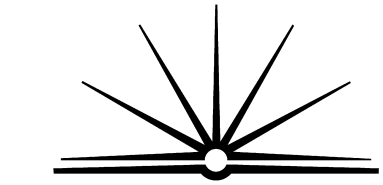

Work Education
Years 7–10

Syllabus

June 2003

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1 Introduction

1.1 The K–10 Curriculum

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework.* This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Work Education Years 7–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Work Education Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in Work Education through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

1.2 Students with Special Education Needs

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

Life Skills

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

Access to Life Skills outcomes and content in Years 7–10

A decision to allow a student to access the Work Education Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Work Education Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Work Education Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Work Education Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

Life Skills assessment

Each student undertaking a Work Education Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Work Education Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

2 Rationale

The world and the communities in which we live are continually evolving. Changes in work, technology, training, education and the community mean that new skills and knowledge are required in order to succeed in these environments. For young people moving through the early transition stages of their lives, this is particularly the case. All young people need a range of knowledge, skills, values and attitudes that enables them to participate in their local community and the wider Australian community as active and informed citizens.

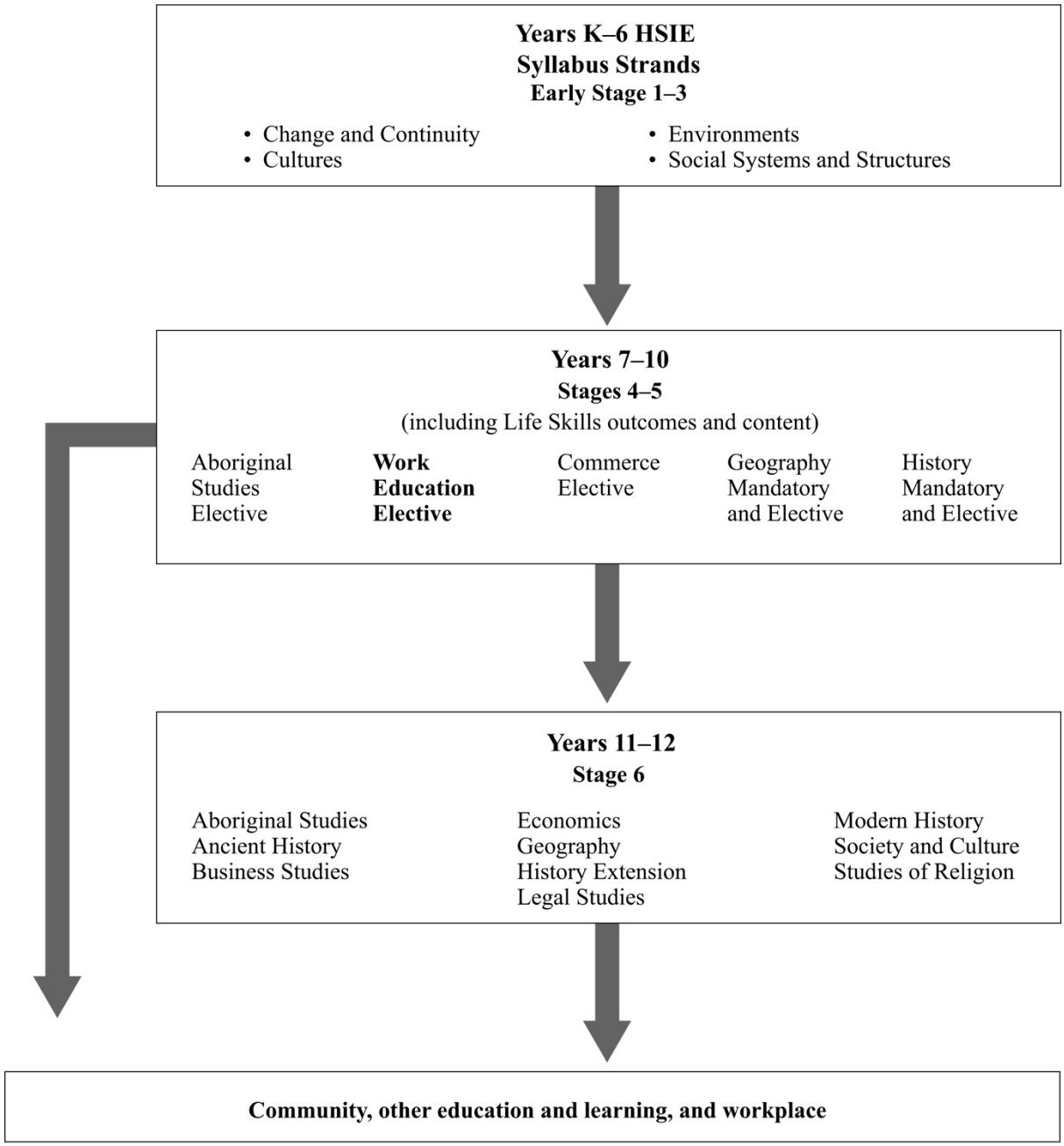
The Work Education syllabus provides students with an opportunity to develop knowledge and a contemporary understanding of the world of work, the diverse sectors within the community, and the roles of education, employment and training systems. Both paid and unpaid work will be explored through a range of contexts and issues. This includes volunteer work, casual or part-time employment, changes in industry, the changing nature of work in a local and global arena, workplace legislation, and the rights and responsibilities of employees and employers. The roles of local and Australia-wide organisations across all sectors will be examined through discussion of concepts such as corporate accountability, social responsibility, partnerships and developing social capital. Students' understanding of education, employment and training systems and the opportunities they provide will be developed through the investigation of current initiatives and recent reforms.

Students will develop employability, enterprise and pathways planning skills. Understanding and development of employability skills will assist students to achieve the flexibility required for the workplaces of today and of the future. These skills will be underpinned by the integration of the key competencies throughout the syllabus. The development of enterprising capabilities will empower students with the skills necessary to succeed in a labour market that is increasingly characterised by self-employment and part-time or casual work. Students will learn to successfully plan and manage life transitions including post-school pathways. This process is assisted by students' self-development, which is enhanced through the application of self-evaluation, goal-setting, and decision-making skills. Research and communication skills are also a key feature of the syllabus, and students will apply these across various theoretical and practical contexts.

The Work Education syllabus provides educational opportunities that prepare students for effective and responsible participation in their community. It encourages them to be self-motivated learners who understand the need for further study, work and training throughout their lives. The Work Education syllabus draws from the national *New Framework for Vocational Education in Schools*[1] in its emphasis on skill and knowledge development in the areas of work, enterprise and career education. Local community and work-based learning opportunities are promoted throughout the course, offering the ideal context for development of these skills. Vocational learning enables students to successfully plan, manage and implement effective transitions in order to become active members of the community. This syllabus acknowledges the importance of vocational learning as an essential part of all students' learning and provides an avenue for both employability and enterprise skills development.

[1] This document establishes a new framework for vocational education in schools that is consistent with the recommendations of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). It was developed by the MCEETYA Taskforce on VET in Schools in 2000 and has been endorsed by all State and Territory education/training authorities.

3 The Place of the Work Education Years 7–10 Syllabus in the HSIE K–12 Curriculum



4 Aim

The aim of the *Work Education Years 7–10 Syllabus* is to develop students' employability, enterprise and pathways planning skills and to establish an appreciation of lifelong learning, responsible community participation and increased self-awareness. Knowledge and understanding are developed through students' study and experience of the world of work, the relationships that exist between diverse sectors within the local and wider Australian community, and the roles of education, employment and training systems.

5 Objectives

Knowledge and understanding
Students will develop knowledge and understanding of:
- the world of work
- the roles and relationships of diverse sectors within the local and the wider Australian community
- the roles of education, employment and training systems in planning and managing life transitions.

Skills
Students will develop skills in:
- employability, enterprise and pathways planning
- research and communication that relate to the world of work.

Values and attitudes
Students will value and appreciate:
- the importance of lifelong learning and its role in planning future pathways
- the contribution of diverse sectors to the community and the benefits of community partnerships
- the significance of applying ethical, responsible and accountable practices in work and community environments for both individuals and organisations.

6 Outcomes

Objectives Students will develop knowledge and understanding of:	**Stage 4 Outcomes** A student:	**Stage 5 Outcomes** A student:
the world of work	4.1 describes different types of work and employment options	5.1 identifies and interprets employment trends and changes in the nature of work
	4.2 recognises appropriate workplace behaviour in a range of work environments	5.2 identifies and analyses current workplace issues
the roles and relationships of diverse sectors within the local and the wider Australian community	4.3 identifies a range of sectors within their local community	5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
	4.4 identifies the range of organisations within their local community	5.4 examines and evaluates the relationships between diverse organisations in the community
	4.5 identifies the roles and responsibilities of individuals within the local community in a range of contexts	5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
the roles of education, employment and training systems in planning and managing life transitions	4.6 identifies a range of education, employment and training organisations	5.6 identifies and articulates the purpose and roles of education, employment and training organisations
	4.7 identifies personal goals and values to develop pathway plans	5.7 constructs and communicates personal goals and values using knowledge of the education, training and employment systems

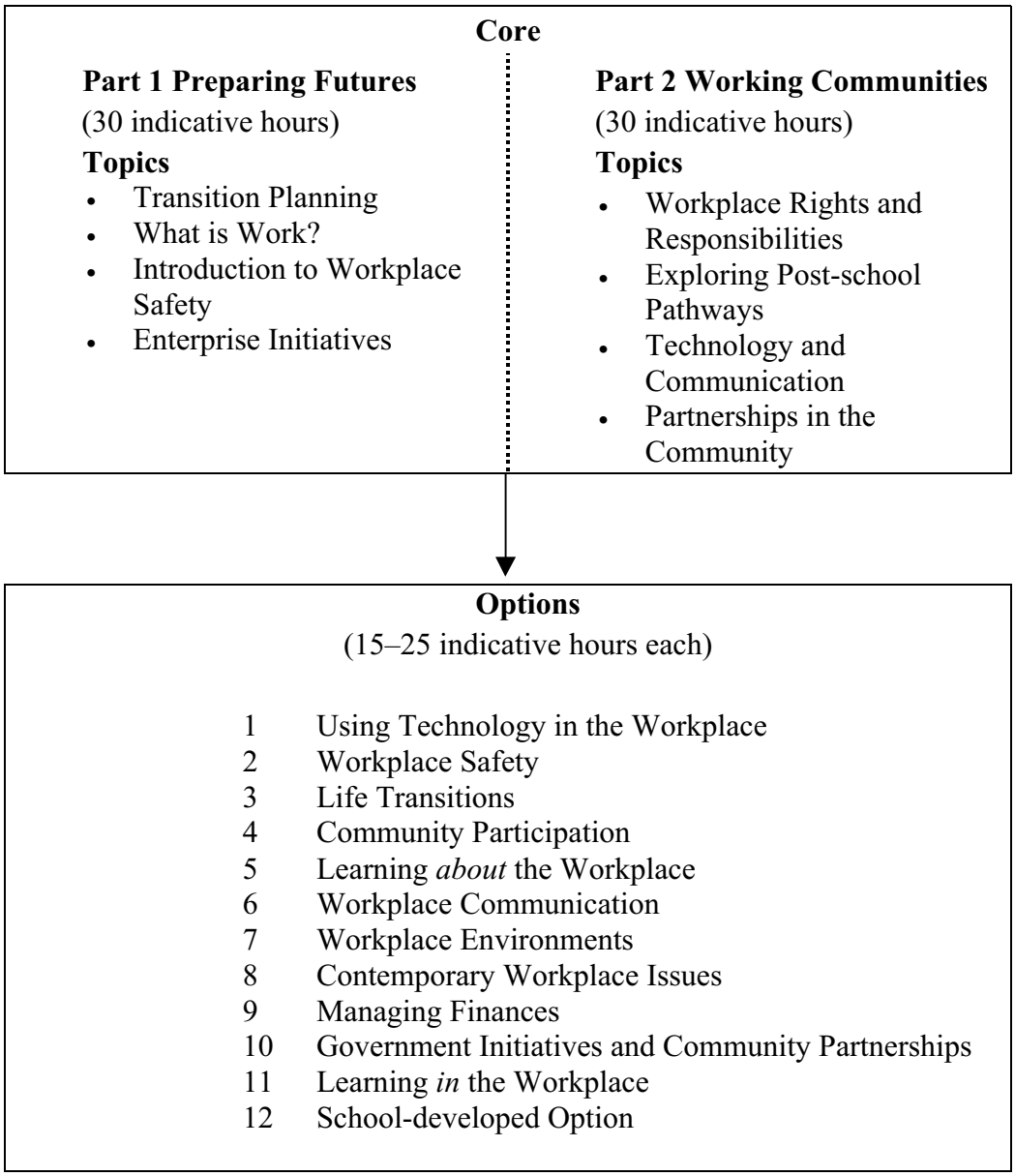
Objectives Students will develop skills in:	**Stage 4 Outcomes** A student:	**Stage 5 Outcomes** A student:
employability, enterprise and pathways planning	4.8 identifies and describes personal values, skills, knowledge and attributes	5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
	4.9 monitors development of personal skills, knowledge and attributes	5.9 develops and evaluates options for a range of effective transition plans
research and communication that relate to the world of work	4.10 uses relevant information from a variety of sources	5.10 locates, selects and organises relevant information from a variety of sources
	4.11 selects and uses appropriate oral, written and other forms of communication effectively	5.11 selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences

