**WORKPLACE PRACTICES**

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| **Teaching and Learning Sequence** | **Resources** | **Activity** |
| **Topic: Work in Australian Society** * Introduce course
* Introduce how to interact with course materials (opening 3D issues, zooming in 3D issue, watching video, what to do if the internet goes down!!)
* Introduce activity item and its components
* Introduce the term “patterns of employment.” Look at the Job Profile for your community or one closest and begin to highlight the relevant data for one pattern (gender, age, cultural background) and identify what the pattern is (more women or men, older or younger people in an industry etc). Discuss why this is useful. What does this tell us?
* Most activity items are an accumulation of several smaller exercises. They have all been labeled Activity 1 etc. The activity item comprises all of the different smaller parts.
* Activity 1: The first item for this activity is to create an employment map of employment opportunities in the community. Students don’t have to map every employment opportunity in their community, they can focus on certain industries if this makes more sense.
* Introduce Activity 1
* Students can use Google Maps (add tags to map online or print screen a copy of the community map and then print out), or any other map of the local community OR it can be done as a concept map, showing the different opportunities but not so focused on where they are geographically. I have provided several examples of how this can be done.
* Show students the examples I have provided and look at the way the same information has been displayed using different techniques
* Possible excursion: If you feel this is worthwhile, an excursion could be planned to look at different places of paid and unpaid employment in the community and identifying the jobs done in each. This can be useful if students will record the employment opportunities via photographs
* Students work either on their own or collaboratively to create their employment map of paid and unpaid job opportunities
* Students submit completed work to teacher for feedback.
* Students get copy of community Job Profile
* Introduce students to Activity 2. Introduce what an infographic is. Watch infographic video.
* Have students highlight/identify/take note of etc of the statistics which will be included in the infographic.
* Watch the infographic tutorial.mov. Demonstrate and facilitate students adding highlighted data to the infographic model. You don’t have to use the infographic model, you can have students graph the data instead using Word or Excel.
* Students complete infographic and submit to their teacher.
* Introduce Activity 3. Discuss what interpreting means and how this applies to statistical data. Give some examples. (This section may need to be revised by the teacher, depending on the employment opportunities and students.
* Introduce the model activity provided on the final page
* Discuss with students the types of industries available locally and in the NT and assist students to identify an industry of their choice.
* Talk students through how to identify the opportunities on their employment maps and statistical data that relates to their industry in the Job Profile.
* Students identify job opportunities and data and answer questions (can be multimodal. Video, audio, photostory etc.) for Activity 3
* Assist students to analyse data, identifying whether there is likely to be work in this industry locally available when they leave school. Model student response and reflection on this. Would they be able to get work? If not, would they leave their community or identify another industry locally to get into? Students need to elaborate on the personal reasons why they would make these decisions (family, support, personal preference, etc)
* Use the model activity item throughout to identify what has been done, the kind of language etc
* Activity: Students complete activity item and submit to their teacher.
 | Work in Australian Society 3D IssueTopic Activity Sheet and page of 3D issueCommunity Job Profile pdfsEmployment map models and iconsInfographic model. Infographic YouTube videoJob Profile pdfsInfographic tutorial.movModel activity itemMultimodal Activity formats 3D issue | Topic: Work in Australian Society:Students create an infographic that looks at the kinds of work and amount of work available in their community. They will map employment opportunities in their community and investigate the local job opportunities for the industry they are interested in. They will reflect on what and where the opportunities for work will be when they move into the workforce. |
| **Topic: Industrial Relations*** Introduce activity item and its components.
* Introduce concepts of rights and responsibilities. Watch ‘What is a Right? What is a Responsibility?’ video.
* You can choose to go through both the Industrial Relations content and the WHS content or just one, or the other. Work through the videos in each 3D issue. Care has been taken to highlight and draw attention to the different examples of rights and responsibilities. The scenarios provide students with an opportunity to apply their knowledge to a work context. These could be done together as a class, or with single students. They can be used to discuss what the rights and responsibilities of each of the characters are.
* Giving students an opportunity to look up the award for the job they are working in/would like to work in can be useful, though it can be difficult to ascertain which award is relevant for each job. Highlighting where the rights and responsibilities are dealt with in each award could also be useful.
* Activity: Students will need to find specific information about the rights and responsibilities of workers (or employers) in the industry of their choice. Some useful links have been provided. The activity item focuses more on students illustrating what they have learned (in a poster, in a video etc. etc.) rather than an analysis etc. If students could interview someone in their industry (employer, union rep, safety officer etc) this would be great.
* Activity: Students complete activity item and submit to their teacher.
 |  | Activity: students create a poster, video, brochure or other format explaining what the rights and responsibilities of employees are in a specific industry. |
| Topic: Finding Employment* Introduce activity item and its components
* Introduce the concept of expectations and the different expectations of people in the community
* Watch the ‘Employer Expectation introduction.mov’ video. You could identify and further discuss the expectations of employers and the job seeking process
* The list of expectations that will be explored in this unit are on page \* of the 3D issue. There might be other expectations that are relevant in your community. Feel free to add or subtract expectations as needed. These can be introduced now, but they will be discussed in more depth further into the unit.
