



Work Education Years 7–10

Advice on Programming and Assessment

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Contents

1	Introduction.....	4
2	Advice on Assessment.....	5
	2.1 Assessment for Learning	5
	2.2 Planning for Effective Learning and Assessment	6
	2.3 Designing Effective Learning and Assessment	7
	2.4 Sharing Learning and Assessment Intentions.....	8
	2.5 Effective Feedback to Students.....	8
	2.6 Recording Evidence for Assessment	8
3	Practical Programming and Assessment.....	10
	3.1 Establishing a Scope and Sequence Plan.....	10
	3.2 Programming Units of Work	12
	3.3 Stage 5 Sample Unit of Work: Unit 2 – The World of Work	16
	3.3.1 Annotated Sample Assessment Activity: Community Partnerships – What they mean to me.....	29
	3.3.2 Sample Assessment Activity: ‘Employer-Speak’	32
	3.4 Stage 5 Sample Unit of Work: Unit 3 – Australian Workplaces	34
	3.4.1 Sample Assessment Activity: What’s that Organisation? Unions and Industry Associations.....	42
	3.4.2 Sample Assessment Activity: On a road to....? Developing Pathways Plans.....	44
4	References and Resources	46

1 Introduction

This support document has been designed to help teachers understand key aspects of the new *Work Education Years 7–10 Syllabus* and to provide guidance for implementation. The document shows how these aspects can be incorporated in teaching and learning programs, and how these programs are underpinned by the principles of *assessment for learning* (*Work Education Years 7–10 Syllabus*, p 66).

The document provides advice about constructing a program that will cover the scope of Work Education for a stage. It sets out a process for planning and sequencing units of work, and developing teaching and learning activities.

The sample stage program plans and the sample units of work in this document demonstrate ways in which teachers can build a teaching and learning program and develop units of work to ensure coverage of the scope of the syllabus.

The document contains two sample units of work for Stage 5:

- **The World of Work** aims to increase students' knowledge and understanding of 'work' through exploration of workplace issues, workplace legislation, appropriate behaviour in the workplace, the different types of work and access to work. A range of practical work-related skills are developed including communication, use of technology and workplace safety.
- **Australian Workplaces** provides students with the opportunity to explore a range of contemporary industrial issues including union membership, awards and enterprise agreements, workforce participation and globalisation. Students will develop employability skills through the integration of work and community-based learning experiences.

These sample units can be used as models for planning units of work. They include:

- relevant outcomes and content
- assessment activities that have been designed and integrated into the units of work
- different types of possible feedback
- a variety of teaching and learning experiences
- opportunities for student reflection.

An assessment activity from each unit has been selected to show how assessment can fit into teaching and learning sequences. They are described in some detail to illustrate the process of *assessment for learning*. Teachers would not provide this level of detail in day-to-day classroom situations. The units of work and activities may be modified or amended to suit the needs, interests and abilities of students.

For a small percentage of students with special education needs who are undertaking Life Skills outcomes and content, support materials will be provided which will assist in the development of a meaningful and relevant program of study related to the *Work Education Years 7–10 Syllabus*. Units of work adapted for students undertaking Work Education Life Skills will be included in a consolidated document that will be distributed to schools early in 2004.

2 Advice on Assessment

2.1 Assessment for Learning

The Board’s revised syllabuses advocate *assessment for learning*. Assessment that enhances learning recognises that learners use their current understanding to discover, develop and incorporate new knowledge, understanding and skills. *Assessment for learning* helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment occurs as an integral part of teaching and learning. Teacher instruction and assessment influence student learning and learning processes. This involves using assessment activities to clarify student understanding of concepts, and planning ways to remedy misconceptions and promote deeper understanding.

Assessment for learning encourages self-assessment and peer assessment. Students can develop and use a range of strategies to actively monitor and evaluate their own learning and the learning strategies they use.

The feedback that students receive from completing assessment activities will help teachers and students decide whether they are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills. Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

By integrating learning and assessment, the teacher can choose which aspects of a student’s performance to record. These records can be used to monitor the student’s progress, determine what to teach next and decide the level of detail to be covered. At key points, such as the end of the year, this information is also available for the teacher to use to form a judgement of the student’s performance against levels of achievement. This judgement can be used to inform parents, the next teacher, and especially the student, of the student’s progress. Consequently, teachers using their professional judgement in a standards-referenced framework are able to extend the process of *assessment for learning* into the assessment of learning.

Principles of assessment for learning

Assessment for learning:

- AP1 emphasises the interactions between learning and manageable assessment strategies that promote learning
- AP2 clearly expresses for the student and teacher the goals of the learning activity
- AP3 reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- AP4 provides ways for students to use feedback from assessment
- AP5 helps students take responsibility for their own learning
- AP6 is inclusive of all learners.

Details on how these principles translate in practice can be found on page 68 of the *Work Education Years 7–10 Syllabus*. One activity in this document has been annotated to show how the principles of *assessment for learning* feature in that activity. It can be found on page 29.

2.2 Planning for Effective Learning and Assessment

The sample units show ways in which teachers can meet the needs, interests and abilities of their students while assessing their progress towards a demonstration of outcomes. The sample units also illustrate ways in which assessment activities may be integrated into the teaching and learning sequence. They will assist teachers to understand the importance of:

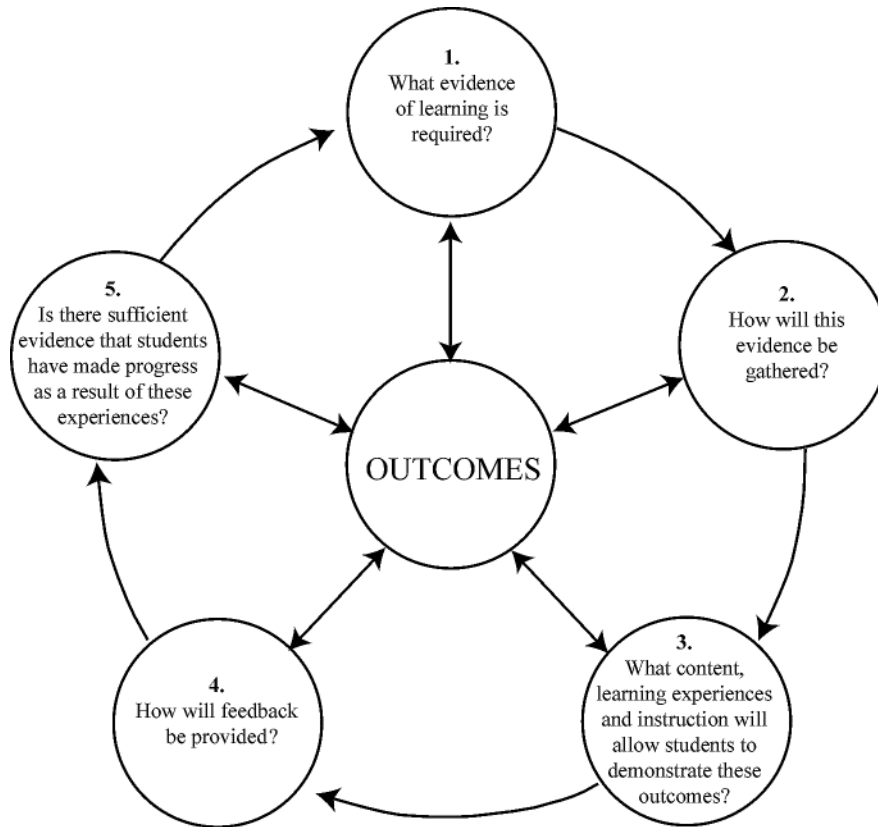
- being explicit about the outcomes and content they are addressing
- being explicit about the evidence required to demonstrate student learning
- providing meaningful feedback to students
- adapting teaching and learning programs to students' demonstrated needs
- having a sound basis for modifying future teaching and learning programs (in light of students' demonstrated needs).

The sample units provide opportunities for students to engage in questioning and dialogue, self-assessment, peer assessment and reflection. Through these activities students can become clear about their own learning, understanding and needs.

The sample units of work have been developed using the following process:

- 1 identify the outcomes that will be addressed in the unit
- 2 decide on the focus of the unit of work
- 3 decide on the evidence of learning that will be required, how students will demonstrate learning in relation to the outcomes and how this evidence will be gathered and recorded
- 4 select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop
- 5 plan the learning experiences and instruction, and identify the *assessment for learning* strategies that will provide the evidence of learning, checking that:
 - a range of assessment strategies is used
 - meaningful feedback in a variety of forms can be given to students
 - opportunities are provided to reflect on student progress and modify future learning experiences accordingly.

The following diagram summarises a model for integrating learning and assessment. It emphasises that outcomes are central to the decisions teachers make about the learning to be undertaken and the evidence of learning that needs to be collected. This evidence enables teachers to determine how well students are achieving in relation to the outcomes and to provide students with feedback on their learning.



Evidence of learning assists teachers and students to decide if students are ready for the next phase of learning or if teachers need to adapt programs to provide further learning experiences to consolidate students' knowledge, understanding and skills.

2.3 Designing Effective Learning and Assessment

Designing effective learning experiences requires the selection of activities that develop students' knowledge, understanding and skills and that allow evidence of learning to be gathered. Methods of gathering evidence could include informal teacher observation, questioning, peer evaluation and self-evaluation, as well as more structured assessment activities. Assessment should be an integral part of each unit of work and should support student learning.

When designing assessment activities, teachers should consider whether the activity:

- has explicitly stated purposes that address the outcomes
- is integral to the teaching and learning program
- shows a clear relationship between the outcomes and content being assessed
- allows students to demonstrate the extent of their knowledge, understanding and skills
- focuses on what was taught in class and what students were informed would be assessed
- provides opportunities to gather information about what further teaching and learning is required for students to succeed
- provides valid and reliable evidence of student learning and is fair.

2.4 Sharing Learning and Assessment Intentions

Students must be aware of what they need to do to demonstrate evidence of learning. This information could be conveyed informally or formally by the teacher, as appropriate for the learning activity. Students should be informed of the criteria that will be used to assess their learning. They should be clear about the meaning of the language used, and the subject-specific terminology. They also need to be clear about any sources or stimulus materials that are appropriate to the activity.

It may be helpful to give students models of good responses and templates, or procedures to help them demonstrate the extent of their knowledge, understanding and skills.

2.5 Effective Feedback to Students

The aim of feedback is to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. Feedback enables students to recognise their strengths and areas for development, and to plan with their teacher the next steps in their learning. They are then given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Student self-reflection and peer evaluation can also provide valuable feedback to students. Students should be provided with regular opportunities to reflect on their learning.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths and state clearly how students can improve.

Forms of feedback include:

- oral discussion with class, groups or individual students
- written annotations
- general comments to the class about those aspects of the activity in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation.

2.6 Recording Evidence for Assessment

Recording student performance needs to be manageable. Teachers should make decisions about which aspects of student performance on an assessment activity should be recorded, and in what format. The teacher can use this information to ascertain students' progress, what needs to be taught next and to what level of detail, and to form a judgement of student achievement at key points.

Record-keeping should reflect the reporting processes of the school and may take the form of individual comments or notations, marks, grades or visual representations for the activities.

A scale such as the one below may be a useful way to summarise the extent of students' learning. This example shows how individual students performed on the same assessment activity.

Student	Activity – 'Employer-Speak'		
A			x
B	x		
C			x
D	x		
E		x	
F	x		
	Progressing	Satisfactory	High

This method can be adapted to capture evidence of an individual student's strengths and weaknesses on various elements of one activity, or the performance of a particular student, class, group or cohort of students, across a range of assessment activities.