Stage 4 outcomes have been provided to assist the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9. Teachers are advised to select from the syllabus content to target the specific needs of students who commence study in Stage 4.

Life Skills
For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

7 Content

7.1 Organisation of Content



Essential content
Students undertaking a 100-hour course in Work Education will complete Core Part 1 *or* Core Part 2 as essential learning. Students undertaking a 200-hour course in Work Education will study Core Part 1 *and* Core Part 2 as essential learning.

All students undertaking a 100-hour course must complete the topic *Introduction to Workplace Safety* as part of their pattern of study.

Students will be working towards the achievement of all syllabus outcomes during the study of the core.

The values and attitudes objectives, while not targeted specifically through course outcomes, underpin all course content, essential and additional.

Additional content
Additional content is provided by a series of options. Each option builds on the essential learning of the core and allows teachers and students to extend core learning.

Structuring a course
Students undertaking a 100-hour course may study either Core Part 1 *or* Core Part 2 and a minimum of three options or Core Part 1 *and* Core Part 2 and two options.

All 100-hour courses must include the topic *Introduction to Workplace Safety.*

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of six options.

Core Part 1 and Core Part 2 will be studied for a minimum of 30 indicative hours each. Options may be studied for 15–25 indicative hours each and may be studied in any order or pattern.

Across a 100-hour course or a 200-hour course students may only study **one** School-developed Option.

A note on community and work-based learning
It is strongly recommended that community and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Work Education syllabus.

Two options provide these opportunities (Option 5 Learning *about* the Workplace and Option 11 Learning *in* the Workplace). However it is recommended that other community and work-based learning contexts also be explored. For example, the topic *Introduction to Workplace Safety* could include an excursion to a number of worksites to provide students with the opportunity to investigate and assess Occupational Health and Safety in practice. Teachers should be aware of any insurance requirements or issues that may arise through such activities. Advice is available from the relevant school authority.

Life Skills
Life Skills outcomes and content are in section 8.

Cross-curriculum content
Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. It is incorporated in the content of the *Work Education Years 7–10 Syllabus* in the following ways:

Information and Communication Technologies (ICT)
ICT is used as a tool in the development of knowledge, understanding and skills across a wide range of topics and is embedded within the Work Education syllabus. The internet is used as a research tool by students to gain information about careers, career pathways and education and training requirements. Students develop word-processing skills while evaluating, mapping and tracking their employability skills. ICT skills are also developed as part of a discrete range of skills aimed at addressing employability and enterprise capabilities. This is specifically in relation to the use of information and communication technologies in a range of contexts (workplace and non-workplace) in order to communicate effectively and appropriately. Other skills development includes the use of email, multimedia, spreadsheets and databases.

Work, Employment and Enterprise

The Work Education syllabus *as a whole* integrates the Board of Studies' cross-curriculum statements for Work, Employment and Enterprise. Knowledge and understanding are developed through research, analysis and practical demonstration. Themes include the exploration of government and non-government sectors, the roles of training and education systems, workplace issues, workplace legislation and the changing nature of work. Employment and enterprise skills are developed through self-evaluation, individual and team projects and practical application. Values and attitudes are explored in the context of students' self-awareness and development, in relation to social and economic participation, and with regard to employer expectations. The Work Education syllabus has acknowledged a number of national initiatives in this area including the 'Employability Skills Framework'[2] and the *New Framework for Vocational Education in Schools.*

Aboriginal and Indigenous

Government employment and training initiatives for Aboriginal and Indigenous communities are explored as part of the Work Education syllabus. Cross-sectoral initiatives and community-based partnerships may be examined in the context of Indigenous and non-Indigenous organisations. This will assist in the development of students' knowledge and understanding of the role of Aboriginal people in effecting positive social change and economic self-determination. Students examine contemporary Australian social and political issues with particular regard to Aboriginal and Indigenous peoples' economic and social participation.

Civics and Citizenship

Civics and Citizenship is a strong theme throughout the Work Education syllabus. Students develop an understanding of what it means to be active and informed citizens from both a social and economic perspective. Exploration of community-based and cross-sectoral partnerships assists students' understanding of how individuals and organisations can collaborate to create social and economic change. Through the study of a range of organisations, students explore issues such as mutual responsibility, participatory democracy, social responsibility and the rights of individuals and minority groups. Students develop skills in order to identify and address sexist, racist and other inappropriate behaviour that excludes or limits groups, especially in relation to workforce access and participation. Students develop an understanding of the importance of values that demonstrate a commitment to social justice, ecological sustainability and active and responsible participation in the community.

Difference and Diversity

Difference and diversity (of race, gender, religious affiliation, disability) are explored through relevant issues within the context of the world of work. In particular, the study of the rights and responsibilities of employers and employees enhances students' knowledge and understanding in this key area of the syllabus. Students understand the importance of developing values and attitudes that deny all forms of discrimination against people on the grounds of difference, and understand legislative requirements which relate to this in a workplace context.

Environment

Issues associated with the sustainable use of the earth's resources are explored through the assessment of government and non-government organisations' reporting practices. The concept of transparent organisational reporting against social, environmental and economic

[2] This framework was published as part of *Employability Skills for the Future* (Australian Chamber of Commerce and Industry and Business Council of Australia, 2002, DEST). See section 11 in this syllabus, 'Understanding Key Terms in the Work Education Syllabus', for more information regarding 'employability skills'.

indicators (or 'triple bottom line' reports) is explored. Students develop skills that enable them to identify strategies for cooperative community environmental action. Students gain an understanding of the need to employ sustainable management practices.

Gender

Students explore formal and informal strategies that redress unequal outcomes between genders in life opportunities, specifically in relation to access to employment opportunities and employment achievement. Government and non-government strategies and initiatives are evaluated and students explore strategies by which gender discrimination can be alleviated including legislation, social movements and positive discrimination.

Key Competencies

The key competencies form the basic framework underpinning employability and enterprise skill development throughout the Work Education syllabus. Links are made between the key competencies and employer expectations, workplace behaviour, enterprise initiatives, transition planning and community participation.

Collecting, analysing and organising information

Students examine data regarding labour force participation and industry change. Students are required to access information from a range of sources, evaluate the information collected and choose an appropriate presentation method to organise their data and findings.

Communicating ideas and information

Students are required to evaluate and articulate the differences between various sectors within society. Students examine the differences between the profit and non-profit sectors. They demonstrate their understanding of these concepts in a variety of written and oral forms.

Planning and organising activities

The development of an individual pathways plan requires students to independently research pathways to education, employment and training in the context of their own goals, to analyse information from a variety of sources, to evaluate information and to document outcomes.

Working with others and in teams

Work Education provides opportunities for a number of team-based projects. Students may work as a project team to research community partnerships. This approach requires students to establish tasks, identify roles and strategies, implement strategies and evaluate the effectiveness of such partnerships. A range of topics could be explored using this approach.

Using mathematical ideas and techniques

Mathematical concepts and techniques may be integrated into the analysis of workplace safety and OHS legislation. Statistical data may be examined regarding workplace accidents in order to assess the impact of OHS legislation, and labour force participation may be analysed using data to identify changes in participation rates among women or changes in employment opportunities in particular industry areas.

Solving problems

Students may be asked to apply the processes of solving problems to a number of different scenarios. For example, students may be asked to identify appropriate and inappropriate standards of workplace behaviour through the development of a workplace 'code of conduct'. Students may formulate questions, identify issues, choose a number of methods to determine solutions, evaluate solutions and formulate strategies for implementation.

Using technology

There is a wide range of contexts in which students may use technology throughout the Work Education syllabus. These include the identification of employment opportunities in a chosen occupation using the internet as a research tool, and the use of databases and spreadsheets.

Literacy

The use of language, text and the importance of context are explored in the syllabus in both workplace and non-workplace environments. Students learn to construct texts in order to demonstrate an understanding of the needs and requirements of particular audiences (for example, employers). Students use a range of information sources and a variety of techniques to interpret texts. They develop an understanding of the importance of identifying context in their use of language.

Multicultural

The Work Education syllabus explores a range of issues relevant to the multicultural area. This includes exploration and identification of discriminatory language and behaviour that undermines, excludes or limits the equal participation of people from different cultural, religious and linguistic backgrounds, especially in relation to workforce participation. Students develop an appreciation of cultural diversity and an understanding of the importance of redressing discriminatory practices. These issues are investigated in a variety of contexts including the workplace.

Numeracy

Numeracy is used in the Work Education syllabus to explore financial management and practices, budgetary forecasts and projections, and in the examination of workplace topics using statistics. Students use mathematical problem-solving techniques in the analysis of relevant data, for example, the identification of changes in employment and industry trends or analysis of workforce participation data.

