables teachers to map students' learning development, and to plan and program work according to students' needs and abilities.

### How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There may also be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *Work Education Years 7–10 Syllabus* are not appropriate.

### What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<b>distributed with the syllabus</b>	<b>Phase 1</b> <ul style="list-style-type: none"><li>■ this guide to the new <i>Work Education Years 7–10 Syllabus</i></li><li>■ draft Descriptions of Levels of Achievement</li></ul>
<b>3 months after distribution of the syllabus</b>	<b>Phase 2</b> <ul style="list-style-type: none"><li>■ advice on programming</li><li>■ sample units of work</li><li>■ sample assessment activities</li></ul>
<b>6 months after distribution of the syllabus</b>	<b>Phase 3</b> (incorporates Phases 1 and 2) <ul style="list-style-type: none"><li>■ annotated samples of student work</li></ul>
<b>12 months after implementation of the syllabus</b>	<b>Phase 4</b> <ul style="list-style-type: none"><li>■ final Descriptions of Levels of Achievement</li></ul>

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The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.

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