3 Practical Programming and Assessment

3.1 Establishing a Scope and Sequence Plan

Scope

To ensure an appropriate scope when developing a Work Education course a number of factors need to be considered including:

- coverage of syllabus outcomes
- length of time for each unit of work
- achieving a balance between the practical and theoretical components
- student interests and needs.

The syllabus provides advice to assist in the achievement of an appropriate scope when developing a Work Education course. Part 1 and Part 2 of the core each address all of the syllabus outcomes. Both 100-hour and 200-hour courses must include at least Core Part 1 and/or Core Part 2. The selection of options should therefore consider the outcomes that are targeted and those that would be most beneficial to students for further development. Options should be chosen that are of interest to students as well as providing the most opportunity for further development of skill and knowledge in areas that are not addressed in other subjects or school activities. When choosing options a balance should be maintained between skill development or practical outcomes and theoretical or ‘knowledge’ outcomes.

The syllabus identifies *indicative* hours for Core Part 1, Core Part 2 and the options. Core Part 1 and Core Part 2 comprise 30 indicative hours each, while it is expected that the options should be taught for between 15 – 25 indicative hours. Both Core Part 1 and Core Part 2 are divided into four topics with indicative hours identified for each topic. The advice provided in the syllabus will therefore assist in determining the length of units of work.

The following tables demonstrate the mapping of syllabus outcomes for a sample 100-hour and a sample 200-hour course.

Sample 100-hour Course

Outcomes	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11
Core Part 1, Topic: <i>Transition Planning</i>	✓		✓			✓	✓	✓	✓	✓	✓
Core Part 1, Topic: <i>What is Work?</i>	✓	✓		✓	✓			✓	✓	✓	✓
Core Part 1, Topic: <i>Introduction to Workplace Safety</i>		✓	✓		✓			✓		✓	✓
Core Part 1, Topic: <i>Enterprise Initiatives</i>	✓		✓	✓	✓			✓	✓	✓	✓
Core Part 2, Topic: <i>Workplace Rights and Responsibilities</i>		✓	✓		✓					✓	✓
Core Part 2, Topic: <i>Exploring Post-school Pathways</i>	✓	✓				✓	✓	✓	✓	✓	✓
Core Part 2, Topic: <i>Technology and Communication</i>		✓						✓		✓	✓
Core Part 2, Topic: <i>Partnerships in the Community</i>			✓	✓	✓					✓	✓
Option 8: <i>Contemporary Workplace Issues</i>		✓	✓	✓	✓			✓		✓	✓
Option 11: <i>Learning in the Workplace</i>		✓				✓	✓	✓	✓	✓	✓

Sample 200-hour Course

Outcomes	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10	5.11
Core Part 1, Topic: <i>Transition Planning</i>	✓		✓			✓	✓	✓	✓	✓	✓
Core Part 1, Topic: <i>What is Work?</i>	✓	✓		✓	✓			✓	✓	✓	✓
Core Part 1, Topic: <i>Introduction to Workplace Safety</i>		✓	✓		✓			✓		✓	✓
Core Part 1, Topic: <i>Enterprise Initiatives</i>	✓		✓	✓	✓			✓	✓	✓	✓
Core Part 2, Topic: <i>Workplace Rights and Responsibilities</i>		✓	✓		✓					✓	✓
Core Part 2, Topic: <i>Exploring Post-school Pathways</i>	✓	✓				✓	✓	✓	✓	✓	✓
Core Part 2, Topic: <i>Technology and Communication</i>		✓						✓		✓	✓
Core Part 2, Topic: <i>Partnerships in the Community</i>			✓	✓	✓					✓	✓
Option 1: <i>Using Technology in the Workplace</i>	✓	✓						✓		✓	✓
Option 3: <i>Life Transitions</i>		✓			✓	✓	✓	✓	✓	✓	✓
Option 4: <i>Community Participation</i>			✓	✓	✓			✓		✓	✓
Option 5: <i>Learning about the Workplace</i>	✓	✓			✓			✓	✓	✓	✓
Option 6: <i>Workplace Communication</i>								✓		✓	✓
Option 7: <i>Workplace Environments</i>	✓	✓						✓	✓	✓	✓
Option 8: <i>Contemporary Workplace Issues</i>		✓	✓	✓	✓			✓		✓	✓

Sequence

There are a number of ways in which teachers may sequence a Work Education course. The most straightforward approach may be to teach the core/s first followed by the options. An alternative approach is to identify themes or subject areas and use these as the basis for developing units of work. Both core topics and options may be grouped accordingly. For example, a unit of work focusing on safety issues may be developed using the Topic Introduction to Workplace Safety and the Option Workplace Safety. Another example may be to teach the Topics Transition Planning and Exploring Post-school Pathways concurrently or sequentially as one unit. The syllabus also provides some advice on sequencing using a theme (see the focus for each core topic).

Other issues to consider when sequencing a course in Work Education may include:

- the timing of work or community-based activities in relation to other school activities, for example, work experience or work placements should not be scheduled during examination periods
- the ‘work readiness’ of students should be assessed if work or community-based learning opportunities are being used. This should include ensuring students have an appropriate understanding of occupational health and safety issues and general workplace behaviour and conduct. It would be inappropriate to begin a Work Education course with work experience
- ensuring that students have the opportunity to develop and practice skills for the duration of the course rather than in one block. This is particularly important in relation to the development of employability and practical skills.

The following provides an example of a 100-hour course which uses themes or subject areas to identify units of work. The course is comprised of four units.

Sample 100-hour Course

Unit	Name	Syllabus Components	Indicative Hours
1	Self-awareness and Pathways Planning	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>Transition Planning</i> • Core Part 2, Topic: <i>Exploring Post-school Pathways</i> 	24
2	The World of Work	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>What is Work?</i> • Core Part 2, Topic: <i>Workplace Rights and Responsibilities</i> • Core Part 1, Topic: <i>Introduction to Workplace Safety</i> • Core Part 2, Topic: <i>Technology and Communication</i> 	24
3	Australian Workplaces	<ul style="list-style-type: none"> • Option 8: <i>Contemporary Workplace Issues</i> • Option 11: <i>Learning in the Workplace</i> 	48
4	Enterprising Communities	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>Enterprise Initiatives</i> • Core Part 2, Topic: <i>Partnerships in the Community</i> 	8

The following provides an example of a 200-hour course also using themes or subject areas to identify units of work. The course is comprised of six units.

Sample 200-hour Course

Unit	Name	Syllabus Components	Indicative Hours
1	Planning and Managing Transitions	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>Transition Planning</i> • Option 3: <i>Life Transitions</i> 	34
2	Workplace Basics	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>What is Work?</i> • Core Part 2, Topic: <i>Workplace Rights and Responsibilities</i> • Option 8: <i>Contemporary Workplace Issues</i> 	38
3	Technology as a Communication Tool in the Workplace	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>Technology and Communication</i> • Option 1: <i>Using Technology in the Workplace</i> • Option 6: <i>Workplace Communication</i> 	40
4	Workplace Survival	<ul style="list-style-type: none"> • Core Part 2, Topic: <i>Introduction to Workplace Safety</i> • Option 5: <i>Learning about the Workplace</i> • Option 7: <i>Workplace Environments</i> 	48
5	Enterprising Skills in Practice	<ul style="list-style-type: none"> • Core Part 1, Topic: <i>Enterprise Initiatives</i> • Core Part 2, Topic: <i>Exploring Post-school Pathways</i> 	15
6	Exploring Communities	<ul style="list-style-type: none"> • Core Part 2, Topic: <i>Partnerships in the Community</i> • Option 4: <i>Community Participation</i> 	25

3.2 Programming Units of Work

The sample units of work that follow are designed to assist teachers in planning for the implementation of the *Work Education Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content. Each unit of work relates to a particular area of the syllabus.

Note that the assessment activities are described in some detail to illustrate the process of *assessment for learning*. Teachers need not provide this level of detail in day-to-day classroom situations.

Before developing teaching programs, teachers should give consideration to the following points.

Student Profile

Before choosing options (and core topics when applicable) the teacher should develop a student profile to assist in determining what areas of the syllabus will most benefit the development of student skill and knowledge as well as best cater for their areas of interest. Questions to consider may include:

Who are the students? What are their particular needs and interests? Are the students at risk of leaving school early? Have the students chosen the course independently? Do the students represent a particular Indigenous, cultural, linguistic, or social group?

Local Community Profile

There is a strong focus on community and community partnerships in the Work Education syllabus. It is important therefore that the local community is represented and involved as much as possible when delivering the course. Identifying a variety of organisations and personnel that may be willing to participate in the Work Education course will help to ensure a diverse range of organisations and groups are included. Organisations and personnel may be used as part of a range of teaching and learning strategies including workplace learning experiences, workplace visits, audits and surveys, guest speakers, mentors and case studies. While it may not always be possible to directly involve local organisations and personnel in the course it is important that the local community is drawn upon wherever possible.

Questions to consider may include:

What is the cultural, linguistic, socio-economic make-up of the community? What is the nature of employment in the area? Does the school have a good relationship with local employers and other organisations? Is there a strong community network? What other organisations are in the community – community and non-profit organisations, government agencies, Indigenous organisations, others? Are there parent and community groups working with the school already (P&C, ASSPA, others)?

Community/Employer Participants

Ensure guest speakers, employers, parents/community representatives and other personnel are asked well in advance to assure their availability and participation. They should be properly briefed regarding their role and, where possible, involved in the planning process.

Employability Skills

The development of employability skills through the course is one of the objectives of the Work Education syllabus. See Section 11 of the Syllabus: Understanding Key Terms in the Work Education Syllabus for further information and advice regarding definitions of employability skills and employability skills frameworks. It may also be possible to use information provided by local employers, for example through a survey asking them what they think the critical employability skills are. Other suggestions include refining students' ideas and building on their understanding of employability skills while also keeping in touch with national research and discussion in this area. Questions to consider may include:

What are employability skills? How are employability skills going to be developed throughout the course? How can skill development be tracked?

Skills and Log Books

While the syllabus does not specify the use of skills and/or log books, it is recommended. Specific resources are not mandated and there are many readily available. Skills and log books provide a range of opportunities and benefits for students including:

- the ability to track and document their own skill development
- a portfolio of evidence that may be used for Recognition of Prior Learning (RPL) with Registered Training Organisations (in particular in relation to the four options that are based on units of competency from the Business Services Training Package)
- a portfolio of evidence for presentation to future employers.

Resources

Before ‘reinventing the wheel’, find out what else is available within the school, in other schools and in the community. Many organisations have resources available that are specifically developed for schools and students: for example the Australian Council of Trade Unions (ACTU) website identifies materials relevant to a number of topics. Share information with colleagues who are also teaching Work Education or have taught it before. Questions to consider may include:

What resources are available in the school? What resources can be accessed outside the school? What other resources should be considered (for example community members, parents, family, volunteers, employers, non-profit organisations, government agencies, other students, other schools, the internet)? What have other schools/communities done?

Timetabling

Timetabling is a practical consideration that may affect how a range of teaching and learning strategies, including workplace learning experiences, can be implemented. Consideration should be given to timetabling issues when programming and developing teaching and learning strategies. Questions to consider may include:

When will the course be taught? How much time will there be? Are there opportunities for blocks of time (to facilitate workplace learning)? What timetabling issues need to be taken into account?