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:	**Students learn to:**
• 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	• 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
• personal values and goals related to: – the community – family peers – other significant influences	• identify and assess personal values and goals • identify and assess personal influences and factors that impact on values and goals

Students learn about:	**Students learn to:**
• a range of methods to track personal skill development	• identify and map personal skills, knowledge and attributes including using word-processing software • demonstrate a range of achievements, skills and abilities • establish plans to further enhance achievements, skills and abilities
• employability and enterprise skills and how these are applied in a range of contexts	• recognise and assess personal skills that enhance employability • demonstrate employability and enterprise skills in a range of contexts
• the range of life transitions including school to work, school to further education/training, work to retirement and others	• examine and discuss life transitions • evaluate, articulate and manage risks in transition planning • identify and assess stress management techniques
• strategies for management of life transitions	• identify a range of learning environments and apply them to planning and managing life transitions
• the principles of lifelong learning and how they relate to a range of learning environments	• investigate and discuss the characteristics of a range of learning environments and learning styles • identify personal and preferred learning environments and styles
• the processes of goal-setting, decision-making and pathways planning	• conduct self-assessment of knowledge, skills and attributes and apply this to decisions relating to goals in education, work and training • investigate and develop individual study planning tools and strategies • investigate and develop pathways planning tools and strategies • demonstrate informed decision-making using a range of tools and strategies • develop and present a range of pathway plans using a range of techniques/tools including word-processing software
• further education, employment and training pathways and how they link to personal goals and decisions, and work and career opportunities	• identify pathway options linked to tertiary studies, work and further training • research options for post-compulsory education linked to personal goals including school-based VET courses • research, using various tools including the internet, and identify the skills that are required to be successful in a range of pathways including study, diverse occupations and enterprises • identify and articulate school-based skills that are transferable to the world of work • evaluate personal skills and link to pathways planning
• principles of 'recognition of prior learning' (RPL) and 'recognition of current competence' (RCC)	• identify and record current or future opportunities for RPL and RCC linked to pathways planning

Core Part 1: Preparing Futures
Topic: What is Work?

Focus
This topic explores the scope of definitions and opportunities regarding work. Students investigate a range of means to access work as well as exploring personal management strategies. A number of issues associated with the world of work are examined including the roles of diverse social groups and the benefits and challenges of community partnerships. The topic *Workplace Rights and Responsibilities* may be taught concurrently or directly following this topic.

Outcomes
A student:

5.1 identifies and interprets employment trends and changes in the nature of work
5.2 identifies and analyses current workplace issues
5.4 examines and evaluates the relationships between diverse organisations in the community
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
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:	**Students learn to:**
• the range of work opportunities within the community including paid, unpaid and self-employment	• define the term 'work' and apply this to their own experience • discuss the contribution of work, paid and unpaid, to the Australian economy
• the characteristics of a range of work opportunities	• investigate and discuss the characteristics of work in a range of contexts • identify and compare a range of working conditions and related issues including taxation, rates of pay and changes and differences in industries

Students learn about:	**Students learn to:**
• processes and procedures for entering education, employment and training	• investigate and evaluate resources and strategies to access work and employment opportunities including the use of web-based resources • develop and demonstrate personal management strategies in accessing and maintaining work opportunities including balancing work and social life, balancing work and family responsibilities, maintaining good health, maintaining support networks, accessing support systems and developing interests outside of work
• issues affecting work opportunities for a diverse range of groups within the community including people of diverse social/cultural backgrounds	• research, using a range of tools including the internet, and discuss issues that affect work opportunities and access of groups within the community including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women
• the range and benefits of community partnerships including investigation of a diverse range of community partnerships including: – organisations representing culturally and linguistically diverse groups – Aboriginal organisations/enterprises	• describe and evaluate work and enterprise opportunities made available through a range of partnerships within the community • assess strengths and weaknesses of a range of local community partnerships including: – organisations representing culturally and linguistically diverse groups – Aboriginal organisations/enterprises

Core Part 1: Preparing Futures
Topic: Introduction to Workplace Safety

Focus
In this topic students develop knowledge and understanding of the roles that individuals, employers, employees, organisations and government agencies have in promoting workplace safety. Students demonstrate skills and understanding of workplace safety. This topic should be taught prior to undertaking any community or work-based learning activities. To promote a more comprehensive understanding and detailed skill development in this area, this topic may be taught with the option *Workplace Safety*.

Outcomes
A student:

5.2 identifies and analyses current workplace issues

5.3 defines and assesses the roles and responsibilities of diverse organisations within the community

5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts

5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society

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
4 hours

Students learn about:	**Students learn to:**
• workplace health and safety and a range of issues including physical and mental health	• discuss a range of workplace health and safety issues including harassment, bullying, stress management, rehabilitation
• safe and unsafe work environments and practices	• recognise and demonstrate an understanding of the importance of workplace health and safety in a range of contexts • assess the importance of managing safe work environments and devising strategies for risk assessment • identify OHS support mechanisms in a range of workplaces • discuss the implications and costs of unsafe work practices
• OHS legislation as it applies in a range of contexts	• identify and discuss current OHS legislation as it applies in a range of work contexts
• the role of WorkCover • the roles of other agencies/organisations in relation to OHS, eg unions	• describe and discuss the role of WorkCover in the workplace • discuss the roles of other agencies/organisations in relation to OHS, eg unions
• the principles of First Aid	• discuss the principles of First Aid as they would apply to a variety of situations in the workplace

Core Part 1: Preparing Futures
Topic: Enterprise Initiatives

Focus
The concepts 'enterprise' and 'social entrepreneurship' are investigated in this topic. A range of contexts within the local and broader Australian community including profit/non-profit and government/non-government sectors are explored. The characteristics of successful and unsuccessful 'enterprising' initiatives will be examined in various community and business contexts. Students will develop an understanding of the role of enterprise skills in relation to their own transitions and pathways. The topic *Partnerships in the Community* and the option *Government Initiatives and Community Partnerships* may be taught concurrently.

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
5.4 examines and evaluates the relationships between diverse organisations in the community
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
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
8 hours

Students learn about:	**Students learn to:**
• enterprising skills, knowledge and attributes in several contexts including the individual, businesses and the community	• identify the skills and attributes of 'enterprising people' • develop and demonstrate enterprising skills in a variety of contexts • track personal enterprise skill development • link enterprise skills to personal transition and pathways planning using a range of methods including the use of computer software
• enterprising initiatives including social entrepreneurship, in a range of contexts including community, government and profit sectors	• identify and analyse enterprising initiatives in a range of contexts • assess and discuss the concept 'social entrepreneurship'
• the features and characteristics of successful and unsuccessful enterprises	• research and analyse a range of enterprises and identify the features and characteristics of successful and unsuccessful enterprises

Students learn about:	**Students learn to:**
• a range of enterprises including those established by: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women	• identify and discuss the enterprising skills of culturally and linguistically diverse groups • discuss the benefits to the local and broader Australian community of successful enterprises and 'enterprising people'

Core Part 2: Working Communities
Topic: Workplace Rights and Responsibilities

Focus
Students investigate legal and ethical issues relating to behaviour in the workplace including rights and responsibilities of employers and employees. Personal values, legal obligations and equity principles are examined. The roles of agencies in managing rights and responsibilities in the workplace are discussed.

Outcomes
A student:
5.2 identifies and analyses current workplace issues
5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
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
10 hours

Students learn about:	**Students learn to:**
• standards of appropriate behaviour and conduct in a variety of contexts	• investigate and evaluate their own and others' behaviour in a range of contexts • discuss appropriate and inappropriate behaviour and conduct in a range of contexts including issues such as bullying and harassment • demonstrate an understanding of appropriate behaviour and conduct in a range of environments • identify and evaluate a range of support mechanisms and resources in a range of contexts
• the principles of anti-discrimination, equity and equal employment opportunities in a range of contexts including exploration of issues associated with a range of groups including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women	• research, using a range of resources including the internet, and discuss the principles of anti-discrimination, equity and equal employment opportunity • identify and examine accepted codes of behaviour in workplace and non-workplace environments including exploration of issues associated with a range of groups including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women

Students learn about:	**Students learn to:**
• the range of legislative requirements relevant to employment and workplaces	• investigate and discuss legislative issues relating to work, industry and enterprise
• the connection between workplace legislation and social justice	• discuss the impact of workplace legislation in the context of social justice issues
• employee and employer rights and responsibilities	• investigate and discuss the roles of unions, employer associations, professional associations and industry groups in relation to employee and employer rights and responsibilities
• workplace ethics	• define ethical behaviour • articulate their own work ethic

Core Part 2: Working Communities
Topic: Exploring Post-school Pathways

Focus
Students investigate education, employment and training systems in order to apply them to their own life transitions. The labour market is explored in terms of participation and trends. Industry changes and the impacts on employment opportunities are also examined. Development of an awareness of these issues will assist students to understand the roles of these sectors in negotiating their own future pathways. Students will articulate sophisticated goals and values based on their increased knowledge and understanding of these sectors.

Outcomes
A student:
5.1 identifies and interprets employment trends and changes in the nature of work
5.2 identifies and analyses current workplace issues
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
7 hours

Students learn about:	**Students learn to:**
• changes in the Australian labour market using a range of research tools including the internet	• examine and discuss labour market trends and employment prospects • investigate the differences in workforce participation of a number of groups including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women • investigate and examine labour market and participation trends particularly in relation to young people (15–19 year olds) including part-time work • analyse the connections between the labour market and personal goals, values and pathway plans

Students learn about:	**Students learn to:**
• changes that have occurred in a range of industries and the impact on employment opportunities	• identify and analyse changes in a range of industries including technological and employment structures • analyse industry changes as they relate to personal goals and pathway plans • research and analyse the impact of technological changes in the workplace in relation to employment patterns and employee skill requirements • develop strategies to maintain awareness of technological changes in the workplace
• opportunities and pathways in education and training in Australia including VET in Schools courses and individual programs and pathways • resources and supports available to access education, employment and training agencies including those available to young people (15–19 year olds) • opportunities provided through the current national education and training framework such as portability of qualifications, RPL and RCC	• demonstrate an understanding of current education and training options as they relate to their pathway plans including VET in Schools courses and individual programs and pathways • examine and discuss targeted education, employment and training initiatives for diverse groups including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women • identify and describe recent changes in education and training initiatives in Australia including the opportunities they provide • identify and examine resources, including web-based, and support available to young people (15–19 year olds) to access education, employment and training agencies

Core Part 2: Working Communities
Topic: Technology and Communication

Focus
Students will explore a range of effective communication tools and strategies. The role of information and communication technologies in workplace and non-workplace environments will be analysed and linked to effective communication strategies. Practical application and skill development underpin this topic.

Outcomes
A student:

5.2 identifies and analyses current workplace issues

5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society

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
6 hours

Students learn about:	**Students learn to:**
• effective and appropriate language and communication in workplace and non-workplace environments	• discuss and identify appropriate and effective language in workplace and non-workplace environments • identify the principles of effective and appropriate communication • assess, record and demonstrate a number of effective communication techniques including a range of communication technologies in workplace and non-workplace contexts • investigate a range of communication techniques that are sensitive to the needs of a range of groups including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities
• technology as a communication tool in workplace and non-workplace environments, including a range of diverse sectors	• research and analyse the range of technology and equipment used to enhance business, workplace and non-workplace communication • use a range of communication technologies in workplace and non-workplace environments including the use of email, the internet and multimedia • research and assess the benefits and challenges associated with using technology as a communication tool for a range of organisations

Core Part 2: Working Communities
Topic: Partnerships in the Community

Focus
This topic explores a range of concepts including participation, partnerships and accountability. The topic progresses from the personal (or individual) to a broader community and global perspective with regard to these concepts. Students have the opportunity to challenge their own views of these concepts through exploration of personal, community and global issues. A range of partnerships may be explored including government and non-government agencies collaborating at a local level, partnerships between the Federal Government and large corporations or State and Federal partnerships that develop national projects.

