**WORKPLACE PRACTICES**

**Teachers handbook**

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| **Activity items** | |
| **Topic** | **Industrial Relations:**  Students will create a poster, brochure, video or other format pitched at new employees coming into the industry, to make them aware of what their rights and responsibilities are. This may focus on WHS or Industrial Relations. |
| **Finding Employment:**  Students will demonstrate generic job application skills by preparing a resume, recording a mock job interview and writing or recording a reflection, focusing on their performance in the job interview and how they might improve this. |
| **Work in Australian Society:**  Students will identify the patterns of employment in their community in an infographic, map the employment opportunities in their community and investigate the availability of work in their preferred industry. They will reflect on whether or not they will be able to remain in their community if they wish to work in this industry. |
| **Performance** | **Performance:**  Students will participate in either VET or Vocational Learning for one 50 to 60 hour performance or 2 x 25 to 30 hour performances. They will collect evidence of their performance, which may include photos and video. They will also need to collect feedback from supervisors or co-worker, teachers as well as a Statement of Attainment if engaged in a VET program. |
| **Investigation** | **Practical Investigation:**  Students will choose a product, service or task and record related to their experience of work and workplace contexts. They will document the planning and delivery of the product, service or task of their choice and then evaluate their finished product. |
| **Reflection** | **Workplace Reflection:**  Students will reflect on their work placement, work experience or participation in VET. They will focus on identifying what they had learned, why these skills are an important part of working in this industry, as well as demonstrating an understanding of the issues at play in the workplace. |
| **Personal Reflection:**  Students will reflect on the generic work skills they developed whilst on work placement, work experience or participation in VET, identifying what they have learned about themselves as a worker. |

**General Notes**

**Activities:**

Students are encouraged to utilize alternate forms of delivery format. Some suggestions and tutorials can be found in the Multimodal format topic. These allow students an opportunity to demonstrate learning orally and visually rather than just written. The tutorials supplied are quite basic, more detailed tutorials can be found online on YouTube etc.

The content of some units of work has been created so it’s separate from the activities. This allows teacher the flexibility to devise completely different activity items if they wish to, whilst still being able to utilize the content resources.

**Industrial Relations:**

Students can demonstrate their understanding of the rights and responsibilities of employers and employees. They can do this by creating a resource (I’ve nominated a poster, video or brochure but other options would also work) that tells a new employee to an industry what their rights and responsibilities are. Students can focus on Industrial Relations/workers’ rights and responsibilities or WHS. You could take students through both the WHS and Industrial Relations units and allow them to choose which topic they would like to focus on. The Quiz Scenarios provide a means for students to apply their knowledge to a ‘real life’ situation and can be used to stimulate class discussion.

**Work in Australian Society:**

Students will learn about the patterns of employment and opportunities for employment within their own community. Job Profiles for the 20 ‘growth towns’ have been provided for students to use. If you are working from a different area in the NT, using the closest possible town as a source of data or a regional profile would also work.

An infographic pro forma has been provided for students to input data into. It will calculate a visual representation of data (graphs etc.) on students input.

Students also need to complete an employment map. Several examples have been provided as models, but other formats that suit your students could also be used. The data is important, not so much the format.

A section about reflecting/interpreting the data with regards to students’ vocational aspirations has been included. This could be potentially problematic, especially in areas where there are very few job opportunities. If this is the case, altering this section so it sits better with the context you are working in might be advisable.

**Finding Employment**

The resources in this section look at Eurocentric views on how to prepare for a job interview. This could be supplemented with resources that look more specifically at

the kinds of skills students might need when applying for jobs in different industries locally.

Students will create a resume, complete a recording of themselves in a mock interview and reflect on their performance in the mock interview. The mock interview can be carried out using the supplied video, where an actor plays the role of an employer asking questions and students reply to them. Their responses can be recorded by filming the student using a video camera, or by students recording their responses on the PC webcam. If you do not wish to use the supplied question video then someone local will be required to act as the employer in this activity.

The teacher will fill out the supplied feedback form whilst the student completes the interview. Students should be familiar with the feedback form before they complete their interview.

Students will then reflect on their performance in the interview.

**Performance**

Activities:

It is recommended that students complete one Performance of 50-60 hours or two of 25-30 hours each. The Performance entails:

**Vocational Learning**

For programs that include vocational learning, success is based on students’

evidence of learning, as well as supporting evidence of their engagement in a work-related context.

**VET**

For programs that include VET, success is based on students’ evidence of learning, as well as supporting evidence of their engagement in VET.

For programs that include VET, work placement is encouraged as an opportunity to reinforce the development of practical skills.

Students need to document in some way their VET or Vocational Learning. It is not sufficient to submit a Teacher’s Report and a Workplace Supervisor’s report or Statement of Attainment. The performance standards for this activity are knowledge and understanding as well as application and this should be indicated by students in both some form of annotated documentation of their learning. This can take the form of photos, a diary, a video diary, video recordings of work or another format.

I have provided a series of samples, which documents several days of an imaginary student’s work placement. These have been completed in several different formats, to give teachers and students an idea of how learning can be demonstrated.

The annotated photos sample was created using a program called Comic Life 2, which can be used on PC and Mac. It can be used for free for the first month. There is no prerequisite to use this program in any activity items, it’s just an easy to use layout tool.

**Practical Investigation**

Students are advised to select a task, service or product that relates to their VET or Vocational Learning. Students need to document their planning, making/delivery and evaluation of the product, service or task.

For this activity students should not simply report on what they did, but also include the knowledge they have about their topic and their reflection and evaluation of their performance or product.

**Reflection**

It is recommended that students complete at least two reflections. Content for this topic includes a video which compares recount to reflection (low literacy students often mistake recounting what happened to reflecting on what has happened) and a recount and a reflection example for teachers to use to unpack the kind of language used. The scenario includes the performance standards and many leading questions for students to use to get them thinking. It might be wise to weed this list down to what you feel might be the most useful to stop students from becoming overwhelmed. I have included several pdfs that look at the types of language used in reflections, which might also be useful.

Having students look over their Performance activity when working on the workplace and personal reflections could be very useful in jogging students’ memories about what they have done and hopefully provide them with content for their reflections. This activity item could also be done concurrently with the Performance activity, getting students to record their progress and reflect on their progress as they go.