Timing

There is a range of activities that may complement the study of Work Education, for example Australian Business Week, Youth Week, Reconciliation Week, charitable days (for example Jeans for Genes Day), Young Achievement Australia, Skills Challenge, etc. Where possible, capitalise on these opportunities and use them to enhance the delivery of the course for students.

Careers and other vocational education programs

Consider what other career, enterprise and vocational education programs are currently offered in the school. Work Education courses should complement these, not overlap or duplicate them.

Legal and System Requirements

Legal requirements may need to be considered when exploring teaching and learning strategies for Work Education. These may include child protection legislation and occupational health and safety. Processes and procedures specific to education systems may also need consideration, for example work-experience documentation.

Sample Units of Work - Overview

The two sample units of work and four *assessment for learning* activities that follow are designed to assist teachers as they plan for the implementation of the *Work Education Years 7–10 Syllabus*. The units provide programming ideas for selected syllabus content. The sample units and activities are as follows:

Sample Unit of Work	Sample Assessment for Learning Activities
Unit 2: The World of Work (page 16)	Activity 2.1 Community Partnerships – What they mean to me (page 29) Activity 2.2 ‘Employer-Speak’ (page 32)
Unit 3: Australian Workplaces (page 34)	Activity 3.1 What’s That Organisation? Unions and Industry Associations (page 42) Activity 3.2 On a road to? Developing Pathways Plans (page 44)

Both units and activities are taken from the sample 100-hour course as described in the Scope and Sequence section above (pages 10–12). Both units link with and make reference to Unit 1: Self Awareness and Pathways Planning and Unit 4: Enterprising Communities from the sample 100-hour course. (Units 1 and 4 are not presented below.)

The sample 100-hour course and the four units of work (including the *assessment for learning* activities) have been piloted and tested in NSW schools by students and teachers of Work Education. Based on feedback from this trial **it is not expected that every teaching/learning strategy presented below would be used in the delivery of the course.** Teachers should tailor delivery according to the needs and interests of students within the constraints of the school and community environment.

Each unit of work includes:

- unit description
- outcomes (drawn directly from the syllabus)
- syllabus content – students *learn about...*
- syllabus content – students *learn to...*
- integrated learning experiences, instruction and assessment
- evidence of learning
- feedback
- resources.

3.3 Stage 5 Sample Unit of Work: Unit 2 – The World of Work

Targeted 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
- 5.3 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.

Unit Description:

This unit aims to increase students’ knowledge and understanding of the ‘world of work’ through a range of practical activities. In the first instance students should develop an understanding of the concept ‘work’. Basic work readiness skills and knowledge are then developed including communication techniques, safety, and appropriate conduct in the workplace. Students will explore a range of legal issues including anti-discrimination legislation and privacy/confidentiality.

Indicative Hours: 24

Resources:

- internet
- WorkCover materials
- magazines, journals, newspapers
- office equipment
- guest speakers
- school/organisation manuals/handbooks
- data projector and powerpoint software
- word processing equipment

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> the range of work opportunities within the community including paid, unpaid and self-employment 	<ul style="list-style-type: none"> define the term ‘work’ and apply this to their own experience discuss the contribution of work, paid and unpaid, to the Australian economy 	<ul style="list-style-type: none"> Teacher-led brainstorming session: ‘what is work?’, ‘what is the difference between paid and unpaid work?’, ‘what work do <i>you</i> do?’, ‘why do people work?’, ‘compare the cash economy to a subsistence economy’. Students develop an inventory of their own work patterns (paid and unpaid). Students develop a personal (or class) definition of work. 	<ul style="list-style-type: none"> Contributions to discussion of the concepts ‘work’, ‘paid/unpaid’, ‘work satisfaction’. This may include suggestions, asking questions, etc. Work inventory (written). Work definition (oral or written). 	<ul style="list-style-type: none"> Oral: using questions to assess understanding of the concepts ‘work’, ‘paid/unpaid’, ‘work satisfaction’. Written feedback regarding understanding of the concept of ‘paid/unpaid’ work. Oral: compare class definition to ‘formal’ definition.
<ul style="list-style-type: none"> the characteristics of a range of work opportunities 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students brainstorm occupations/jobs, creating a class list. As a class or in small groups students classify jobs into categories, for example outdoor, human services, etc. Students interview friends/relatives regarding hours of work, physical environment, rewards, and form of payment. Students report back to class, building on ‘categories’ and occupations. 	<ul style="list-style-type: none"> Contributions to discussion regarding identification of occupations /jobs. Contributions to and participation in team/group work on job classification. Oral presentation: effective communication and presentation of information. 	<ul style="list-style-type: none"> Oral feedback to the group regarding accuracy of job classification. Oral: comments regarding style/presentation, accuracy of information. Peer review: the ‘audience’ asks questions regarding information presented or comments on the accuracy of the presentation.
<ul style="list-style-type: none"> processes and procedures for entering education, employment and training 	<ul style="list-style-type: none"> investigate and evaluate resources and strategies to access work and employment opportunities including the use of web-based resources 	<ul style="list-style-type: none"> Teacher-led discussion regarding the Job Network, local providers, services, etc. Students should be provided with available resources, brochures or other material. (This may include guest speakers from a range of service providers.) Students undertake an internet search exploring a range of employment, education, training sites such as TAFE NSW, UAC, Job Network providers, etc. 	<ul style="list-style-type: none"> Internet research: ability to locate relevant information regarding education and training. 	<ul style="list-style-type: none"> Oral: comments regarding relevance of the information identified.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Teacher-led discussion: students record every person or ‘contact’ they have. Students should then categorise people into friends, family, etc. (Give students a limited amount of time to complete this task.) Introduce the concept of ‘informal’ networks. In small groups, students develop a ‘network linkage diagram’ – showing students’ networks of friends, relatives, etc. Individually, students develop a timetable of weekly activities, (school, paid/unpaid work, sport, leisure, study) and classify them into work and leisure. Students discuss the ‘trade off’ in working casually and school commitments. Students compare their timetable to that of a working adult / retiree / Year 12 student. 	<ul style="list-style-type: none"> Documented ‘mind-map’/diagram of personal networks. Documented timetable of activities. Classification of activities. Comparative analysis of timetables. 	<ul style="list-style-type: none"> Written feedback regarding presentation style, differences between informal/formal networks, range of contacts identified. Written feedback regarding comparative analysis of timetables and impact of managing a range of work/leisure commitments.
<ul style="list-style-type: none"> issues affecting work opportunities for a diverse range of groups within the community including people of diverse social/cultural backgrounds 	<ul style="list-style-type: none"> research, using a range of tools including the internet, and discuss issues that affect work opportunities and access of groups within the community including: <ul style="list-style-type: none"> culturally and linguistically diverse groups Aboriginal communities people with disabilities women 	<ul style="list-style-type: none"> Teacher-led discussion on gender profiles of occupations: for example use questions such as: ‘why are most primary school teachers women?’, ‘why are more politicians male than female?’ Teacher-led discussion on ‘before and after’ using data on workforce participation. Compare ‘before and after’ data for the local community, or the local community statistics to the State’s. Small group work: brainstorm and identify barriers which may restrict entry into certain occupations and training, for example location, gender, age, physical features, etc. Present students with an advertisement from the 1950s or other period that demonstrates work practices that would be illegal today. Discuss how laws have changed in terms of discrimination, etc. 	<ul style="list-style-type: none"> Contributions to discussion (this may include comments / questions). Concepts include ‘labour participation’, ‘gender/racial stereotyping’, ‘access’, and ‘equity’. Contributions to discussion (this may include comments, questions, and analysis of data on labour force statistics). Contributions to team/group work. Discussion/ identification of barriers and analysis of issues. Contributions to discussion, eg analysis/comments regarding workplace legislation. Concepts include ‘discrimination’, ‘equal employment opportunity’, ‘affirmative action’, etc. 	<ul style="list-style-type: none"> Oral: using questions and comments regarding labour participation, gender/racial stereotyping, access and equity. Provide comments regarding comparative analysis of statistics. Oral: using questions to extract further information, eg what and why are certain things a barrier to employment? Oral: using questions to extract further information, eg how much have things really changed?