Outcomes
A student:

5.3 defines and assesses the roles and responsibilities of diverse organisations within the community

5.4 examines and evaluates the relationships between diverse organisations in the community

5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts

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
7 hours

Students learn about:	**Students learn to:**
• the roles and responsibilities of the individual within the community including environmental, social, economic and ethical contexts	• identify and evaluate the roles and responsibilities of the individual within the local community including environmental, social, economic and ethical contexts • discuss individual roles and responsibilities in a global context
• definitions of active social and economic participation	• discuss a range of interpretations of social and economic participation
• the features and characteristics of a range of communities including: – culturally and linguistically diverse groups – Aboriginal communities	• identify and discuss the features and characteristics of a range of communities including: – culturally and linguistically diverse groups – Aboriginal communities

Students learn about:	**Students learn to:**
• the roles and responsibilities of a range of organisations within the community including the environmental, social, economic and ethical contexts	• assess and discuss the different roles and responsibilities of various organisations and community groups including: – culturally and linguistically diverse groups – Aboriginal communities • assess the impact of economic, environmental and social inter-relationships within the community including: – culturally and linguistically diverse groups – Aboriginal communities • discuss the roles and responsibilities of organisations in a global context
• a range of partnerships including those involving local, State and Federal Government agencies/authorities, non-government organisations, profit and non-profit organisations, community groups	• define and discuss a range of partnerships in the local and wider Australian community • evaluate a range of partnerships in the local and wider Australian community
• the partnerships between diverse sectors within the community including: – culturally and linguistically diverse groups – Aboriginal communities	• assess the benefits and challenges arising from interactions between various sectors of the community
• social and environmental accountability of individuals and organisations in the community	• assess and discuss the benefits and challenges related to individual and organisational accountability to the community • discuss the challenges of social and environmental accountability in a global context

Options

Option 1: Using Technology in the Workplace

Focus

This option introduces students to a range of equipment found in the workplace and the application of these to particular tasks. Students will be provided with hands-on experience of computers, including the internet and email, and phone/facsimile. Students will identify ways of accessing support within a workplace context, the responsibilities of using technology including legal and ethical considerations and maintaining security. This option draws on the Unit of Competency 'BSBCMN105A Use Business Equipment' (AQF Certificate Level I) from the national Business Services Training Package (BSB01). The elements of competency from the unit include:

- select equipment/resources
- operate equipment
- maintain equipment/resources.

Outcomes

A student:

5.1 identifies and interprets employment trends and changes in the nature of work
5.2 identifies and analyses current workplace issues
5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
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

15–25 hours

Students learn about:	**Students learn to:**
• the types and application of technological tools including information and communication technologies in the workplace. This may include: – email – internet – facsimile	• identify a wide range of technological tools available in the workplace • describe how technology assists people in a range of workplaces • evaluate the effectiveness and efficiency of technological tools available in workplaces • demonstrate the application of a range of technological tools in a workplace context including a range of information and communication technologies • record skill development in the use of technological tools in a range of contexts

Students learn about:	**Students learn to:**
• responsibilities associated with use of technology in the workplace including use of email and the internet resources	• demonstrate an understanding of appropriate workplace practices when using technology • demonstrate and apply an understanding of the need for regular maintenance of technology using a range of tools • discuss the impact of technology on the local community and workplaces, including virtual workplaces • identify and assess workplace responsibilities associated with the use of technology including communication technologies • demonstrate responsible use of a range of communication technologies in a range of workplace contexts
• security of information in the workplace	• identify and discuss workplace issues associated with security of information • demonstrate an understanding of security issues when using technology in the workplace • examine legal and organisational practice relating to technology in the workplace • evaluate security systems and procedures used in a range of workplaces • identify workplace roles related to security of information in a range of workplaces
• legal and ethical use of technology in the workplace	• research and discuss current legal and ethical issues regarding the use of technology in the workplace • demonstrate an understanding of legal and ethical practices when using technology in the workplace • research and assess gaps in legal and ethical practice relating to current use of information technologies in a range of workplace settings
• the range of support systems available in workplaces to assist in using technology • the range of support systems available in workplaces to assist when technology fails	• research technology support systems in a range of workplaces • evaluate the types of support available across a range of workplace settings when technology fails • demonstrate an ability to locate appropriate support systems in a range of workplace contexts • discuss the impact of technological failures on workplace performance

Option 2: Workplace Safety

Focus

This option builds on the core topic *Introduction to Workplace Safety* and draws on the Unit of Competency 'BSBCMN106A Follow Workplace Safety Procedures' (AQF Certificate Level I) from the national Business Services Training Package (BSB01). The elements of competency from the unit include:

- follow workplace safety procedures
- contribute to Occupational Health and Safety in the workplace.

Outcomes

A student:

5.2 identifies and analyses current workplace issues
5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
5.4 examines and evaluates the relationships between diverse organisations in the community
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
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

15–25 hours

Students learn about:	**Students learn to:**
• the requirements of workplace safety in a range of organisations and industries	• research and identify the OHS requirements in a range of industries including the similarities and differences within and between industries • discuss how OHS procedures are applied in a range of organisations • discuss the responsibilities of employers, employees and others in relation to workplace safety • discuss the specific OHS responsibilities of employers in relation to people with disabilities • identify mandatory reporting requirements of employers in relation to OHS • demonstrate an understanding of risk management in regard to workplace safety in a range of workplaces
• emergency procedures in a range of workplaces and industries	• identify emergencies common to a range of industries • identify and analyse emergency procedures in a range of workplaces and industries • demonstrate an understanding of a range of emergency procedures

Students learn about:	**Students learn to:**
• the role of workplace safety personnel in a range of organisations	• identify and discuss the roles and responsibilities of workplace safety personnel in a range of contexts • demonstrate a practical understanding of the roles of workplace safety personnel
• the roles and responsibilities of national and state OHS agencies	• evaluate and compare the roles and responsibilities of a range of state and national agencies in relation to OHS • assess the impact of state and national OHS agencies in relation to workplace safety issues • evaluate changes in OHS statistical data using a range of tools including the internet and databases
• the development of contemporary OHS practices including the involvement of a range of organisations such as unions	• research and discuss recent trends in OHS legislation in Australia • research and discuss the changes in the roles and responsibilities of a range of agencies, government and non-government, in relation to workplace safety and OHS • recognise changes in OHS practices over time • recognise the roles of a range of organisations such as unions in workplace safety and OHS • evaluate the impact of changes in OHS legislation in work practices and workplaces across a range of industries • discuss the positive impact of OHS legislation in relation to productivity and the benefits to employees, employers and government

Option 3: Life Transitions

Focus

This option investigates the factors that impact on successful planning and management of life transitions. Students explore the impact that their family, peers and other networks have on their lives particularly in relation to education and work. Students further develop an appreciation of the ongoing nature of transitions and the benefits of lifelong learning in the context of work, education and personal development.

Outcomes

A student:

5.2 identifies and analyses current workplace issues
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
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

15–25 hours

Students learn about:	**Students learn to:**
• the relationship between family, school, peers, social networks and the world of work	• examine and discuss the roles of family, school, peers and social networks • examine and discuss the relationships which exist between the individual, family, peers, social networks and the world of work
• the benefits of personal networks and resources	• identify, evaluate and discuss the importance of personal networks and resources in relation to life transitions • assess and demonstrate an understanding of the opportunities that personal networks and resources provide during life transitions and in relation to the world of work
• life transition stages in personal development	• demonstrate an understanding of the full range of transition stages in an individual's life • discuss the impact of transitions on an individual's life • assess the importance of life choices in a range of transition phases

Students learn about:	**Students learn to:**
• planning and management strategies for life transitions	• research a range of planning strategies for managing transition stages • discuss planning and personal management strategies in relation to transitions • demonstrate planning, management and contingency strategies in relation to possible future transitions
• the impact of value systems on work ideals and opportunities including cultural, socioeconomic, religious and gender-based	• research and discuss the attitudes of a diverse range of groups, including their values and ideals, regarding the world of work • examine the relationship between socioeconomic status and a range of work-related issues including access and choice • examine and discuss the influence of cultural and religious systems on work choices and access • discuss generational differences in relation to work choices and access • discuss issues regarding the relationship between gender and unpaid work, gender and life transitions, and other issues
• lifelong learning including international definitions, the range of skills that characterise lifelong learners and lifelong learning in the Australian context	• compare and discuss a range of definitions of lifelong learning • discuss how lifelong learning principles relate to work, social engagement and participation • identify the skills and attributes that characterise lifelong learners • track personal skills and anticipated future requirements in relation to lifelong learning

Option 4: Community Participation

Focus

This option provides for a detailed investigation of community responsibility and accountability with an emphasis on the role and impact of businesses within communities. Students will look at concepts such as economic, social and environmental reporting, community development, social capital, cross-sectoral partnerships and active economic and social participation.

Outcomes

A student:

5.3 defines and assesses the roles and responsibilities of diverse organisations within the community

5.4 examines and evaluates the relationships between diverse organisations in the community

5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts

5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society

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

15–25 hours

Students learn about:	**Students learn to:**
• citizenship and participation for individuals and organisations	• analyse and discuss the roles of the individual in a range of community contexts including: – culturally and linguistically diverse groups – Aboriginal communities • analyse and interpret the roles of a range of organisations within the community • define and discuss the concept of citizenship • demonstrate an understanding of how individuals and organisations participate in communities in social and economic ways including: – culturally and linguistically diverse groups – Aboriginal communities
• a range of profit/non-profit organisations within the community including those representing: – culturally and linguistically diverse groups – Aboriginal communities	• research and discuss the interactions which occur between a range of organisations in the community • research and analyse the environmental, social and economic impacts that a variety of organisations can have on the community • analyse and discuss the benefits and challenges of a range of cross-sectoral partnerships within the local and broader Australian community

Students learn about:	**Students learn to:**
• the place of community development and social capital in the Australian context	• define and discuss the terms 'community development' and 'social capital' • identify and investigate examples of investment in social capital in the local community • discuss and assess the impact and outcomes of investment in social capital in the Australian community including the impact on: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities
• ethical practices and social responsibility involving individuals, organisations and communities	• define and discuss the terms 'ethical practice' and 'social responsibility' • explore how the terms ethical practice and social responsibility are applied in a range of organisations including profit, non-profit and other agencies • discuss ethical and non-ethical practices in a range of contexts • analyse the impact of ethical practice on a range of communities including Aboriginal and Indigenous communities
• the relationship between accountability and sustainability in relation to a range of organisations including profit and non-profit enterprises and others including those representing: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities	• define and discuss the terms 'accountability' and 'sustainability' • explore how the terms accountability and sustainability are applied in relation to a range of organisations including profit, non-profit and other agencies • investigate the range of sustainable partnerships operating in the community • demonstrate an understanding of the importance of reporting mechanisms to the success of community partnerships • demonstrate an understanding of the importance of reporting mechanisms in relation to accountability and sustainability

Option 5: Learning *about* the Workplace

Focus

This option provides students with the opportunity to become familiar with workplace practices. Students experience workplace learning through direct access to a range of workplaces including small, medium and large enterprises. Both the profit and non-profit sectors are investigated. Where possible, this option should have a practical focus related to a range of work and community organisations. Students should access a range of sites in order to meet the objectives and outcomes of this option.