* Show ‘What is a resume.mov’ video. You can use some of the provided samples to look at the types of information and formats used in resumes, but this will be discussed further in the course in more depth.
* Look at the different resume formats provided and/or source some formats online. Watch resume formats video and discuss the different local jobs that may require a conservative format and which might require a visual format. Looking online for free resume templates could also be a good idea.
* Students either select a job advertised locally or in the NT News OR a job they would like to get when they leave school. They need to select an appropriate resume format for the job. This might take some discussion and negotiation with the teacher.
* Start to look at what content goes into the resume. Watch the ‘Personal Details’ video and then work through individually or as a group the Personal Details quiz. The answers students select and the quiz responses can be discussed in further depth, looking at why some options are correct/incorrect.
* Students add their personal details to their own resume. Some discussion may need to take place about the kinds of details which should be added (for example, age when going for a job in a licensed restaurant).
* Watch the Education video then work through the Education quiz.
* Students add their educational details to their resume.
* Watch Career History and work through the Career History quiz.
* Students add their Career History to their resume. Students may not have any paid career history to add. Students may need to add details of unpaid work, or to add details of their VET or vocational learning instead.
* Watch Interests and Hobbies video. Students add their interests and hobbies to their resume.
* Watch Referees video. Work through Referees quiz. Students add their referees to their resume.
* I have only covered some of the content that can go in a resume. Teachers can tweak this to suit.
* Activity: Students submit completed resumes to teacher for feedback. Students act on feedback and improve completed resumes.
* Work through the good interview/bad interview scenario as a class or individually. Pause the scenario at the end of the interview and discuss with students which ‘Jane’ they think is likely to get a job and why. Watch the final employer response and confirm why ‘Jane’ got the job/didn’t get the job.
* Discuss the scenario, identifying the process of an interview (meeting, questions and answers, saying goodbye etc) and the ways that ‘Jane’ and the employer interact (body language, presentation, verbal communication etc).
* Watch the Employer expectation: clean and tidy video and the Presentation quiz. Discuss what is appropriate presentation for the industries students are currently working in and what isn’t.
* Watch the Employer expectation: courtesy video. Discuss what is appropriate behaviour for the industries students are currently working in and what isn’t.
* Watch the Employer expectations: body language video. Discuss what is appropriate behaviour for the industries students are currently working in and what isn’t. There may also need to be a discussion about the different kinds of appropriate body language when interacting with people from different cultures if relevant.
* Having students team up and doing some interview role play would be useful now and even between the employer expectation topics already covered. Students can attempt to model the positive behaviours described in the video and possibly critique each other.
* Students work through the Interview Questions scenario. They will choose the responses the interviewee makes to each of the questions, then receive feedback at the end from the employer. Discuss why some answers are better than others.
* Students practice answering interview questions in role plays. Students can critique each other or the teacher can discuss as a class the answers and highlight what works well and what doesn’t.
* Students can also practice answering questions using the Student Interview scenario. The scenario has a series of questions asked by an ‘employer’. The video pauses after each question is asked, so students can answer the question.
* Activity: when ready, students can record their mock interview. A teacher or other adult will need to attend to provide feedback. Students can be filmed having a mock interview with an adult at the school, or can use the Student Interview scenario and just film their responses to the questions. Students can be filmed using the webcam in a PC, a video camera, a phone camera or a still camera with video capacity.
* Students are provided with the feedback sheet from their interview and a copy of the video recording of their interview.
* Discuss with students what a reflection is (can use the What is a Reflection video from the Reflection section of the course) and introduce what they will need to do to complete this activity item.
* Teacher models reflecting on feedback in written and oral forms. Teacher could answer some of the focus questions on pages \* in the 3D issue. Highlight the kinds of language used. You can also use the examples I have provided at the end of this unit. Discuss with students the ways they can record their reflection (video, written, oral etc.).
* Activity: Students record or write their reflections on their interview and submit to teacher.
 |  | Activity: Students will create a resume, film themselves completing a mock interview and complete a reflection on their performance |
| **Performance:*** Introduce activity item.
* Work through the Multimodal Activity formats 3D issue and look at the different modes of activity. Students can also look at the various formats with which I have made partial models of a Performance activity.
* Go through the different components that make up the Performance Topic. This will differ for students completing either VET units or Vocational Learning. **Please see subject outline for more details.**
* You can have students work through some of the tutorials for using the multimodal format of their choice, so they have the requisite skills to complete their activity items. They may need to do a short practice video, audio, Photostory etc.