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> the range and benefits of community partnerships including investigation of a diverse range of community partnerships including: <ul style="list-style-type: none"> organisations representing culturally and linguistically diverse groups Aboriginal organisations/enterprises 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> organisations representing culturally and linguistically diverse groups Aboriginal organisations/enterprises 	<ul style="list-style-type: none"> Teacher-led discussion: ‘what is a partnership?’ Develop a class definition. Small group work: students research and identify local and other examples of partnerships. Guest speakers from local organisations discuss with students partnership arrangements, their challenges, benefits, etc. Provide examples of a range of cross-sectoral or other partnerships: teacher-led discussion – ‘what are the strengths and weaknesses?’ Present a hypothetical scenario to students: individually or in pairs students should identify a ‘partnership model’ to respond to the scenario. Report back to whole class. Assessment Activity 2.1 Community Partnerships – What They Mean to Me. (See page 29 for the full Assessment Activity.) 	<ul style="list-style-type: none"> Contributions to discussion and the development of definition of the concept ‘partnerships’. Contributions to team/group work (this may include team leadership, working on specific task, etc) – identification and analysis of local partnership. Oral report to class: identification and comparative analysis of the concept ‘partnerships’. Written and diagrammatical presentation. Identification of features and characteristics of partnerships. Clear assessment of strengths and weaknesses of partnerships. Demonstrated knowledge and understanding of ‘partnerships’, ‘community’, ‘participation’. Clear articulation of links to the concepts ‘goals’, ‘aspirations’, ‘pathways’. 	<ul style="list-style-type: none"> Oral: using questions to further develop the concept ‘what are the features and characteristics of partnerships?’. Peer review: students discuss appropriate/relevant examples of partnerships. Written feedback regarding partnership identified as a solution to the scenario. Peer review giving feedback on advantages and disadvantages of the partnership model and identification of improvements. Oral: class feedback regarding the concepts discussed including ‘partnerships’, ‘participation’ and ‘community’. Oral: individual feedback regarding research skills and links to personal goals or aspirations. Written feedback against marking guidelines and criteria.
<ul style="list-style-type: none"> the range of legislative requirements relevant to employment and workplaces 	<ul style="list-style-type: none"> investigate and discuss legislative issues relating to work, industry and enterprise 	<ul style="list-style-type: none"> Present students with a range of relevant media articles/reports. Use for class discussion regarding legal issues, ramifications for business, effect on business activity, social justice, etc. 	<ul style="list-style-type: none"> Contributions to discussion (this may include comments or questions). Concepts include ‘workplace legislation’ and ‘social justice’. 	<ul style="list-style-type: none"> Oral: using questions to extract further information regarding the concept ‘social justice’ and the connection to workplace legislation.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> the connection between workplace legislation and social justice 	<ul style="list-style-type: none"> discuss the impact of workplace legislation in the context of social justice issues 	<ul style="list-style-type: none"> Students undertake directed internet research of a range of relevant organisations including Office of Small Business, Australian Taxation Office, WorkCover, Environmental Protection Authority, consumer protection agencies, Australian Competition and Consumer Commission, etc. Class brainstorming: ‘why do we have such laws?’, ‘what protection are we afforded by such laws?’ Using reflective journals, students discuss the importance of such laws to them personally. 	<ul style="list-style-type: none"> Location of relevant organisation or information using internet. Written text: application of knowledge to personal context. 	<ul style="list-style-type: none"> Oral: discuss the relevance of the agency identified. Provide comments on the ability to locate relevant information. Written feedback regarding the application of concepts to personal context.
<ul style="list-style-type: none"> workplace health and safety and a range of issues including physical and mental health 	<ul style="list-style-type: none"> discuss a range of workplace health and safety issues including harassment, bullying, stress management, rehabilitation 	<ul style="list-style-type: none"> Role play a range of scenarios to demonstrate harassment and bullying in different areas including the workplace and school. Brainstorm the characteristics of bullying and harassment. Small group work: ask students to devise strategies for each scenario that may assist the victim to appropriately and confidently deal with the situation. Present a range of coping strategies to students. Using their reflective journals students should evaluate the strengths and weaknesses of each coping strategy. Students should identify (in an informal report) a strategy they would choose and why. 	<ul style="list-style-type: none"> Contributions to role play (this may include playing a part, devising a scenario, interpreting the situation). Contributions to class discussion (this may include comments and questions): concepts of ‘bullying’ and ‘harassment’. Contributions to team/group work (this may include team leadership, working on specific task, etc). Identification of strategies. Interpretation of issues. Written text: comparative analysis of strategies. Oral report: ability to present opinion and analyse concepts. 	<ul style="list-style-type: none"> Oral feedback and peer review: realism of the scenarios and resolution of issues. Oral feedback to the group regarding the appropriate strategies identified. Peer review: effective strategy identified.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> safe and unsafe work environments and practices 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students access and review WorkCover material (from the internet or other sources). Students conduct OHS audit at school. Present report to school OHS committee. Class discussion: ‘what steps are needed to make the school a safer working environment?’ In small groups, students develop an action plan to implement the outcomes from the audit (‘to make the school a safer working environment’). Present a number of case studies: ‘the cost to industry / government / community of unsafe work environments’. Class debate: ‘workplace safety is the responsibility of employees not employers’. Students choose a topic and write an article for the school newspaper regarding OHS. Students design a safety poster for a particular work environment or industry and/or students design an information brochure regarding the role and responsibilities of WorkCover. 	<ul style="list-style-type: none"> Contributions to audit process (this may include written forms, auditing process, class discussion). Contributions to team/group work (this may include team leadership, working on specific task, etc): identification of strategies and understanding of OHS issues. Contributions to debate: articulation of argument, synthesis and analysis of information. Written text. Relevant OHS subject matter chosen. Use of appropriate style. Presentation of concepts in a range of mediums/formats. Interpretation of information. Use of appropriate style, text, and design. 	<ul style="list-style-type: none"> Oral feedback regarding the identification of gaps and strategies in school’s OHS policy. Written feedback to the group regarding the identification of an effective and realistic action plan to address OHS issues. Peer review: ‘audience’ to decide which side wins the debate and why. Written feedback: use of appropriate style, choice of subject and accuracy of OHS information.
<ul style="list-style-type: none"> OHS legislation as it applies in a range of contexts 	<ul style="list-style-type: none"> identify and discuss current OHS legislation as it applies in a range of work contexts 	<p>These learn abouts and learn tos should also be linked to Unit 3 where students will be able to apply knowledge and understanding of OHS in relation to workplace learning experiences.</p>	<ul style="list-style-type: none"> Recording of OHS skills in skills/log book. Report/s from employers or colleagues regarding OHS knowledge. 	<ul style="list-style-type: none"> Self or employer-written feedback using skills/log book: development of OHS knowledge and skills. Written feedback from employers and colleagues: development of OHS knowledge and skill development.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> the role of WorkCover the roles of other agencies/ organisations in relation to OHS, eg unions 	<ul style="list-style-type: none"> describe and discuss the role of WorkCover in the workplace discuss the roles of other agencies/ organisations in relation to OHS, eg unions 		<ul style="list-style-type: none"> Practical demonstration of OHS skills in a range of workplace environments including simulated. 	<ul style="list-style-type: none"> Oral feedback from employers and colleagues regarding skill demonstration.
<ul style="list-style-type: none"> the principles of First Aid 	<ul style="list-style-type: none"> discuss the principles of First Aid as they would apply to a variety of situations in the workplace 	<ul style="list-style-type: none"> Provide students with a range of items (including those that would be found in a First Aid kit). In small groups, ask students to identify what should and should not be in a First Aid kit. Ask students to identify what is missing. Case study: St John Ambulance Australia. Class discussion. Internet research: pose a range of relevant first aid questions to students. Students must identify the answers using the St John (or other relevant) site. Develop a class list of appropriate emergency responses. 	<ul style="list-style-type: none"> Contributions to team/group work (this may include team leadership, working on a specific task, etc): assembling a First Aid kit. Contributions to class discussion (this may include comments/questions): issues raised through the case study. Written answers to set questions. Location of relevant information. Analysis of information. Contributions to class discussion regarding emergency responses. 	<ul style="list-style-type: none"> Oral feedback to the group regarding the completed kit. Written feedback: understanding of principles of First Aid.
<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> culturally and linguistically diverse groups 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Establish a hypothetical company. Working in small groups, students prepare an induction booklet covering EEO, codes of conduct, OHS, rights and responsibilities, workplace ethics, protocols, privacy, etc. Students to review peers' projects and discuss outcomes. 	<ul style="list-style-type: none"> Contributions to team/group work (this may include team leadership, working on a specific task, etc). Identification and interpretation of relevant information. Use of appropriate language and style in presentation of information. Comparative analysis: identification and articulation of concepts – EEO, OHS, ethics, etc. 	<ul style="list-style-type: none"> Written feedback to the group: use of appropriate style, language, identification and articulation of a range of concepts including OHS, ethics, protocols, privacy, EEO and effectiveness as a team. Peer review: feedback regarding clarity of information, presentation, appropriate style, text, identification of relevant information.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> – Aboriginal communities – people with disabilities – women 	including exploration of issues associated with a range of groups including: <ul style="list-style-type: none"> – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women 	<ul style="list-style-type: none"> • Teacher-led class discussion regarding EEO policy at the school. In small groups, students identify ways the policy could be improved. Report back. • Using the internet and other information sources, students research and prepare a report on a specific issue of interest to them that relates to workplace behaviour. • Brainstorm: ‘where does HR fit with IR?’, ‘what is the role of the HR manager of a company, organisation, other?’ 	<ul style="list-style-type: none"> • Contributions to class discussion and to team/group work. (This may include comments, questions, team leadership, etc.) Analysis of information, identification of improvement strategies. • Location of relevant information. Written report. Analysis and interpretation of information. Presentation of information using appropriate style, text and language. • Contributions to class discussion: examination of the differences between HR and IR. 	<ul style="list-style-type: none"> • Oral: using questions to extract further information and ‘test’ the strategies. Peer review: comments on effectiveness of strategies. • Written assessment: feedback regarding research skills, analysis of topic, written communication skills.
<ul style="list-style-type: none"> • employee and employer rights and responsibilities 	<ul style="list-style-type: none"> • investigate and discuss the roles of unions, employer associations, professional associations and industry groups in relation to employee and employer rights and responsibilities 	<ul style="list-style-type: none"> • Students research (using newspapers, magazines, internet, other) a job advertisement for an HR manager. Students investigate the requirements / profiles / etc for Human Resources courses in a range of institutions (TAFE, universities, other). Students develop a job advertisement for an HR Manager. • Present an appropriate hypothetical: discuss the expectations of employers and employees in relation to a range of workplace issues. • Students undertake internet search to identify a union/ professional/industry association of interest (ie linked to a family member’s job or a career that the student may be interested in). Use reflective journal to record results. • Case study of a union, professional association and industry group demonstrating roles and responsibilities of each. 	<ul style="list-style-type: none"> • Location and interpretation of information. Presentation of information in appropriate style using appropriate language, text and format. • Contributions to class discussion (this may include comments and questions): employer/employee expectations, role of unions and professional associations. • Identification of relevant information. Written summary of organisation identified linked to personal interest. 	<ul style="list-style-type: none"> • Written feedback: use of appropriate language and style. Accuracy of information regarding HR. • Oral feedback using questions to further extract information or ‘test’ ideas. Peer review: comments on suggested solutions to the hypothetical. • Oral feedback using questions to determine personal link to organisation chosen.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
		<ul style="list-style-type: none"> • Class debate: ‘the rights of the employee are more important than the rights of the employer’. • Stage a mock protest regarding an industrial issue. (There should be a number of sides in the protest, for example union representatives, employees, employers, government.) 	<ul style="list-style-type: none"> • Contributions to class debate: articulation of relevant facts/information regarding employer/employee rights and responsibilities. • Contributions to ‘protest’ activity (this may include preparation of banners/signs, identification of issues, development of slogans). 	<ul style="list-style-type: none"> • Peer review: the audience decides who wins the debate. Students provide feedback on the points presented and more convincing arguments. • Oral feedback: each side is presented with feedback regarding their contribution to the protest including interpretation of legal issues, tactics, strategies, etc.
<ul style="list-style-type: none"> • standards of appropriate behaviour and conduct in a variety of contexts 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Role play scenarios: for example, returning faulty goods to a store, ‘boss from hell’, the ‘perfect’ employee. • In small groups, students design a set of rules for the use of mobile phones in a range of contexts (school, work, in a cinema, etc). Report back to class. • Students identify one example of unacceptable behaviour they have seen in a workplace. Students should describe the situation, why it was ‘unacceptable’, what would be ‘acceptable’ and what support or resources could redress the situation. 	<ul style="list-style-type: none"> • Contributions to role play (this may include playing a part, devising a scenario, interpreting the situation). • Contributions to team/group work (this may include team leadership, working on a specific task, etc). Identification of appropriate behaviour for a range of situations. • Written text identifying appropriate actions/responses. Interpretation of information. 	<ul style="list-style-type: none"> • Peer review: the audience provides feedback on how the plays reflect appropriate or inappropriate behaviour in a range of contexts. • Peer review: determine if the rules identified by each group would lead to guidelines for appropriate behaviour in each context. • Written assessment: feedback regarding interpretation of the concepts regarding acceptable and unacceptable behaviour and identification of appropriate support mechanisms.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
	<ul style="list-style-type: none"> identify and evaluate a range of support mechanisms and resources in a range of contexts 	<p>These <i>learn abouts</i> and <i>learn tos</i> should also be linked to Unit 3 where students will be able to observe and demonstrate appropriate workplace behaviour and conduct and track skill development in relation to workplace learning experiences.</p>	<ul style="list-style-type: none"> Recording of skills in skills/log book and appropriate workplace behaviour. Reports from employers and colleagues regarding workplace behaviour. Practical demonstration of appropriate workplace behaviour in different environments including simulated workplaces. 	<ul style="list-style-type: none"> Self or employer review using written skills/log book recording the demonstration of appropriate workplace behaviour. Written reports from employer or colleague regarding demonstration of appropriate workplace behaviour. Oral reports from employer or colleague regarding demonstration of appropriate workplace behaviour.
<ul style="list-style-type: none"> effective and appropriate language and communication in workplace and non-workplace environments 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Present students with a range of correspondence that demonstrates a variety of communication styles (including formal, informal, business, marketing / advertising, personal). In groups, students should compare and contrast the features and characteristics of a variety of styles. Students should individually re-work one of the pieces of correspondence to present its ‘opposite’ or different style (for example, rewriting a formal business letter into a personal informal letter). Class discussion: compare language used in a variety of contexts, for example, at home, at school, with friends, on worksites. Compare language and communication techniques in a range of worksites and industries. Role play different scenarios that explore effective and appropriate communication methods, for example a job interview, resolving a situation of conflict, working in a range of worksites, etc. 	<ul style="list-style-type: none"> Contributions to team/group work (this may include team leadership, working on a specific task, etc). Comparative analysis of text/language/style. Written text using appropriate language/style. Contributions (comments and questions) to class discussion regarding differences in communication techniques and those appropriate in different contexts. Contributions to role play (this may include playing a part, devising a scenario, interpreting the situation). 	<ul style="list-style-type: none"> Oral feedback to groups regarding comparison of communication techniques or styles. Written feedback regarding choice of language or style. Provide comments regarding target audience. Oral feedback using questions and comments and posing a variety of scenarios to identify effective or appropriate communication. Peer review: audience should provide comments regarding the communication styles used in each play.
	<ul style="list-style-type: none"> investigate a range of communication techniques that are sensitive to the needs of a range of groups including: <ul style="list-style-type: none"> culturally and 	<ul style="list-style-type: none"> Provide students with a variety of resources that demonstrate communication techniques to meet the needs of a number of groups in the community (for example, plain English, jargon, large print, audio, signage, pictorial). Discuss the potential issues that may arise in the community, workplaces or other situations from ineffectual communication. Present a hypothetical, for 	<ul style="list-style-type: none"> Contributions (comments and questions) to class discussion regarding sensitive and/or appropriate communication for a number of groups. 	<ul style="list-style-type: none"> Oral feedback using questions and comments and posing scenarios to identify issues facing a range of groups that may result in inappropriate communication. Comment on solutions and ideas identified