Outcomes

A student:

5.1 identifies and interprets employment trends and changes in the nature of work
5.2 identifies and analyses current workplace issues
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
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

15–25 hours

Students learn about:	**Students learn to:**
• the operations of a range of workplaces and industries including small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies • the differences in small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies	• identify the different types of industries and workplaces • discuss the daily operations of a range of workplaces and industries • examine and compare the operations of small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies • demonstrate an understanding of the differences across workplaces, industries and enterprises including small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies
• the workplace culture of a range of organisations and industries	• define and discuss the term ‘workplace culture’ • demonstrate an understanding of how workplace culture is applied in a range of workplaces and industries • compare and contrast the culture of a range of workplaces including profit/non-profit sectors, small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies • discuss the potentially negative impact of workplace culture in the context of a range of organisations and industries

Students learn about:	**Students learn to:**
• the roles and responsibilities of personnel in a range of workplaces including small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies	• identify the roles of different personnel in a range of workplaces
• the duties of personnel in a range of workplaces	• compare and contrast the duties of personnel in a range of workplaces including small, medium and large enterprises, profit/non-profit organisations, government/non-government agencies
• the skills, knowledge and attributes of personnel in a range of workplaces	• identify the skills, knowledge and attributes of personnel in a range of workplaces • discuss a range of skills, knowledge and attributes that make personnel successful (or unsuccessful) in a range of workplaces
• employee/employer expectations in a range of workplaces	• discuss the impact of employee/employer expectations in a range of workplaces

Option 6: Workplace Communication

Focus

This option will provide students with knowledge and skills to successfully communicate information in a range of contexts including the workplace. Students develop an awareness of the importance of effective communication when dealing with colleagues and clients. The option is based on the Unit of Competency 'BSBCMN103A Apply Basic Communication Skills' (AQF Certificate Level I) from the national Business Services Training Package (BSB01). The elements of competency from the unit include:

- identify workplace communication procedures
- draft written information.

Outcomes

A student:

5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society

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

15–25 hours

Students learn about:	**Students learn to:**
• verbal and nonverbal communication strategies in the workplace • the variety and appropriate use of language in a range of contexts	• identify and demonstrate verbal and nonverbal communication techniques in a range of workplace contexts • demonstrate effective communication techniques (including use of language) for a range of audiences including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities • demonstrate an awareness of appropriate communication techniques (including use of language) as they relate to a range of groups
• the processes of workplace communication including conveying, organising and receiving information	• research and identify effective communication techniques including oral, written and electronic • demonstrate effective use of communication techniques in a range of workplace contexts • identify the most appropriate methods of communication for a variety of situations in the workplace

Students learn about:	**Students learn to:**
• assertive and non-assertive communication in a range of contexts	• identify and discuss assertive and non-assertive communication • investigate assertive and non-assertive communication techniques • demonstrate assertive and non-assertive communication techniques in a range of contexts including workplaces
• conflict resolution in the workplace	• identify how conflict arises in a range of workplace contexts • identify and discuss a range of options for successful conflict resolution • demonstrate assertive and positive conflict resolution strategies in a simulated or real workplace environment
• client interaction and communication in the workplace	• demonstrate an understanding of good customer service in a range of contexts • demonstrate positive and open communication techniques in a client/service provision role • identify and discuss the importance of positive communication in a client/service provision relationship

Option 7: Workplace Environments

Focus

This option provides the opportunity for students to learn to work in teams, examine organisational policies and procedures, investigate changes in a range of working environments and develop personal management strategies while also investigating a range of management practices. This option is based on the Unit of Competency 'BSBCMN101A Prepare for Work' (AQF Certificate Level I) from the national Business Services Training Package (BSB01). The elements of competency from the unit include:

- identify organisational/work requirements
- work in a team
- develop effective work habits.

Outcomes

A student:

5.1 identifies and interprets employment trends and changes in the nature of work
5.2 identifies and analyses current workplace issues
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

15–25 hours

Students learn about:	**Students learn to:**
• effective and productive workplace relationships • the benefits and challenges of teamwork	• identify and examine the differences between workplace and non-workplace relationships • discuss effective and productive workplace relationships • examine the concept 'teamwork' • evaluate effective and ineffective teamwork strategies • discuss the benefits and challenges of working in a team
• orientation and induction processes in a range of workplaces • a range of organisational policies, procedures and manuals in a range of workplaces	• examine and discuss orientation and induction processes and procedures in a range of workplaces • discuss the benefits of orientation and induction for employers and employees • research and compare the characteristics and features of a range of organisational policies, procedures and manuals

Students learn about:	**Students learn to:**
• the types and causes of change in workplace environments	• discuss the types and impact of change in a range of workplaces and industries • identify and discuss a range of techniques which assist with personal management of change • research local community organisations and/or partnerships that have been established as a result of change, for example, social, environmental, technological • discuss the impact of workplace change on a range of groups
• a range of management practices in workplaces	• discuss and evaluate personal management strategies which may be applied to workplace environments • research, discuss and evaluate a range of management styles or models used in a variety of work environments including small, medium and large enterprises • compare the work environments of small, medium and large organisations, profit/non-profit organisations, government/non-government agencies

Option 8: Contemporary Workplace Issues

Focus

In this option students will investigate a range of contemporary Australian and international issues relating to the world of work. Students will develop an understanding of the links between industrial and workplace issues and social justice. Students will understand the roles of a range of organisations including unions, employer groups, professional associations and government agencies.

Outcomes

A student:

5.2 identifies and analyses current workplace issues
5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
5.4 examines and evaluates the relationships between diverse organisations in the community
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
5.8 develops, records and evaluates personal values, skills, knowledge and attributes that lead to effective participation in work and society
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

15–25 hours

Students learn about:	**Students learn to:**
• the roles of unions in the workplace • recent changes in the roles of unions in Australia • the roles of government and non-government agencies including the Australian Council of Trade Unions and Australian Industrial Relations Commission	• identify unions representative of a range of industry areas • research and discuss the roles of unions in Australia • research and discuss the changes in the roles of unions in Australia • discuss the advantages and disadvantages of union membership
• the roles of employer groups, peak industry/professional bodies or associations	• identify a range of employer groups, professional associations/bodies across a range of industry areas • research and discuss the roles of employer groups, professional associations/bodies • discuss the advantages and disadvantages of membership of industry/professional associations
• contemporary industrial issues in Australia including awards, enterprise/workplace agreements, industrial action	• research a range of current industrial issues in Australia • analyse and discuss how current industrial issues impact on Australian workplaces

Students learn about:	**Students learn to:**
• the connection between social justice and the world of work including issues such as enterprise bargaining, casualisation of the workforce and workforce participation by: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women	• research and discuss a range of definitions and principles relating to social justice • articulate their own principles and definitions of social justice • discuss the relationship between work, society and social justice • identify and examine means of improving social justice within the community through the world of work • identify a range of workplace initiatives in relation to access and participation of groups including: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women
• the impact of globalisation on Australian and international communities	• research the impact of globalisation on local and international communities • discuss the benefits and challenges of globalisation

Option 9: Managing Finances

Focus

This option will provide students with the skills needed to develop sound and innovative financial management practices in a range of contexts including personal finances, enterprise/business and projects. Students will investigate planning, projecting, organising and creating budgets while developing a number of practical skills including using spreadsheets and other electronic management tools.

Outcomes

A student:

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

15–25 hours

Students learn about:	**Students learn to:**
• personal financial management strategies • insurance, taxation and superannuation	• understand present and future personal income and expenditure including taxation and superannuation • develop short-term and long-term personal budgets using a range of software including spreadsheets • identify and discuss long and short-term personal financial management strategies including taxation, insurance and superannuation • examine and discuss the benefits of managing personal finances • identify issues that may impact on managing personal finances including taxation, insurance and superannuation • identify strategies that minimise risk in managing personal finances including insurance and superannuation
• financial management strategies in enterprise and business contexts including use of databases and spreadsheets	• investigate financial management strategies across a range of enterprises and businesses • develop hypothetical enterprise/business budgets • use a variety of technological tools including databases and spreadsheets to manage budgets

Students learn about:	**Students learn to:**
• financial principles in the establishment of an enterprise/business • sound planning and management strategies in the establishment of an enterprise/business	• research the range of financial skills required in establishing an enterprise/business • research and document the range of financial and other support services available in the establishment of an enterprise/business including government and non-government agencies • examine and discuss a range of business planning tools/strategies • develop a business plan for a hypothetical enterprise/business
• project planning and project management • financial management strategies in project-based work including use of databases and spreadsheets	• identify and discuss the importance of project management strategies and skills • research a range of project-planning techniques and strategies • recognise project-planning skills and tools including appropriate software • develop simple project-based proposals and budgets

Option 10: Government Initiatives and Community Partnerships

Focus

This option investigates the roles and responsibilities of the government and non-government sectors and their strengths and weaknesses. Partnership arrangements are explored with a particular focus on education, employment and training initiatives. Students are encouraged to explore the connections between these partnerships in their own lives and the role they may play in their own pathway plans.

Outcomes

A student:

5.3 defines and assesses the roles and responsibilities of diverse organisations within the community

5.4 examines and evaluates the relationships between diverse organisations in the community

5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts

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

15–25 hours

Students learn about:	**Students learn to:**
• the roles of government and non-government organisations in the community • the relationships between governments, government organisations and the community in a range of contexts, including: – culturally and linguistically diverse groups – Aboriginal communities	• research and discuss the roles of government and non-government organisations in the local and broader Australian communities • discuss the roles of governments and government agencies in relation to community organisations, including: – culturally and linguistically diverse groups – Aboriginal communities • research the roles of a range of community (non-government) organisations within the local and broader Australian community

Students learn about:	**Students learn to:**
• the responsibilities of a range of government organisations within the community	• identify and discuss government (local, State and national) responsibilities in a range of contexts including education, training, employment, business and community development
• the responsibilities of a range of community (non-government) organisations including: – culturally and linguistically diverse groups – Aboriginal communities	• examine the responsibilities of a range of community (non-government) organisations • compare the differences in government and non-government responsibilities and accountabilities
• the benefits and challenges of government/non-government partnerships including: – culturally and linguistically diverse groups – Aboriginal communities	• research a range of cross-sectoral partnerships in the local and wider community • discuss the benefits and challenges of government/non-government partnerships • identify the opportunities at a local level for potential government/non-government partnerships
• government initiatives in education, employment and training including those specifically targeting: – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women • government/non-government partnerships in education, employment and training	• identify a range of government (local, State, Federal) initiatives in the areas of education, employment and training • identify government initiatives in the local community in the areas of education, employment and training • research and present findings of a range of government/non-government partnerships that make a positive contribution to the community • discuss the benefits and challenges of cross-sectoral partnerships that target disadvantaged groups in the community • identify opportunities that government and non-government initiatives may provide in education, employment and training • identify government and non-government initiatives that may provide a beneficial link to individual pathway plans

Option 11: Learning *in* the Workplace

Focus

This option provides students with the opportunity to explore the world of work in real or simulated vocational learning experiences. It may build on experiences from the option 'Learning *about* the Workplace' as it further contextualises learning in and about the workplace. Students prepare for the experience as they would for paid employment – through research, planning, contacting and communicating with employers and experiencing real or simulated working conditions. This should include travel arrangements, appropriate dress, workplace behaviour and time management. Examples of potential work sites include community organisations, government/non-government agencies, small/large/medium enterprises and virtual workplaces (for example, Practice Firms). It may also be appropriate to include students' own part-time employment as a workplace learning site.