* Introduce Performance record model. Information does not have to be submitted in this format, but it does highlight the kinds of information students will need to include in their Performance activity item
* Discuss and model evidence annotation. Students can’t just submit pieces of evidence (photos, videos) without supplementing this with some evidence of their knowledge about what they have done. This can be written, audio or annotation of video. I have provided a video model which could be used to show students how to annotate their photos with audio.
* If students would like to use a similar photo layout program (the one that makes photos look like a cartoon) the program is called Comic Life 2 and can be downloaded for a month-long trial for PC or Mac. There is also an iPad app. It is very user friendly and easy to use.
* Activity: students collect evidence of their Performance whilst on work placement/work experience/completing VET units. They can annotate this evidence whilst on placement or when back in the class and then collate and submit to their teacher.
 | Performance activity sheetMultimodal Activity Formats 3D issueWorkplace Practices Subject Outline.pdfPerformance modelsComic Life 2 program (if desired) | Students will create a topic of annotated evidence that documents their participation in 50-60 hours of Vocational or VET learning (work placement, work experience etc) |
| **Practical Investigation:*** Introduce activity item
* Have a look at part of the supplied model and use to illustrate what this activity item entails
* Look through the lists of possible topics supplied and brainstorm individual topics with students. You can have students submit their work in a set format, but students need to be able to choose a topic that relates to the vocational or VET learning that has been taking place to succeed at this activity item.
* Discuss and use model to illustrate the Planning – Making/Delivering – Evaluating stages of the Investigation. Work with students to develop a plan for their different stages of Investigation.
* Discuss with students the different ways they can record their progress. You can direct them back to the Multimodal Activity formats 3D issue if they need some ideas.
* Students begin recording their planning and making/delivering of their investigation, with regular check-ins with teacher.
* Students compile the evidence they have so far and can add annotation in the form of text or audio
* Discuss and model evaluating student work. Highlight the kinds of language used when evaluating. Deconstruct the evaluating language used in the model.
* Students write or record their evaluation and compile finished Investigation together
* Activity: Students submit draft of Investigation for teacher to review against the performance standards
* If possible, hand students' drafts back and students implement teacher suggested changes to improve final activity item
 | Investigation Activity SheetInvestigation video modelPractical Investigation topics.docMultimodal Activity formats 3D issueInvestigation video model | Students will identify an activity, service or product that relates to their VET or Vocational learning and document their planning and delivery of this, Students will than evaluate their investigation. |
| **Reflection:*** Introduce activity item. Identify the two different kinds of reflection needed to complete this activity. Discuss briefly the differences between the two
* Watch ‘What is a Reflection?’ video and discuss the kinds of language used when reflecting.
* Look at the ‘Recount’ and ‘Reflection’ videos and compare the different language used in each.
* You could do a small class generated model of a reflection on a shared experience on the board, using reflective language and unpacking the kinds of language used.
* Introduce the introduction of the workplace reflection. Model if needs be. Students start to write or record the introduction to their workplace reflection
* There is a long list of leading questions to get students thinking in the 3D issue. There may be way too many for students to work through, as it might be more confusing than useful. If so, select the ones you think are the most useful, discuss these. Selecting questions from each of the headings/pages is recommended. Model answering them and identify the reflective language used.
* Having students go over their Performance topic, looking at the annotations they added and the experiences they recorded. Facilitate students to identify the learning experience they have had and prompt them to try reflecting on these experiences. Students start to write or record their own responses to the questions.
* Activity: Students complete their Workplace Reflection draft and submit to the teacher for revision
* Introduce the Personal Reflection and identify the differences between the Workplace and Personal Reflection (language, content etc)
* Introduce the concept of generic work skills and illustrate this with examples. Identifying some of the skills students have demonstrated in the classroom that relate well to work could be useful. Or identifying the kinds of skills different occupations require that are easily transferrable to other jobs.
* Direct students to look back over their Performance Topic again and help them to identify some of the generic work skills they demonstrated.
* Model teasing out moving from identifying a generic work skills to reflecting on an experience where this skill was demonstrated. Then move to a wider statement about what this experience tells us about the student as a worker in general. Assist students to identify the skills they already have and are proficient in and areas that still need work. Discuss the kinds of strategies students could employ to improve, or why it is important to the student to improve these skills. (This is a series of quite complex steps. It might be advisable to break it up into smaller sections, depending on your student cohort).
* Select appropriate leading questions from the 3D issue and students use these to write or record their Personal Reflection
* Activity: Students complete their Workplace Reflection draft and submit to the teacher for revision
* If possible, hand students’ drafts back and students implement teacher suggested changes to improve final activity item.
 | Reflection Activity sheetWhat is a Reflection? videoRecount and Reflection video modelsPage of Reflection 3D issuePage of Reflection 3D issuePage of Reflection 3D issuePages of Reflection 3D issuePages of Reflection 3D issuePages of Reflection 3D issue | Students will complete two reflections, one focussing on their VET/workplace experience and one which focuses on their generic work skills |