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
	linguistically diverse groups – Aboriginal communities – people with disabilities	example ‘what would be the impact of removing all signage?’ <ul style="list-style-type: none"> • Students re-write the staff induction handbook for Year 7 students. • As a group and individually, update skills list (specific communication techniques) developed in Unit 1. • Assessment Task 2.2 ‘Employer-Speak’. (See page 32 for the full Assessment Activity.) <p>These learn abouts and learn tos should also be linked to Unit 3 where students will be able to apply communication techniques and track skill development in relation to workplace learning experiences.</p>	<ul style="list-style-type: none"> • Written text using appropriate language and style. Interpretation of information. Development of induction handbook. • Contributions to development of skills list (this may include suggesting skills, taking notes, etc). • Effective and appropriate written and oral communication. Identification and interpretation of a range of scenarios and questions. • Recording of communication skills in skills/log book. • Written reports from employers and colleagues regarding development of communication skills. • Practical demonstration of communication skills in a range of workplace environments including simulated. 	by the class. <ul style="list-style-type: none"> • Written feedback regarding use of appropriate language or style, interpretation of information and presentation. • Peer review: in pairs, students provide comments for improvements on scripts. • Written feedback using assessment criteria and guidelines. • Self-reflection: students update their skills/log books regarding development of communication skills. • Self or employer written feedback using skills/log book (development of communication skills). • Written feedback from employers and colleagues (development of communication skills). • Oral feedback from employers and colleagues regarding communication skills.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> technology as a communication tool in workplace and non-workplace environments, including a range of diverse sectors 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Student project/investigation: identify a range of technology used in workplace communication (this may include a school audit, survey of local employers, survey family/friends, internet research, etc). Class to pool results. Students construct a catalogue of communication technology and equipment. Guest speaker who works offsite or online. Demonstrate use of fax, photocopiers, email, intranet, PABX, teleconferencing. Students demonstrate use of a range of communication tools. (This may be done using a simulated work environment, the school office, in a work placement or other context.) Students to prepare power-point presentation. (The topic may be open as this activity is designed to explore communication; however, ideally, it should be related to a theme of the course.) Class discussion: compare long hand to SMS. As a group and individually, update employability skills list developed in Unit 1 (specific communication technology skills). <p>These learn abouts and learn tos should also be linked to Unit 3 where students will be able to apply communication techniques and track skill development in relation to workplace learning experiences.</p>	<ul style="list-style-type: none"> Location and interpretation of relevant information. Contribution to class discussion. Written text: construction of communication catalogue. Appropriate presentation and style. Demonstration of correct use of a range of communication tools. Appropriate and competent use of text, language and equipment. Verbal communication skills. Contributions (comments and questions) to class discussion about communication, use of technology and skills list. Recording of skills in skills/log book of communication technology skills. Written reports from employers and colleagues regarding communication technology skill development. Practical demonstration of communication technology skills in a range of workplace environments including simulated. 	<ul style="list-style-type: none"> Oral feedback to class regarding identification of a wide range of equipment. Oral feedback regarding presentation of the catalogue and range of equipment identified. Oral feedback regarding use of equipment. Peer review: audience to provide comments on clarity of information presented, use of power-point, communication skills. Oral feedback regarding skills identified. Self or employer-written feedback using skills/log book: development of communication technology skills. Written feedback from employers and colleagues regarding development of communication technology skills. Oral feedback from employers and colleagues regarding communication technology skills.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
		<ul style="list-style-type: none"> Teacher-led discussion regarding the advantages and disadvantages of using a range of communication technologies. Pose a number of scenarios, for example: ‘you are about to make a presentation to an important client and your data projector breaks down, what do you do?’, ‘how does small business keep up with big business?’, ‘how do remote communities stay in touch?’ 	<ul style="list-style-type: none"> Contributions (comments and questions) to class discussion. Analysis of information. Problem-solving skills. 	
<ul style="list-style-type: none"> workplace ethics 	<ul style="list-style-type: none"> define ethical behaviour articulate their own work ethic 	<ul style="list-style-type: none"> Teacher-led discussion: compare the difference between illegal and unethical behaviour, for example tax avoidance compared to tax evasion. Posing a range of hypotheticals, students solve ethical dilemmas through class or group discussion (for example, ‘cloning animals versus cloning people’, ‘shoplifting is not stealing’). Present a range of definitions regarding ethics. Discuss with the class how ethics relate to work. Develop a class definition of ethics. Using reflective journals, students develop their own definition of ethics and define their own work ethic. 	<ul style="list-style-type: none"> Contributions to class discussion (this may include comments, questions, suggestions, etc). Comparative analysis of a range of concepts including ethical behaviour, illegal actions. Contributions to class or group discussion: demonstration of problem-solving skills and analytical ability. Articulation of argument. Contributions to class discussion: participation in developing a definition of ethics and how this relates to work. Written text. Interpretation and articulation of the concepts ‘ethics’ and ‘work ethic’. 	<ul style="list-style-type: none"> Oral feedback: using questions to ‘test’ and explore understanding of concepts. Peer review: students provide comments regarding the ethics and/or legalities of the solution identified and other alternatives. Written feedback regarding the application and interpretation of the concept ‘ethics’ to the context of ‘work’.

3.3.1 Annotated Sample Assessment Activity: Community Partnerships – What they mean to me

Unit 2: The World of Work – Assessment Activity 2.1.

The activity models ways that self and peer assessment can be used as valid means of assessment. (AP5)

Context

This unit explores the ‘world of work’ in both theoretical and practical ways. Community partnerships are an integral part of this unit and students are asked to explore local and other examples including assessing strengths and weaknesses of a range of ‘partnerships’. A range of organisations and partnerships are explored including those representing culturally and linguistically diverse groups and Aboriginal communities. After these concepts are introduced to students and they have explored a number of scenarios as a group, students are asked to reflect on the relevance of the concept of partnerships to their lives. Students provide written responses and will need to undertake independent research to complete the task. The task should not commence until the concepts are fully understood.

The activity is inclusive of gender, ethnicity, and a variety of socio-economic and geographical groupings. (AP6)

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
- 5.10 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.

The activity lists the outcomes to be addressed. (AP1)

Description of activity

This task involves students investigating a community partnership and assessing its strengths and weaknesses. Students should select an example that has relevance or significance to them personally and their goals, aspirations and pathways. Students identify and articulate the partnership model, its features, characteristics, partners, strengths, weaknesses, outcomes, goals and history. Students articulate what this partnership means to them and how it links to their concept of work, participation and community. This may be presented as a combination of diagram and essay or in essay format only. This activity should be completed in 2–3 sessions (or 2–3 hours).

The language of the assessment criteria and guidelines for judging performance is clear and explicit. (AP2)

The activity has the capacity to engage the learner. (AP3)

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their:

- ability to communicate in written and diagrammatical forms
- ability to identify features/characteristics of partnerships
- ability to assess strengths and weaknesses of partnerships
- knowledge and understanding of the concepts ‘partnerships’, ‘community’, ‘participation’
- ability to link concepts to personal goals and aspirations.

Guidelines for Marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/ notations may all be useful.

Range	A student in this range:
11–15 (High)	<ul style="list-style-type: none"> demonstrates excellent communication skills using a range of forms including text and diagrams demonstrates excellent use of language, style and form demonstrates an excellent understanding of the concepts ‘partnerships’, ‘participation’ and ‘community’ critically analyses and evaluates the features, characteristics, strengths and weaknesses of a partnership model identifies an example of a partnership that links explicitly to their own personal goals and aspirations and their pathways
6–10 (Satisfactory)	<ul style="list-style-type: none"> demonstrates satisfactory communication skills using a range of forms including text and diagrams demonstrates satisfactory use of language, style and form demonstrates a sound understanding of the concepts ‘partnerships’, ‘participation’ and ‘community’ analyses the features, characteristics, strengths and weaknesses of a partnership model identifies an example of a partnership that has meaning to them
1–5 (Progressing)	<ul style="list-style-type: none"> demonstrates basic communication skills using one or more forms demonstrates basic use of language, style and form demonstrates a limited understanding of the concepts ‘partnerships’, ‘participation’ and ‘community’ identifies some of the features, characteristics, strengths and weaknesses of a partnership model identifies an example of a partnership model.

Marking guidelines and/or criteria for judging performance reflect the nature and intention of the activity and will be expressed in terms of the knowledge and skills demanded by the activity. (AP4)

Feedback

Students will be provided with ongoing oral feedback throughout the activity and written feedback on their work at the end of the activity. Written feedback would include comments on:

- the essay and /or partnership diagram
- knowledge and understanding of the key concepts including ‘partnerships’, ‘work’, ‘community’ and ‘participation’
- analysis of successful features of partnerships
- demonstrated links to pathways and personal goals/aspirations.

Future directions

This activity links to a more detailed examination of partnership models and community development in Unit 4: Enterprising Communities. In Unit 4 students will examine these concepts (including ‘entrepreneurship’, ‘participation’, and ‘accountability’) in a more meaningful and in-depth manner.

This activity will serve as an introduction to the role partnerships may play at a local and personal level in relation to goals, pathways and ‘work’. The activity will act as a foundation for developing broader and more sophisticated understanding at a later stage in the course.