Note: Schools are advised to check with their relevant system regarding workplace learning requirements, including insurance arrangements.

Outcomes

A student:

5.2 identifies and analyses current workplace issues
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

15–25 hours

Students learn about:	**Students learn to:**
• resources and methods to access employment opportunities	• access employment opportunities using a variety of tools and methods including personal networks, the internet, email and print media • communicate appropriately with prospective employers using a variety of communication methods including verbal and written, and a variety of technological tools such as the internet and email • present skills, attributes and knowledge for a particular job to prospective employers in the form of individual portfolios

Students learn about:	**Students learn to:**
• employer expectations in a range of workplace contexts	• demonstrate work preparation techniques and skills and work readiness skills and attitudes • identify a range of workplace expectations regarding behaviour and personal presentation • respond appropriately to work colleagues and supervisors • demonstrate an understanding of the skills required to work in a team environment • communicate appropriately and effectively with clients/customers in a workplace context
• development of pathway plans	• identify and track skills developed in a workplace context that link to goals and future pathways • identify personal skills that require further development • develop an action plan for future skill development

Option 12: School-developed Option

Focus

This option provides students with the opportunity to develop their knowledge and understanding of a particular area of learning and to design and develop strategies for effective learning. Students are encouraged to actively engage in the learning process by choosing a topic of relevance and interest to them in order to achieve some or all of the outcomes of the course.

Schools are reminded that the selection of the option should not overlap with or be a preparation for Stage 6 subjects.

It may be appropriate for schools to include students' part-time employment as a component of this option.

Outcomes

Note: A student may achieve some or all of the syllabus outcomes as identified below. Teachers should consider and specify the outcomes to be targeted in the development of this option.

A student:

5.1 identifies and interprets employment trends and changes in the nature of work
5.2 identifies and analyses current workplace issues
5.3 defines and assesses the roles and responsibilities of diverse organisations within the community
5.4 examines and evaluates the relationships between diverse organisations in the community
5.5 evaluates and articulates the roles and responsibilities of individuals within the community in a range of contexts
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

15–25 hours

Students learn about:	**Students learn to:**
• a specific area of interest that relates to the education, employment or training sectors which has relevance to students and their personal pathways plans • the relationships between education, employment or training sectors and individuals and/or the community • the roles and responsibilities of education, employment or training organisations in the community • workplace issues specific to a particular organisation, industry or sector • employment trends/changes specific to a particular organisation, industry or sector	• identify, research and analyse issues that relate to the education, employment and training sectors which have relevance to students • research and articulate relationships between education, employment or training sectors and the links to individuals and/or the community • research and articulate the roles and responsibilities of education, employment or training sectors and the links to individuals and/or the community • research and articulate workplace issues that are specific to a particular organisation, industry or sector • research and articulate employment trends/changes that are specific to a particular organisation, industry or sector • use a range of resources to research and analyse issues including the internet and other tools • use a range of communication techniques to articulate concepts related to the selected topic area including electronic media • identify and demonstrate a range of employment and enterprise skills to facilitate participation in self-directed learning environments • connect knowledge and understanding of the selected topic area to personal pathways plans • develop and articulate personal pathways plans using a range of resources and tools including electronic media and the internet • develop and articulate long-term transition plans using a range of resources and tools including electronic media and the internet

Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above content is not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Work Education by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the needs, interests and abilities of each student, schools may integrate Work Education Life Skills outcomes and content across a variety of school and community contexts.

8.1 Outcomes

Objectives Students will develop:	**Outcomes** A student:	
knowledge and understanding of the world of work	LS.1	explores the nature of work and the workplace
	LS.2	explores a range of current work and employment issues
knowledge and understanding of the roles and relationships of diverse sectors within the local and the wider Australian community	LS.3	identifies the roles and responsibilities of a variety of organisations in the community
	LS.4	identifies appropriate support personnel and agencies in the community
knowledge and understanding of the roles of education, employment and training systems in planning and managing life transitions	LS.5	recognises the roles of education, employment and training systems
	LS.6	explores strategies that facilitate effective planning for and management of transition to further education, training and employment
skills in employability, enterprise and pathways planning	LS.7	communicates personal preferences and choices within the context of planning for transition to further education, training and employment
	LS.8	recognises skills for effective participation in the workplace
	LS.9	demonstrates skills for effective participation in the workplace
	LS.10	evaluates personal skills and strengths to facilitate participation in pathways planning
skills in research and communication that relate to the world of work	LS.11	uses a variety of strategies to locate and select information
	LS.12	uses a variety of strategies to organise and communicate information

8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

Outcome LS.1: A student investigates the nature of work and the workplace.	
Students learn about:	**Students learn to:**
• the purposes of work	• explore the meaning of the term 'work' eg from their own experiences and the experiences of others • identify the reasons why people work eg income, interest, ambition, self-development, to provide goods and services, to contribute to society
• the types and variety of work options	• identify types of work options eg paid/ unpaid/voluntary; casual/part-time/full-time; permanent/temporary; indoor/outdoor; alone/with others; self-employed or as an employee; supported/open employment
• the types and variety of workplaces	• recognise links between types of work and workplace environments eg canteen assistant/school canteen; groundsperson/outdoors; builders, tilers, bricklayers/construction sites; drivers/buses, trucks, taxis, trains; self-employed/working from home • identify the variety of organisational features associated with workplaces eg different starting and finishing times, shift work, weekend work, job sharing, supervisory arrangements • identify particular requirements of a range of workplaces eg use of personal protective equipment, tools, behaviour, hygiene
• a range of workplace experiences	• participate in workplace experiences eg within the school/in the community

Outcome LS.2: A student explores a range of current work and employment issues.	
Students learn about:	**Students learn to:**
• roles, rights and responsibilities in the workplace including: – Occupational Health and Safety – Equal Employment Opportunity – anti-discrimination – industrial issues	• identify employees' roles, rights and responsibilities in relation to OHS in the workplace eg need to wear personal protective equipment, identifying hazards, reporting workplace injuries, being safe at work • identify employers' roles, rights and responsibilities in relation to OHS in the workplace eg to provide a safe workplace by acting on hazard and accident reports, and providing training and development • identify employers' roles and responsibilities in relation to Equal Employment Opportunity, anti-discrimination and harassment • identify employees' roles, rights and responsibilities in relation to anti-discrimination and harassment • identify the basic industrial terms and conditions appropriate to particular workplaces eg wages, working hours and leave entitlements

Outcome LS.3: A student identifies the roles and responsibilities of a variety of organisations in the community.	
Students learn about:	**Students learn to:**
• organisations in the community: – government – business – service	• identify the roles of government departments and agencies eg Centrelink, Department of Community Services, Medicare, Australian Taxation Office, Roads and Traffic Authority, Department of Ageing, Disability and Home Care • identify the roles of businesses in the community eg provide goods and services, provide employment opportunities, provide employment services • identify the roles of services in the community eg Rotary, Salvation Army, emergency services, religious organisations, sporting clubs, Lifeline, Kids Help Line, Adult Literacy Help Line

Outcome LS.4: A student identifies appropriate support personnel and agencies in the community.	
Students learn about:	**Students learn to:**
• accessing support services in the community to meet individual needs	• identify individual support needs eg travel assistance, financial assistance, employment assistance • identify appropriate departments, businesses, services or personnel that can assist with individual support needs eg School Counsellors, Careers Advisers, Case Workers, Centrelink – for allowances and employment assistance, RTA – for learner's permits and 'proof of age', Australian Taxation Office – Tax File Numbers, Telstra – for telephone connections, banks – for financial services, Salvation Army – for emergency accommodation, Police Youth Clubs – for leisure activities

Outcome LS.5: A student recognises the roles of education, employment and training systems.	
Students learn about:	**Students learn to:**
• education and training systems	• recognise current education and training options eg TAFE, VET, TVET, in-school traineeships, apprenticeships, supported on-the-job training, other government and non-government funded training • identify the support available through education, employment and training systems to assist access to education and training eg school-based support, TAFE-based support, employment agencies, apprenticeship funding, access and equity funding, other government and non-government funding
• links between education and training systems and employment options	• recognise the prior learning and prerequisite training necessary for a range of employment options eg completion of TAFE and/or VET courses, knowledge of OHS, personal skills • recognise options available for upgrading skills and knowledge in workplace situations eg attending training courses in the workplace, taking on additional roles or responsibilities, undertake TAFE and/or VET courses to acquire particular skills

Outcome LS.6: A student explores strategies that facilitate effective planning for and management of transition to further education, training and employment.	
Students learn about:	**Students learn to:**
• planning and managing the transition to further education, training and employment	• explore education, training and employment options with family, carers and friends • explore options and requirements for education, training and employment with school and community-based personnel • visit a range of education, training and employment environments to observe eg the work of packers, cashiers and assistants in retail outlets, machine operators in a factory, parks and garden personnel at council facilities, assistants at a preschool • recognise strengths, interests and personal care issues that may influence choice of employment • set goals, establish preferences and choices in relation to education, training and employment

Outcome LS.7: A student communicates personal preferences and choices within the context of planning for transition to further education, training and employment.	
Students learn about:	**Students learn to:**
• planning processes to assist transition to further education, training and employment	• recognise the purposes of planning processes and the role of the student in these processes • identify the support personnel who participate in planning processes • understand the role of an advocate
• the communication skills required for effective participation in planning for transition	• articulate goals, preferences and choices and give reasons for these • listen to the views of others involved in the planning processes • negotiate an agreed plan that will facilitate an individualised pathway for education, training and employment

Outcome LS.8: A student recognises skills for effective participation in the workplace.	
Students learn about:	**Students learn to:**
• employee responsibilities	• recognise factors that lead to effective participation in the workplace eg punctuality, reliability, honesty, appropriate personal skills, appropriate interpersonal skills, work ethics, enthusiasm
• rules and requirements for participation in a range of work places eg OHS, anti-discrimination, industrial issues	• identify rules and requirements for workplaces eg use of personal protective equipment, hygiene requirements, break times, respect for coworkers and supervisors

Outcome LS.9: A student demonstrates skills for effective participation in the workplace.	
Students learn about:	**Students learn to:**
• employee responsibilities	• demonstrate skills that lead to effective participation in the workplace eg punctuality, reliability, honesty, appropriate personal skills, appropriate interpersonal skills, work ethics, enthusiasm
• rules and requirements for participation in a range of work places eg OHS, anti-discrimination, industrial issues	• comply with rules and requirements for workplaces eg use personal protective equipment, follow hygiene requirements, take break times when indicated, show respect to coworkers and supervisors

Outcome LS.10: A student evaluates personal skills and strengths to facilitate participation in pathways planning.	
Students learn about:	**Students learn to:**
• identifying personal skills and strengths	• identify personal skills and strengths eg patience, communication skills, negotiation skills, working independently, working with others in teams, prior learning and experiences, work ethics, motivation
• linking personal skills to pathways planning	• map personal skills and strengths in the context of pathways planning • participate in pathways planning

Outcome LS.11: A student uses a variety of strategies to locate and select information.	
Students learn about:	**Students learn to:**
• a variety of strategies to access information to meet a particular need	• locate information using appropriate strategies eg internet, CD-ROMs, encyclopedias, a variety of texts and oral sources • select relevant information from identified sources

Outcome LS.12: A student uses a variety of strategies to organise and communicate information.	
Students learn about:	**Students learn to:**
• strategies for organising information • formats for communicating information	• evaluate and order information • select and use appropriate written, oral and graphic forms to communicate information

9 Continuum of Learning in Work Education K–10

9.1 Stage Statements

Stage statements illustrate the continuum of learning in the *Work Education Years 7–10 Syllabus* and are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

Early Stage 1
At Early Stage 1 students develop an awareness of their own personal characteristics and those of other people. Development of personal awareness and cultural identity is further explored in the context of diversity. Students are able to identify significant people and their roles in their own communities.

Students learn to identify ways in which their own needs and the needs of others may be met individually and cooperatively. Students demonstrate ways in which they can take responsibility for meeting their own needs while also recognising their rights, roles and responsibilities and those of others in the community. Students recognise different forms of communication including verbal and nonverbal forms.

Stage 1
In Stage 1 students begin to identify different roles and responsibilities within families, schools and the local community. Students identify a range of organisations within the community and the people who work within them including paid and unpaid workers.

In developing an understanding of the links between people, technology and the provision of goods and services, students will examine the impact of systems on their lifestyle and the environment.

Students will explore change and the impact of change in their own life and the local community. Students will describe people at various stages in their lives, changes in the local community including the impact of technology and changes within social structures. Students will develop an understanding of the relationship between environments and people and be able to identify ways in which shared responsibility for the environment can be demonstrated.

Stage 2
During Stage 2 students further develop an understanding of changes within the community and the effects that these changes have on individuals, groups and the environment. Students are able to identify the effect of change in a variety of contexts including the local area, the local community and the environment. Students explore and discuss the changing roles and practices of people within the community.

Students identify community groups, compare their local community to other communities and identify the advantages and disadvantages of living within a community. Students will draw links to their local community, the wider Australian community and other places in the world. Students develop a sense of citizenship and describe the different ways in which citizens may value and respect each other. This includes acknowledging the right of people to hold different points of view.

Students explore responsible environmental practices in Stage 2 enabling them to describe the interactions of people with the environment. Resource management is discussed by students including the interaction between people and technology. Students examine the goods and services provided by community organisations and, as a result, are able to discuss the roles and responsibilities of consumers and producers in relation to the environment. Students further examine the contributions made by paid and unpaid workers to the community as well as describing the ways in which people cooperate with each other at work.

Students investigate rights, responsibilities and decision-making processes in the community. Students explore consumer rights and responsibilities, identify the role of work and leisure in people's lives and identify racism, sexism and other forms of inappropriate behaviour.

Stage 3
In Stage 3, students explore Australia's relationship to the world including the contributions it makes and the roles it plays in relation to global issues. This includes the connections between individuals, systems and communities. Students examine ways in which technologies and systems assist in communication. Students examine human rights issues.

Students examine how a range of factors including cultural, religious, historical and economic can impact on their and other people's interaction with the environment.

Students describe and explore cultural diversity, identifying the ways in which education, religion and culture impact on individual perspectives. Students develop an awareness of cultural influences and the contribution different cultures make to the Australian identity. Students examine the contribution of Aboriginal and Indigenous people, women, and diverse cultures, including migrant groups, to Australia. The principles of democracy in the Australian context are considered including examination of significant issues in this area.

Students will examine the roles and responsibilities of a range of government and non-government agencies and the means by which citizens can be empowered to effect change through such organisations.

Stage 4
In Stage 4 students study the mandatory Geography and History courses and may also choose electives in HSIE.

Students of Work Education in Stage 4 demonstrate knowledge and understanding of the world of work and the range of organisations and sectors that make up our community including the local community and wider Australian community. They demonstrate knowledge and understanding of the relationships between education, employment and training systems as they relate to planning and managing their own life transitions. They can describe the types of work available in their community and identify and discuss the characteristics and features of many work opportunities. This includes paid or unpaid work, self-employment and other work opportunities. Students recognise appropriate forms of behaviour in work and other contexts. Students recognise a variety of education, employment

and training organisations and opportunities within their community. They understand the roles that these organisations may play in planning their futures. Students identify goals and personal pathway plans. Students recognise and track their own skills and attributes including employability and enterprise skills. Students research a range of issues using a number of techniques and tools.

Stage 5

In the context of HSIE Stage 5, students examine the main developments in Australia's political, social and cultural history and the changing relationship between Australia and the world. Of particular relevance to Work Education is the exploration of the significant developments in Australia's social and cultural history as well as how rights and freedoms of gender, social, cultural and economic groups have changed. Students explore social, political and cultural events in Australia and are able to evaluate their impact.

Stage 5 Work Education students demonstrate their knowledge of the world of work, communities and the relationship between education, employment and training sectors. Students identify and interpret employment trends, changes in the nature of work, labour force participation and industry changes. Students demonstrate knowledge and understanding of workplace issues including rights, responsibilities, appropriate behaviour and conduct and industrial issues. A variety of industries and organisations within the local community are examined. Education, employment and training systems are examined by students providing them with the capacity to negotiate these systems in order to link them to personal goals and ongoing pathways planning. Students are able to develop transition plans, employing a range of strategies that may be used throughout their life in managing transition phases.

10 Assessment

10.1 Standards

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:
- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Exemplar tasks and student work samples help to elaborate standards.

Syllabus outcomes in Work Education contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

Using standards to improve learning
Teachers will be able to use standards in Work Education as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Work Education will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

10.2 Assessment for Learning

Assessment for learning in Work Education is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. *Assessment for learning* involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Work Education will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:
- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

Assessment for learning:

- **emphasises the interactions between learning and manageable assessment strategies that promote learning**
  In practice, this means:
  – teachers reflect on the purposes of assessment and on their assessment strategies
  – assessment activities allow for demonstration of learning outcomes
  – assessment is embedded in learning activities and informs the planning of future learning activities
  – teachers use assessment to identify what a student can already do.

- **clearly expresses for the student and teacher the goals of the learning activity**
  In practice, this means:
  – students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  – students receive feedback that helps them make further progress.

- **reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark**
  In practice, this means:
  – teachers use tasks that assess, and therefore encourage, deeper learning
  – feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  – assessment is an integral component of the teaching-learning process rather than being a separate activity.

- **provides ways for students to use feedback from assessment**
  In practice, this means:
  – feedback is directed to the achievement of standards and away from comparisons with peers
  – feedback is clear and constructive about strengths and weaknesses
  – feedback is individualised and linked to opportunities for improvement.

- **helps students take responsibility for their own learning**
  In practice, this means:
  – assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.

- **is inclusive of all learners**
  In practice, this means:
  – assessment against standards provides opportunities for all learners to achieve their best
  – assessment activities are free of bias.

10.3 Reporting

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgements about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of levels of achievement for Stage 4 and Stage 5 in Work Education have been developed to provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. These describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while the level 1 description will help identify students who are progressing towards the outcomes for the stage.

At the end of Year 10, teachers of Work Education Years 7–10 will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

At Stage 4 there are four levels of achievement. Level 4 describes a very high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who have are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgements to report student progress in relation to individual learning goals.

10.4 Choosing Assessment Strategies

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of Work Education should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Work Education it is important for teachers to consider:

- the requirements of the syllabus
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Work Education need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Work Education to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Work Education particularly lends itself to the following assessment techniques:

Inquiry-based research assignments and projects
Assessment activities might include:
- workplace research projects, for example, students may investigate many issues through research undertaken in particular workplaces (or a range of them), including small, medium and large enterprises. The project may research the structure of enterprises or the roles of employees
- community-based research project, for example, students may investigate community organisations to identify the roles of volunteer workers in the community
- essays, projects and reports – these may be undertaken in a range of areas, for example, an essay investigating the impact in the local community of government employment initiatives or a project exploring skill shortages in a particular industry area.

When this technique is used for assessment purposes students could be assessed on their ability to:
- interpret and analyse various work-related issues
- evaluate and articulate the roles and responsibilities of many organisations
- construct and communicate arguments regarding a range of issues
- apply research techniques including the use of ICT
- communicate ideas using a range of techniques.

Fieldwork activities – work and community-based learning
Assessment activities might include:
- work experience, for example, students may undertake work experience using a skills logbook/portfolio in which they can track the development of their employability skills, or they can be assessed by employers
- virtual workplace visits – may be used to demonstrate ICT or other skills
- work shadowing, for example, mentoring or similar arrangements
- simulated work environments. These may provide the opportunity for students to demonstrate a range of skills including communication, use of technology, awareness of OHS and teamwork
- MINDshop Excellence program/Transition Teams/AussieHost program/Practice Firms/Young Achievement/Australian Business Week. These may provide opportunities for development and demonstration of enterprise and employability skills in realistic environments
- industry site visits, for example, students may undertake an OHS 'audit' of a work site
- workplace documents, for example, students may fill in real or mock OHS incident reports or other workplace forms.

When this technique is used for assessment purposes students could be assessed on their ability to:
- demonstrate employability and enterprise skills
- communicate effectively in a range of contexts including the workplace
- work independently or in a team
- demonstrate 'work readiness' skills
- use a range of ICT for research purposes
- apply theoretical knowledge and understanding regarding a range of concepts to practical environments.

Presentations

Assessment activities might include:

- class discussions, for example, students may engage in discussion around a range of issues that the syllabus explores including social justice, EEO, anti-discrimination and others
- debates, for example, students may debate 'for and against' joining a union, or the advantages and disadvantages of cross-sectoral partnerships in the community
- individual/group presentations, for example, students may make a verbal presentation on the results of their research into a particular workplace issue such as appropriate behaviour or their experiences after undertaking a workplace visit
- mini-hypotheticals, for example, students may discuss the issues around a particular topic such as workplace legislation. The hypothetical could pose the scenario 'What would the world be like if there was no anti-discrimination legislation?'
- role-plays, for example, students may demonstrate their ability to successfully resolve conflict in the context of a customer/service scenario, or they may stage mock job interviews
- multimedia presentations, for example, these may be incorporated into individual/group presentations or other scenarios drawing on a range of topics or issues.

When this technique is used for assessment purposes students could be assessed on their ability to:

- present and communicate information regarding a range of work-related issues
- select and organise information
- debate a range of perspectives
- articulate a range of values relating to work and community issues.

Peer assessment

Work Education encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task and reflecting on a peer presentation.

Assessment activities might include:

- mock interviews, for example, students may interview each other and provide feedback from the employer perspective
- mock job applications, for example, students may provide feedback to each other regarding CVs and covering letters from the perspective of an employer
- class presentations and/or debates may involve students assessing the strengths and weaknesses of a contentious topic, for example, 'EEO is a waste of time'.

When this technique is used students could be given feedback on their ability to:

- assess and synthesise information
- communicate effectively
- work in a collaborative way.

Self-assessment

In Work Education students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, becoming increasingly more sophisticated and self-initiated as a student progresses.

Assessment activities might include the use of:

- log and/or skills books which provide students with opportunities to track their own personal development of skills
- work or other journals which enable students to track and analyse their own experiences within and outside the classroom
- resumes/CVs/portfolios, for example, students may prepare these using a range of mediums ensuring that there is clear demonstration of skill development and tracking
- application forms, for example, students may complete real or mock application forms for a TAFE or other course, for a university course, for a government or non-government job or forms to access government support/benefits.