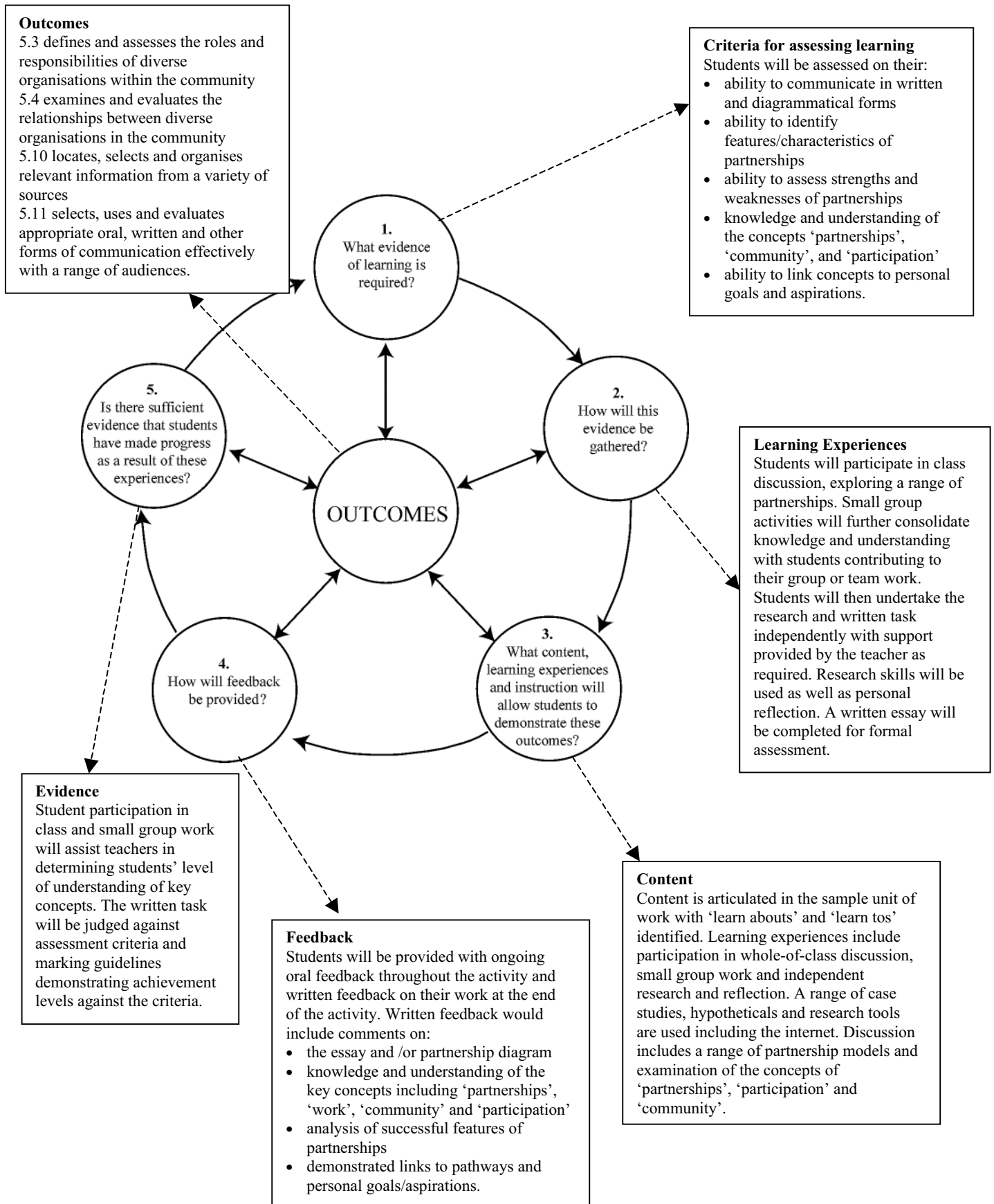
Resources

Students will need access to a range of resources in order to conduct research into partnership models. This may include the library, print media, the internet and local community organisations. Students should be provided with examples of a number of partnership models. Students need to be advised of the features of the model to be presented (that is, characteristics, strengths, weaknesses, etc) and the criteria for assessment. Students should have access to computer software to assist them in presenting their work.

The activity shows the knowledge, skills and understanding to be built on. (AP1)

Model for assessment for learning

The diagram below shows how the process of developing integrated assessment activities has been applied in the design of the sample activity Community Partnerships – What they mean to me.



3.3.2 Sample Assessment Activity: ‘Employer-Speak’

Unit 2: The World of Work – Assessment Activity 2.2.

Context

This activity explores the practical application of a number of ‘employability’ skills, in particular a number of communication techniques. The activity is best conducted towards the end of the unit when students have a good understanding of acceptable and unacceptable behaviour in workplace contexts. Students need to have a broad understanding of the communication tools and techniques available and a broad understanding of a range of work-related issues or scenarios. Students should identify an employer or organisation they wish to approach to undertake a workplace learning experience. (All students should complete workplace learning experiences in Unit 3.) Students should then demonstrate effective written communication skills by scripting a telephone conversation with the employer. The script should include questions they wish to ask about work placement and questions they think they may be asked by the employer. The script is then practiced through role play with students pairing off and editing and improving each other’s work. Students will be assessed on both their theoretical skills (the script) and practical demonstration of communication skills (role plays).

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
- 5.11 selects, uses and evaluates appropriate oral, written and other forms of communication effectively with a range of audiences.

Description of activity

Students identify an employer or organisation where they wish to be placed for their workplace learning experience. (The organisation may be for-profit, non-profit, government or community-based.) Students prepare a mock written script of a telephone conversation they may have with the employer when asking to be accepted for the workplace learning experience. The script will include at least 3 possible directions that the conversation may take and should demonstrate an awareness of work-related issues and employer expectations. Students pair off and edit and improve each other’s scripts. Modifications should be made as appropriate. Students submit scripts to teachers for formal written assessment. On completion of the task students conduct a self-assessment and update their skills audit or log. This activity should take approximately 2–3 sessions (or 2–3 hours).

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their:

- ability to communicate effectively and appropriately in written and verbal forms
- knowledge and understanding of workplace behaviour and employer expectations
- knowledge and understanding of employability skills.

Guidelines for Marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/ notations may all be useful.

Range	A student in this range:
11–15 (High)	<ul style="list-style-type: none"> demonstrates an excellent level of written and oral communication skills including communicating appropriately with a specific audience (ie employers) demonstrates a high level of understanding of employer and workplace expectations identifies and assesses employability skills
6–10 (Satisfactory)	<ul style="list-style-type: none"> demonstrates a high level of written and oral communication skills including communicating appropriately with a specific audience demonstrates a sound understanding of employer and workplace expectations identifies and assesses employability skills
1–5 (Progressing)	<ul style="list-style-type: none"> demonstrates basic written and oral communication skills including communicating appropriately with a specific audience demonstrates a basic understanding of employer and workplace expectations assesses employability skills

Feedback

Students are provided with a written assessment by the teacher of their script. Students will receive informal feedback from their peers. Written feedback would include comments on:

- identification and analysis of workplace issues including employer expectations and identification of a number of realistic workplace scenarios
- written communication skills including use of appropriate language and style
- identification of employability skills.

Future directions

This activity links to Unit 3: Australian Workplaces by providing students with the opportunity to set up their own workplace learning experience. It also provides students an opportunity to practice communication skills applicable to a workplace environment before they actually go into the organisation/enterprise for their workplace learning experience. Students update their own employability/enterprise skills lists/audits as a result of the activity. The activity will also provide an opportunity for ‘real’ demonstration of a range of employability skills, including communication skills. By identifying a range of scripts, students will develop and demonstrate knowledge and understanding of work-related issues and employer expectations.

3.4 Stage 5 Sample Unit of Work: Unit 3 – Australian Workplaces

Targeted 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
- 5.6 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.

Unit Description:

This unit provides students with an opportunity to explore a range of contemporary workplace issues. Students should participate in research and project-based activities in a variety of contexts including workplaces. Students further develop a range of skills including employability, communication, pathways planning and research skills. This unit is based on the inclusion of a significant workplace learning experience. (The unit should also be used to link many of the outcomes in units 1, 2 and 4.)

Indicative Hours: 48

Resources:

- internet
- guest speakers
- workplaces and community organisations
- word processing software
- skills/log books
- newspapers
- magazines

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> 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 the Australian Industrial Relations Commission 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students undertake an independent internet search identifying the role of unions, function of unions, role of ACTU, Industrial Relations Commission, and details regarding a specific union of interest. Report back to class. Undertake a class survey to identify a number of industry areas (for example survey local businesses or occupations of family and friends). Compile a class list of industry areas. Using the internet, students undertake a matching exercise of industry with unions. Guest speakers: union representatives discussing a number of current issues, for example paid maternity/paternity leave, changes in public sector family leave entitlements, etc. Students explore industrial relations issues prior to workplace learning activities. Students should also be encouraged to explore such issues whilst in workplaces. They identify the union or unions relevant for the main occupations in the work experience or placement they are going to undertake. Students should develop an industry profile using information such as union representation and participation, past and present industrial issues and other topics as relevant. 	<ul style="list-style-type: none"> Identification of source materials relating to relevant organisations. Written exercise matching unions to industry. Internet research skills: ability to locate relevant information. Identification of relevant unions and industrial issues. Research skills using a range of sources. Presentation of information using appropriate text or other forms. 	<ul style="list-style-type: none"> Oral feedback regarding depth of information identified regarding each union. Peer review: students question each other on knowledge of unions. Oral feedback regarding accuracy of information presented. Oral feedback should be provided in the initial stages of the activity. Written feedback should be provided regarding the depth and accuracy of information presented, presentation of the information (style and form) and relevance of the choices made.
<ul style="list-style-type: none"> the roles of employer groups, peak industry/professional bodies or associations 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Introduce this topic by presenting a variety of relevant agencies. Use this to discuss the roles, responsibilities and objectives of such organisations, for example the Law Society. Students undertake small group research (using the internet and other resources) to identify a range of other industry/employer/professional associations. Each group must locate as many relevant organisations as possible and identify key characteristics to build up a small profile. Groups should present the results to the class with a point given to each correct profile (or characteristic). The group with the most points wins. 	<ul style="list-style-type: none"> Contributions to team/group work (this may include team leadership, working on a specific task, working in pairs, etc). Identification of relevant organisations and information. 	<ul style="list-style-type: none"> Peer review: students judge the accuracy of information presented by each group and award points.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
	<ul style="list-style-type: none"> discuss the advantages and disadvantages of membership of industry/ professional associations 	<ul style="list-style-type: none"> Class discussion: benefits of being a member (ie building on organisations identified in the ‘profile game’). Provide students with a number of case studies targeting a range of current issues (for example litigation and the medical profession, impact of changes to credit card usage on the retail sector, etc). In small groups, students should identify and discuss the role of professional associations, industry groups, advantages and disadvantages of membership. Summarise the activity with reports from each group. Assessment Activity 3.1 What’s That Organisation? Unions and Industry Associations. (See page 42 for the full Assessment Activity.) 	<ul style="list-style-type: none"> Contributions to class discussion. Ability to interpret and apply information. Contributions to team or group work. Ability to interpret and apply information to a range of scenarios. Understanding of the roles and responsibilities of industry and professional associations. Depth and accuracy of the information provided regarding the organisation. Use of appropriate language, text, style and format. Effective research skills using a range of resources. Effective use of word processing software. Clearly articulated link to personal goals and pathways plans. 	<ul style="list-style-type: none"> Oral feedback: using questions and class participation to extract further information regarding students’ understanding from the reporting session. Written feedback using the marking guidelines and criteria. Peer review regarding their choice of organisation and further questions regarding their knowledge of the organisation.
<ul style="list-style-type: none"> contemporary industrial issues in Australia including awards, enterprise/ workplace agreements, and industrial action 	<ul style="list-style-type: none"> research a range of current industrial issues in Australia analyse and discuss how current industrial issues impact on Australian workplaces 	<ul style="list-style-type: none"> Students undertake a media search for a current industrial issue and discuss their findings as a class. Present hypothetical/s for discussion, for example an unfair dismissal case or awards versus enterprise agreements. Students develop their own hypothetical situation representing a current industrial issue. In pairs, students swap hypotheticals and discuss/solve. 	<ul style="list-style-type: none"> Identification of relevant media articles related to industrial issues. Contributions (comments, questions, identification of solutions) to discussion regarding industrial issues. Development of hypothetical demonstrating an industrial issue. Problem-solving ability. Interpretation and analysis of information. Understanding of a range of industrial issues. 	<ul style="list-style-type: none"> Oral feedback: identification of relevant media article. Oral feedback regarding hypotheticals and identification of appropriate ‘solutions’.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
		<ul style="list-style-type: none"> Continuing to work in pairs, students develop a series of interview questions to pose to union and/or employer bodies regarding a mock dispute or scenario. (This could be based on the hypotheticals previously developed.) Students should submit a written interview script. 	<ul style="list-style-type: none"> Identification of appropriate questions. Understanding of a range of industrial issues. Understanding of the role of a range of organisations (unions and others). 	<ul style="list-style-type: none"> Written feedback regarding appropriate questions, demonstration of understanding of industrial issues and the roles of relevant organisations.
<ul style="list-style-type: none"> the connection between social justice and the world of work including issues such as enterprise bargaining, casualisation of the workforce and workforce participation by: <ul style="list-style-type: none"> culturally and linguistically diverse groups Aboriginal communities people with disabilities women 	<ul style="list-style-type: none"> 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: 	<ul style="list-style-type: none"> Present a case study to the class, for example ‘the clothing industry’. Teacher-led class discussion regarding issues such as ‘sweat shops’, working conditions, rates of pay, comparison of Australia and overseas, child labour, social justice principles. Small group work: students identify work-related initiatives that impact positively on the community (for example specific employment initiatives for people with disabilities, etc). Groups report back. Reflective journal: students examine and articulate their view of the links between social justice and work. Using guided internet searches, students identify a number of work and employment initiatives that promote social justice. Class debate: for example topics may include: <ul style="list-style-type: none"> work is a right not a responsibility the casualisation of the workforce is a positive thing people who don’t work are lazy. 	<ul style="list-style-type: none"> Contributions to the discussion about application of the principles of social justice in the context of work (this may include comments, questions, and the application of information in a range of contexts). Contributions to team or group work. Identification of appropriate initiatives, and the ability to articulate why they consider the initiative to be positive. Written text: demonstrated understanding of the concept ‘social justice’ and how it relates to work. Use of internet as a research tool, and the ability to follow direction. Contributions to debate or discussion. Ability to interpret and apply information regarding work, social justice and participation. 	<ul style="list-style-type: none"> Oral feedback: using questions to further extract information from students regarding their knowledge and understanding of the concepts discussed. Oral feedback: using questions to further extract information from students regarding their choice of initiatives and why they consider it benefits the community. Written feedback regarding the interpretation of the principles of social justice and analysis of these in relation to work. Oral feedback regarding ability to follow directions. Peer review: the audience should decide who wins the debate. Students will need to substantiate their choice, that is provide feedback on the arguments provided. Oral feedback provided to the debating teams and audience