When this technique is used students could reflect on their ability to:

- assess their own goals, skills and knowledge
- monitor their own personal development including goals, skills and knowledge
- develop transition and pathways plans.

11 Understanding Key Terms in the Work Education Syllabus

A number of key terms are used throughout the *Work Education Years 7–10 Syllabus.* Information about each term, as used in the syllabus, is provided below. Relevant research papers and literature have been consulted in the development of the information provided. This information does not provide definitions.

The key terms are:
- community partnerships
- employability skills
- enterprise education
- enterprise skills
- Recognition of Current Competencies (RCC)
- Recognition of Prior Learning (RPL)
- social capital
- social entrepreneurship
- the world of work
- transitions
- Vocational Education and Training (VET)
- vocational learning
- workplace culture.

Community partnerships
Quoting from the Prime Minister's Community Business Partnership website[3] and the document *Partnerships – Making Them Work*:

> Successful partnerships are relationships aimed at achieving goals that either partner would be unable to achieve in isolation. They are collaborative, long-term relationships using innovative and flexible methods to achieve these goals. The concept of a socially beneficial collaboration between community and business is not a new one, and many sectors of society will benefit from the sharing of skills, knowledge and resources. [4]

The relevance of 'partnerships' to the Work Education syllabus is twofold. Firstly, in terms of students *learning about* partnerships – what they are, who is involved, the social/environmental/other impact, and the results in terms of employment/other indicators. Secondly, in terms of the need for community partnerships in the delivery of work and community-based learning and the promotion of successful transitions for young people.

The *New Framework for Vocational Education in Schools* stresses that:

> Successful transitions for young people are enhanced when their diverse learning needs are supported and responded to by community based partnerships involving schools, training providers, business/industry and employers, educational institutions, government agencies and the wider community.[5]

[3] www.partnership.zip.com.au/
[4] Prime Minister's Community Business Partnership, p 2.
[5] MCEETYA Taskforce on VET in Schools, 2000, p 17. It also describes the relevance of community partnerships in the context of student transitions as well as providing a definition of the term.

Transitions are enhanced by:

- broadening the role of key stakeholders (schools, employers, parents, government, community groups and young people) significantly so they overlap and intermesh
- developing mechanisms that allow community partnerships to
  - bring together stakeholders in providing programs and services for young people
  - act as an 'umbrella organisation' providing stakeholders with a common focus
  - respond to local school-to-work issues in ways appropriate to the region
  - promote more efficient use of resources
  - promote local responses to national and statewide agendas.[6]

Employability skills

Currently, there is no national agreement about an employability skills framework. The Mayer Key Competencies remain the only nationally endorsed set of competencies related to work. The Mayer Report notes that:

> Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are also essential for effective participation in further education and in adult life more generally. [7]

The key competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology
- cultural understandings.

Some stakeholders believe that the key competencies do not adequately reflect current discussion or requirements in relation to employability skills. The key competencies do not, for example, include 'attributes'. Some of this debate is captured in a recent National Centre for Vocational Education Research (NCVER) paper, 'Review of Research: Generic Skills for the New Economy',[8] which discusses a range of developments since the endorsement of the key competencies.[9]

[6] MCEETYA Taskforce on VET in Schools, p 18.

[7] *Key Competencies: Report of the Committee to Advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on Employment-related Key Competencies for Postcompulsory Education and Training*, 1992, Australian Education Council and Ministers for Vocational Education, Employment and Training, p ix.

[8] 2001, NCVER, South Australia.

[9] Recent debate has centred on the 'Employability Skills Framework' developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia. The National Centre for Vocational Education Research notes that there are:

> … a number of major issues that need to be addressed in possibly adapting the current set of key competencies to the new context of the 21st century. These include the requirement to link learning, skill, enterprise and knowledge strategies through a set of generic skills which underpins performance across these domains, to adapt the generic skills to other changes in the workplace including the emergence of the high performance workplace, and to identify a set of key generic skills which are developmental in the sense of providing a basis for lifelong learning and re-skilling. (p 28)

Research about employability skills also includes an exploration of opportunities to acquire generic work skills. Within this context the syllabus has drawn from four Certificate I units of competency from the national Business Services Training Package as the basis for the development of four options. They are considered representative of 'generic' work skills.

Enterprise education

The following quotation is from the MCEETYA's nationally endorsed *New Framework for Vocational Education in Schools:*

> Enterprise education is generally accepted to be directed towards developing a learning culture which results in greater numbers of students enthused and equipped to identify, create, initiate and successfully manage personal, business, work and community opportunities. As a result, it has significant potential for contributing to students' general education, vocational learning and preparation for the world of work. It has the particular benefit of bridging the so-called divide between academic and applied learning. It also gives young people a means of acquiring and exercising skills such as initiative, problem solving, creativity, adaptability and flexibility, and translating them into practical action.[10]

Enterprise skills[11]

There are a number of definitions relating to 'enterprise skills'. It is generally agreed that 'enterprise skill development' refers to concepts such as innovation, initiative, creativity, flexibility and adaptability.

A recent Commonwealth publication, *Enterprise Education in Secondary Schools,* describes 'enterprise skills and attributes' as:

- Generating and using creative ideas and processes
- Identifying, creating, assessing and taking advantage of opportunities
- Using initiative
- Identifying, assessing and managing risks
- Gathering and managing resources
- Matching personal strengths and weaknesses to undertakings
- Being flexible and dealing with change
- Monitoring and evaluating personal and others' performance
- Interpersonal communication and influencing skills. [12]

The 'Employability Skills Framework' cites the following as 'initiative and enterprise skills':

- adapting to new situations;
- developing a strategic, creative, long-term vision;
- being creative;
- identifying opportunities not obvious to others;
- translating ideas into action;

[10] p 21.
[11] In light of the lack of national agreement regarding a definition of 'enterprise skills' a number of examples are presented.
[12] Curriculum Corporation, 2002, Commonwealth Department of Education, Science and Training (DEST), Canberra, p 4.

- generating a range of options; and
- initiating innovative solutions. [13]

Recognition of Current Competencies (RCC)
The definition for RCC is taken directly from the Australian National Training Authority's (ANTA) website:[14]

> … the acknowledgement of competencies currently held by a person, acquired through training, work or life experience. More commonly known as recognition of prior learning.

Recognition of Prior Learning (RPL)
The definition for RPL is taken directly from the Australian National Training Authority's (ANTA) website:

> … the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Social capital
The World Bank defines social capital as follows:

> Social capital refers to the institutions, relationships and norms that shape the quality and quantity of a society's social interactions. Increasing evidence shows that social cohesion is critical for societies to prosper economically and for development to be sustainable. Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together.[15]

The Australian Bureau of Statistics (ABS) defines it as:

> Social capital relates to:
> - resources available within social groups, such as families, community, firms, social clubs.
> - the networks of mutual support, reciprocity, trust and obligation.
>
> Social capital can be accumulated when people interact with others in families, workplaces, neighbourhoods, local associations and a range of informal and formal meeting places.
>
> The ABS is adopting the OECD definition of social capital: 'networks, together with shared norms, values and understandings which facilitate cooperation within or among groups'.[16]

[13] Australian Chamber of Commerce and Industry & Business Council of Australia, *Employability Skills for the Future,* p 42.
[14] www.anta.gov.au, Glossary.
[15] www.worldbank.org
[16] www.abs.gov.au

Social entrepreneurship
The Social Entrepreneurs Network describes social entrepreneurship as follows:

- Social entrepreneurs are people who possess both an innovative idea for social change and the entrepreneurial drive to achieve its realisation.
- Their distinctive form of entrepreneurship involves harnessing resources and mobilising diverse participants in the creation of self-sustaining solutions that benefit society.
- They use best practice commercial, management and risk-taking skills to create solutions to social problems.
- Social entrepreneurs can be found in for-profit, not-for-profit, or government settings.
- Social enterprises take many forms.[17]

The world of work[18]
The world of work is changing, as are the patterns of work. These factors influence how individuals understand, choose, develop and change careers.

A career in the current world of work is likely to involve:

- a range of different jobs
- work for a number of organisations
- experience in more than one industry
- the opportunity to develop more than one interest or talent
- varying work arrangements (eg full-time, temporary, contract, self-employment)
- lifelong learning
- times of unemployment and underemployment

as well as voluntary and unpaid work.

To be successful, an individual must:
- become proactive and take responsibility for their own direction and growth
- know what type of lifestyle they want
- master a new set of skills to become self-determining in a climate of rapid change
- understand the patterns of work and anticipate future trends.

A career is the sum total of paid and unpaid work, learning and life roles undertaken by an individual throughout their life.

The term ‘career’ was traditionally associated with paid employment and referred to a single occupation. In the current world of work the term ‘career’ is seen as a continuous process of learning and development and can include:

- Work experience
- Community involvement
- Employment
- Life roles
- Enterprise activities

[17] www.sen.org.au
[18] The information regarding ‘the world of work’ is drawn from the ‘My Future’ website (www.myfuture.edu.au) which is a joint initiative of Commonwealth, State and Territory governments.

- Cultural activities
- Training
- Education
- Interests
- Sport
- Volunteer work.

Transitions

'Transitions occur throughout life with increasing frequency and diversity'. [19] There are a number of transition points for young people including the movement from primary to secondary education and the transition from school to post-school pathways. Young people make the transition from compulsory school education to a range of options including post-compulsory school education, further training, employment and others.

A broader interpretation in *Footprints to the Future*[20] discusses transition to independence. It says that transition implies movement between states or stages. Independence is 'a gradient, a gradually enhanced capacity to exercise judgement and make choices'. The key elements are:

- an enhanced sense of individual empowerment;
- active participation in social and economic life;
- active and responsible citizenship; and
- the capacity to be adaptable, flexible and resilient.

'… [I]ndependence entails having the means, capacity, confidence and orientation to interact with others on an equal footing'[21] along all of the dimensions of young people's transitions.

Vocational Education and Training (VET)

ANTA defines VET as follows:

> … post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), and further education and training (FET).
> …
> **VET in Schools** allows school students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their secondary school certificate. The VET component of their studies gives them credit towards a nationally recognised VET qualification. In this way, participants can keep their options open to pursue further full-time or part-time vocational training or to move into tertiary studies after school.[22]

[19] MCEETYA Taskforce on VET in Schools, p 12.
[20] Prime Minister's Youth Pathways Action Plan Taskforce, 2001, Canberra, ACT.
[21] Prime Minister's Youth Pathways Action Plan Taskforce, p 4.
[22] www.anta.gov.au, Glossary.

Vocational learning

MCEETYA's *New Framework for Vocational Education in Schools* states:

> Vocational learning is general learning that has a vocational perspective. It includes elements such as general employability skills, enterprise education, career education and community and work based learning. [23]

Workplace culture

Work Education includes the concept of 'workplace culture'. The culture of an organisation, industry or workplace can have a strong impact on a range of factors including performance, relevance and competitiveness.

The culture of an organisation may be described as the unofficial 'guidelines' that characterise that organisation. This can impact on or reflect values, behaviour, procedures and operations.

Organisational culture may be described as 'a cognitive framework consisting of attitudes, values, behavioral norms and expectations shared by organization members'. [24]

[23] MCEETYA Taskforce on VET in Schools, p 21.
[24] J Greenberg & R A Baron, 1993, *Behavior in Organizations,* 4th edn, Allyn & Bacon, Boston, p 313.