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
	<ul style="list-style-type: none"> – culturally and linguistically diverse groups – Aboriginal communities – people with disabilities – women 			<p>regarding articulation of arguments and interpretation of the concepts ‘social justice’ and ‘participation’.</p>
<ul style="list-style-type: none"> • the impact of globalisation on Australian and international communities 	<ul style="list-style-type: none"> • research the impact of globalisation on local and international communities • discuss the benefits and challenges of globalisation 	<ul style="list-style-type: none"> • Present a range of definitions of globalisation. • Individual research: students collect media articles relating to globalisation. Students present short summary of the article to the class. • Present a relevant case study regarding the impact of globalisation on communities or developing nations to the class. Discuss relevant issues, strategies, challenges and solutions. • Reflective journal: students to identify three benefits and/or challenges posed by globalisation. 	<ul style="list-style-type: none"> • Identification of a relevant article. Understanding of the concepts presented in the article. • Contributions (including comments and questions) to class discussion and interpretation of issues affecting developing nations. Understanding of the ramifications of globalisation in a range of contexts. • Written text demonstrating an understanding of the concept and the ramifications of globalisation. 	<ul style="list-style-type: none"> • Oral feedback: using questions to ‘test’ understanding of the article. • Oral feedback to the class regarding strategies, solutions, challenges and ideas discussed. • Written feedback regarding benefits and challenges presented.
<ul style="list-style-type: none"> • resources and methods to access employment opportunities 	<ul style="list-style-type: none"> • access employment opportunities using a variety of tools and methods including personal networks, the internet, email and print media 	<ul style="list-style-type: none"> • Guest speakers from employment agencies. Discuss with students the process of accessing their services, expectations of employers, presentation, etc. • Students collect job advertisements from a range of sources (internet, local/state/national newspapers, magazines including government and non-government agencies). • Students develop a job advertisement for a magazine, internet site or newspaper. 	<ul style="list-style-type: none"> • Identification of job advertisement using the internet and other sources. • Job advertisement presented in an appropriate format and including accurate and relevant information. 	<ul style="list-style-type: none"> • Oral feedback: using questions to ascertain why students chose particular advertisements. • Written feedback regarding presentation, style, format, text, language, inclusion of appropriate information and gaps in information.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
	<ul style="list-style-type: none"> • 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 	<p>NOTE: Many of the following activities should be linked directly with workplace learning experiences, for example, students may be asked to submit a ‘job application’ before attending work experience. During this unit students must complete a work or community-based learning experience. The corresponding <i>learn abouts</i> and <i>learn tos</i> are enhanced and delivered through integrated learning experiences, instruction and assessment that takes place in work and community-based environments. Advice regarding evidence of learning and feedback is provided in the adjacent columns.</p> <ul style="list-style-type: none"> • Conduct mock phone and face-to-face job interviews (this may include parents, other students, community members, etc). • Individually, students construct a resumé and letter of application. 	<ul style="list-style-type: none"> • Recording of skills in skills/log book. • Written reports from employers and colleagues regarding skill and knowledge development. • Practical demonstration of skills in a range of workplace environments including simulated. • Appropriate and effective verbal communication skills. Presentation of personal skills, knowledge, attributes relevant to a particular job or occupation. • Effective and appropriate written communication skills. Knowledge of particular job or occupation. Ability to present skills, knowledge and attributes. Word processing skills. 	<ul style="list-style-type: none"> • Self or employer-written feedback using skills/log book (development of skills). • Written feedback from employer or colleagues (development of skills and knowledge). • Oral feedback from employer or colleagues regarding skills. • Oral and written feedback regarding communication skills, ability to present skills, knowledge and attributes and knowledge of the particular job or occupation. • Written feedback regarding use of appropriate language, text, style, presentation, knowledge of job or occupation and presentation of own personal skills, knowledge and attributes.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> • employer expectations in a range of workplace contexts 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Class discussion/panel: students share experiences regarding casual work (this may include students from other classes or years) or invite community representatives to provide information regarding employer expectations. • Scenarios and role plays: students explore a range of hypothetical situations regarding employer/employee expectations. • Students share experiences after work experience or placement regarding employer expectations (for example, dress, punctuality, manner, etc.). Write up class list of expectations. • Students develop a collage using pictures from magazines to select appropriate clothing and safety wear for various occupations and industries. • Students divide into pairs and play charades with the aim of picking attitudes or expressions using body language. (Students should be presented with a range of attitudes such as angry, passive, happy, submissive.) • Students reflect on skill development using skills/log book from work experience or placement. Using reflective journals students should identify a number of occasions when they worked in a team and how teamwork could have improved a situation they experienced in the workplace. • Guest speaker: ‘image and presentation’. The speaker may come from a range of organisations including employers, employment agencies and ‘image consultants’. 	<ul style="list-style-type: none"> • Contributions to class discussion: experiences of casual work (this may include comments, questions, sharing experiences, etc.). • Contributions to role play (this may include playing a part, devising a scenario, interpreting the situation). • Contributions (comments and questions) to class discussion. Identification of typical employer expectations in the workplace. • Collage demonstrates knowledge of appropriate dress requirements and safety standards for a range of industries. • Ability to demonstrate and analyse a range of non-verbal communication techniques. • Written skills assessment. Written analysis and understanding of the concept ‘teamwork’. Problem-solving skills to identify areas which could be improved in the workplace by using teamwork. 	<ul style="list-style-type: none"> • Peer review: audience should provide comments about the communication styles used in each play. • Oral feedback about employer expectations. • Oral feedback about choice of clothing and safety wear for industries chosen. • Peer review: students test each others’ ability to analyse non-verbal communication. • Oral feedback regarding understanding of the concept ‘teamwork’ and ability to put this into practice.

Students learn about:	Students learn to:	Integrated learning experiences, instruction and assessment	Evidence of learning	Feedback
<ul style="list-style-type: none"> development of pathway plans 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students conduct a survey of colleagues whilst at workplace learning experiences: ‘what skills do I need to further develop?’ Assessment Activity 3.2 On a road to...? Developing Pathways Plans. (See page 44 for the full Assessment Activity.) 	<ul style="list-style-type: none"> Employer survey identifying skills for further development. Identification of employability skills. Effective and appropriate written communication. Articulation of comprehensive pathways plan. Knowledge and understanding of education and training systems/resources. Knowledge and understanding of employability and enterprise skills. Effective research and self-evaluation skills. 	<ul style="list-style-type: none"> Oral feedback from employer and colleagues regarding areas for further skill development. Written and verbal feedback using marking guidelines and criteria.

3.4.1 Sample Assessment Activity: What's that Organisation? Unions and Industry Associations

Unit 3: Australian Workplaces – Assessment Activity 3.1.

Context

This activity should be undertaken in the early to middle stages of this unit. Students should have a general understanding of unions, employer and industry groups and some basic industrial relations knowledge. This activity provides a simple way for students to summarise their knowledge while focusing on a particular organisation of interest to them. This activity will prepare students to deal with more complex concepts such as 'social justice' and 'globalisation' explored later in the course.

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
- 5.10 locates, selects and organises relevant information from a variety of sources
- 5.11 selects, uses and evaluates appropriate oral, written and other forms to communicate effectively with a range of audiences.

Description of activity

Students identify a union, employer group or industry association of interest to them (as it relates to their goals, aspirations or pathways plan). Students research the role, responsibility, personnel, activities, achievements and profile of the organisation of their choice. Students demonstrate use of a range of sources regarding this organisation. Students are required to develop a mock information brochure about the organisation targeting new recruits to the industry. Students may use computer software and/or other media to develop the brochure. This activity should take 2–3 sessions (or 2–3 hours) with students doing some research in their own time. This activity is assessed by the teacher through a written assignment submitted by the students at the end of the activity. Students also provide a verbal explanation to the class regarding their selection of an organisation. Students need to use appropriate communication techniques and design skills. In choosing the organisation, students also reflect on their own personal goals and pathways.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their:

- accuracy and selection of information about an appropriate organisation (union, employer group, professional association)
- research skills including use of a range of sources
- knowledge and understanding of relevant information on industrial and work-related issues
- ability to use appropriate communication techniques including use of software or other communication tools
- ability to link to personal goals and pathways.

Guidelines for Marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/notations may all be useful.

Range	A student in this range:
11–15 (High)	<ul style="list-style-type: none"> • demonstrates an extensive understanding of the roles and responsibilities of an organisation of their choice relevant to their pathway plans • demonstrates highly developed research skills drawing from a range of sources • demonstrates an extensive understanding of industrial and work-related issues • demonstrates effective communication skills including the use of a range of communication techniques and formats • uses critical self-assessment and pathways planning skills to inform their work
6–10 (Satisfactory)	<ul style="list-style-type: none"> • demonstrates a sound understanding of the roles and responsibilities of an organisation of their choice relevant to their pathway plans • demonstrates sound research skills drawing from a range of sources • demonstrates a sound understanding of industrial and work-related issues • demonstrates effective communication skills • uses self-assessment and pathways planning skills
1–5 (Progressing)	<ul style="list-style-type: none"> • demonstrates a basic understanding of the roles and responsibilities of an organisation of their choice • demonstrates basic research skills • demonstrates a basic understanding of industrial and work-related issues • demonstrates basic communication skills • demonstrates a limited understanding of the use of self-assessment and pathways planning skills.

Feedback

Students will be given a written assessment by the teacher about their assignment. Students will be provided with oral feedback during the class discussion regarding their choice of organisation.

Written feedback will be provided on the following:

- knowledge and understanding of the organisation presented
- use of written and other communication forms including use of text, language, style, presentation, format
- demonstrated links to personal goals and pathways
- knowledge and understanding of industrial and work-related issues.

Future directions

This activity provides an opportunity for students to investigate an organisation that is of relevance to them for their future work and study pathways. Investigation of such organisations links to Unit 4: Enterprising Communities where students look at the roles and responsibilities of a range of sectors within the community. Ideally, as part of this unit, students should participate in a workplace learning experience where they will be able to investigate the role of such organisations in a ‘real life’ context. Self-reflection on goals and pathways is an integral part of the course.

Resources

Students will need access to research materials including print and internet-based resources and a range of computer software. Students should be provided with a checklist indicating the minimum information the brochure should provide, the assessment criteria being used and examples of similar brochures to be used as references.

3.4.2 Sample Assessment Activity: On a road to...? Developing Pathways Plans.

Unit 3: Australian Workplaces – Assessment Activity 3.2.

Context

This activity should be completed at the end of this unit and after students have undertaken a workplace learning experience. This activity ties together students' learning from the entire unit and builds on knowledge, understanding and skills developed in previous units. The activity focuses on students' exploring and tracking their own skill development, particularly in relation to employability and enterprise skills. This activity provides students with the opportunity to consolidate their knowledge of education and training opportunities and the skills they have been developing in pathways planning. At this stage of the course students should be able to demonstrate a sophisticated and comprehensive pathways plan.

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.

Description of activity

Students develop their own comprehensive pathways plan. Students undertake this activity independently with some assistance from the teacher. Research is to be undertaken by students (as appropriate to the individual) however, students will also draw on experiences and learning from previous sessions of the course. They will be required to articulate goals, aspirations, training and education needs, current and future skills development, current and future knowledge and attribute development, and contingencies. This will require considerable personal skill and knowledge evaluation. Presentation of findings should be in writing and assessed by the teacher. Students will need 3–4 sessions (or 3–4 hours) to complete the task.

Criteria for assessing learning

(These criteria would normally be communicated to students with the activity)

Students will be assessed on their:

- ability to articulate information effectively in writing
- knowledge and understanding of education and training systems and resources
- knowledge and understanding of employability and enterprise skills
- ability to develop and articulate a pathways plan
- research skills and use of a range of sources and techniques.

Guidelines for Marking

The following guidelines for marking show one approach to assigning a value to a student’s work. Other approaches may be used that better suit the reporting process of the school. Categories, marks, grades, visual representations or individual comments/ notations may all be useful.

Range	A student in this range:
11–15 (High)	<ul style="list-style-type: none"> • demonstrates highly developed written communication skills • demonstrates an extensive understanding of the purpose and role of education, employment and training organisations and can construct and articulate personal goals and pathways plans using this information • demonstrates an excellent level of employability, enterprise and pathways planning skills and can apply their knowledge to the process of self-evaluation and assessment • demonstrates highly developed research skills
6–10 (Satisfactory)	<ul style="list-style-type: none"> • demonstrates sound written communication skills • demonstrates a sound understanding of the purpose and role of education, employment and training organisations and can construct personal goals and pathways plans using this information • demonstrates a substantial level of employability, enterprise and pathways planning skills and can apply their knowledge to the process of self-evaluation and assessment • demonstrates basic research skills
1–5 (Progressing)	<ul style="list-style-type: none"> • demonstrates basic written communication skill • demonstrates a basic understanding of the purpose and role of education, employment and training organisations and can construct personal goals and pathways plans using this information • demonstrates a limited level of employability, enterprise and pathways planning skills • demonstrates limited self-evaluation and assessment techniques • demonstrates limited research skills.

Feedback

A written report will be given by the teacher to students, providing feedback on the activity. This will be supported by a verbal discussion of the activity between each teacher and student. Feedback will include further advice and suggestions for improvements. Detailed written feedback will be provided on the following:

- written communication skills including use of text and language
- demonstrated understanding of education and training systems and resources
- demonstrated understanding of employability and enterprise skills
- the pathway plan and incorporation of key concepts (eg education and training resources, skill development)
- depth of research including range of sources and techniques used.

Future directions

The next unit of the course focuses on enterprising skills and organisations. Students should be encouraged to further develop their knowledge and understanding of enterprising capacities, organisations and activities, and to apply this to their own experience, in particular their pathways plan. Students should further update the employability and enterprise skills checklist that has been developed throughout the course as both a class and individual activity. Specifically, unit 4 indicates students should ‘link enterprise skills to personal transition and pathways planning’.

Resources

Students will need to draw on previous work undertaken in the course to complete this activity. They should be provided with a checklist to ensure they cover all aspects of the pathways plan. Students should have access to appropriate word processing software and research materials (such as TAFE or university handbooks, Job Guides, etc).

4 References and Resources

The following references and resources are provided as a starting point only and are not a definitive list of materials that may be used in the delivery of Work Education courses.

Internet Sites

Please note that websites change regularly. There is no guarantee of the accuracy of the web addresses or information provided.

<http://www.nsw.gov.au/> NSW Government portal – an entry point to State government websites.

<http://www.anta.gov.au/> Australian National Training Authority website – information on Vocational Education and Training.

<http://www.abw.org.au/home.html> Australian Business Week Enterprise Education website – information on the program.

<http://www.ecef.com.au/> and http://www.ecef.com.au/WaduResource/WADU_PC.htm Enterprise and Career Education Foundation – information on a range of other vocational education initiatives. Also links to Wadu – vocational education resources for Indigenous students and communities.

<http://www.myfuture.edu.au/> Myfuture website – career information.

<http://www.yaa.org.au/> Young Achievement Australia website.

<http://www.sen.org.au/> Social Entrepreneurs Network website.

<http://www.worksite.actu.asn.au/> Australian Council of Trade Unions website for schools.

<http://www.acci.asn.au/> Australian Chamber of Commerce and Industry website.

<http://www.oecd.org/> Organisation for Economic Cooperation and Development website – includes research papers and articles covering a wide range of topics.

<http://www.worldbank.org/poverty/scapital/index.htm> The World Bank’s ‘poverty.net’ site has a range of international resources including information about social capital.

<http://www.unglobalcompact.org/Portal/> The United Nations’ Global Compact site includes a range of resources on topics such as participation, corporate citizenship, globalisation, etc.

<https://www.schwabfound.org/> The Schwab Foundation for Social Entrepreneurship includes a range of international resources on such initiatives.

<http://www.ncver.edu.au/> National Centre for Vocational Education Research website includes a wide range of research papers on vocational education.

<http://www.cepaa.org/> Social Accountability International website includes a range of resources and information regarding the development of international workplace standards.

<http://www.communitybuilders.nsw.gov.au/> NSW Government Community Builders website is a clearinghouse of information and resources regarding community-based initiatives including environmental, social capital, development and others.

<http://www.community.gov.au/> Federal Government Community portal provides links to resources concerning community development activities and initiatives.

<http://www.eccnsw.org.au/index.htm> Ethnic Communities Council of NSW website.

<http://www.eeo.gov.au/> Equal Opportunity for Women in the Workplace website.

<http://www.ilo.org/public/english/index.htm> International Labour Organization website.

<http://www.curriculum.edu.au/index.htm> and <http://www.curriculum.edu.au/enterprise/> Curriculum Corporation website and links – a range of education resources.

<http://www.futurefinder.com.au/> Future finder website – career education information.

<http://www.centreforlifelonglearning.org.au/> Centre for Lifelong Learning website.

<http://www.nohsc.gov.au/> National Occupational Health and Safety Commission website.

<http://www.socialventures.com.au/home.asp> Social Ventures Australia website

<http://jobsearch.monster.com.au/> Job search website.

<http://seek.com.au/> Job search website

[http://www.dest.gov.au.](http://www.dest.gov.au/) Department of Education, Science and Training website, includes access to resources and information including the Job Guide.

<http://www.realgame.dest.gov.au/index.htm>. The Real Game website. (The Real Game can not be accessed directly from this site, however information regarding the kit and training are provided.)

http://www.uac.edu.au University Admissions Centre Guide.

[http://www.newapprenticeships.gov.au.](http://www.newapprenticeships.gov.au/) National new apprenticeships website.

[http://www.dewr.gov.au.](http://www.dewr.gov.au/) Department of Employment and Workplace Relations website.

http://www.workplace.gov.au ‘Australian Workplace’ website includes resources and information, labour force statistics, etc.

Resources Produced by the NSW Department of Education and Training

Note: These resources are available in all NSW Government schools.

Vocational Learning Booklets for each Key Learning Area. A set of booklets that assist teachers in the integration of vocational learning across the KLAs.

The Student Guide to Workplace Learning. Assists students to prepare for workplace learning experiences.

The Employment Related Skills Logbook and Support Supplement. Recording tools to assist students to document skill and knowledge development in a range of contexts including the workplace.

It's Your Business – DVD. Resource for students who may wish to establish their own business or enterprise (specifically targets Indigenous students). Also links to a website with more information (www.det.nsw.edu.au/vetinschools/itsyourbiz).

Workplace Learning Handbook for Secondary Students in Government Schools and TAFE NSW Institutes. Contains Department policies, procedures and requirements for workplace learning programs.

An Employer's Guide to Workplace Learning. Information brochure for host employers including information on insurance, indemnity and child protection.

A Guide to Student Workplace Learning for Parents and Caregivers. Information for parents and caregivers regarding workplace learning activities that their child may undertake.

School to Work Planning Teacher Resource. Includes booklet, CD-ROM and video. Provides advice on development of 'school to work plans' and other career transition activities.

PowerUp CD-ROM. Interactive/multimedia CD-ROM with information regarding the Utilities and Electrotechnology industry.

Evolve – Life in the Arts CD-ROM. Resource for students considering a career in the arts; includes case studies.

WRAPS Careers: What Do You Want to Be? Video. Provides career information regarding wholesale, retail and personal service industries.

Tips to Help Find Resources

Industry Training Advisory Bodies (ITABs) produce industry specific information. Check their websites for more information or contact the ITAB directly.

State/territory education departments produce a range of resources, many relevant to Work Education. Check the websites or contact them directly to see what is available.

Use the **internet** to search for specific information on topics. Good search engines can refine the search to include Australian sites only and also make the results more targeted.

Unions may be able to provide advice regarding industry-specific issues. Check websites or contact them directly.

Use a community portal to identify **community organisations** in your local area (or use local directories). Many such organisations do not have the resources for a website but may be able to provide advice, resources and personnel that may be relevant to Work Education.