

Work Studies - Satisfactory - Year 10

Portfolio summary

This portfolio of student work shows that the student can explain the relationship between changing circumstances, 21st work opportunities and the characteristics needed to participate in emerging work arrangements (WS1, WS3, WS4). The student can recognise the importance of growing self-awareness for making appropriate career choices and accessing work opportunities (WS2, WS3, WS4). They can select and apply appropriate communication methods and apply the skills needed to work collaboratively (WS3, WS4). They can identify approaches to resolving workplace conflict and tensions (WS2, WS4) and apply these in a work-related context (WS4). They can explain the importance of developing entrepreneurial skills (WS1) and use these skills in a negotiated project (WS3).

Industry presentation

Sample summary

Students with a demonstrated commitment to industry-related pathways were in a class with a focus on learning about and through their knowledge and experience of one or more industries. They were required to prepare a presentation on changes in their chosen industry over the past 50 years, the knowledge and skills workers need due to these changes and the impacts of the changes on businesses, workers and clients.

Achievement standard

Learning Area

By the end of Year 10 students explain the relationship between changing circumstances, learning and 21st century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21st century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create

potential career scenarios. Students research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21st century recruitment and selection tools, methods and skills for accessing real and created work opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

Industry presentation



Journal writing

Sample summary

Students were part of a mixed-ability, multi-aged class of combined Year 9 and Year 10 students.

The task was undertaken as a part of a sequence of six 30-minute lessons about potential workplace issues. Through journal writing, students were required to respond to and reflect on articles and experiences relating to issues in the workplace. The students discussed articles in a class group and reflected on their own experiences. They were supported by the explicit teaching of journal writing.

Extracts relate to attendance at a careers expo, personal hygiene, mobile phone etiquette and the Fair Work Ombudsman.

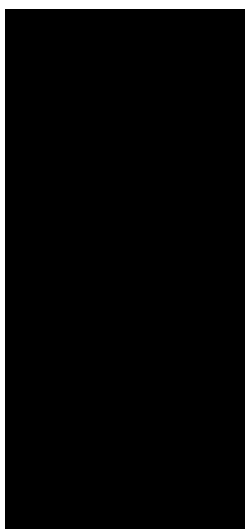
Achievement standard

Learning Area

By the end of Year 10 students explain the relationship between changing circumstances, learning and 21st century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21st century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios. Students research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21st century recruitment and selection tools, methods and skills for accessing real and created work opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

Journal extracts



Careers Expo

Early the most useful part of the excursion was talking to one of the people from the Asia & Pacific booth. She walked us through the courses available, but as about the opportunities to study in Japan and shared some stories of her experiences. I realise we never even asked our country studying Japanese and give me even more things to look forward to. The only of adding things was when I asked her how it would benefit a future career. She said that doing a double degree would be best because there weren't many options with just this one degree (she didn't say it as but as this but it was the conclusion nonetheless). It still didn't quite convince me that continuing studying Japanese would be useful. It's unfortunate because if I knew that I was going to be useful in future, I wouldn't hesitate at all because I love learning it.

The next were kind of 'yehhh...'. It gave it a try, see what they tell me... I didn't really have any input defining places to look at apart from the Asia & Pacific place. And to be honest, the graphic design one looked best it would be too much, the the helpdesk primary, no I just went and looked at other places.

Personal Hygiene

Personal hygiene is extremely important in the workplace. Taking care of yourself and grooming is important to maintain a professional image. It is especially important when working with food because people can potentially become very ill because of poor hygiene practices. Being well groomed and clean makes your area of work look more attractive, which is important for jobs like retail. Bad hygiene can make the workplace appear unclean, and may disturb customers. Employees of a waiting for customers and they probably won't come back!

I remember in primary school when our year 6 teacher had to get us all in a group and tell us that we all knew. They stressed the importance of cleanliness and said that the smell in the classroom was getting overwhelming but was probably the first experience for a lot of their personal hygiene becoming a problem.

Mobile Phone Etiquette

Being someone who hasn't had a phone until last year (and it's with a prehistoric look that I barely used!) I haven't picked up bad habits with phone use as much as most people. The only thing that sort of comes close is my (and I know that when I'm distracted by their phone or music. I think it really has to come to a halt and I tend to closing the conversation immediately so I know how annoying and disrespectful it is especially in a workplace environment. It's really rude when, for example, a customer wants to buy something and the person next to serve them is instead checking on some updates. I don't think I'll have much of a problem with this though, but when I get a proper phone, who knows, I might change.

Fair Work Ombudsman

This talk about the different rights you have as a worker. Some of these topics include pay, leave, and ending employment. I think that most of these are important to know a little bit about because if you didn't know some of these an employer could take advantage of a young worker. I can effectively use these when I work, I feel more confident that my workplace respect my rights and a thoughtful to everyone.

Annotations

- 1

Annotation 1
Relates career information to personal interests and possible study options
- 2

Annotation 2
Understands the importance of hygiene and self-awareness in the workplace

3 Annotation 3
Evaluates appropriate use of the mobile phone in the workplace

4 Annotation 4
Demonstrates some understanding of the importance of rights in the workplace

Enterprise project

Sample summary

Students were part of a small group engaged in a Learning Through Internship program. They worked with a mentor to complete an action project which demonstrated entrepreneurial behaviours.

Students were asked to brainstorm with the mentor to identify a suitable project to complete at a work placement. They then were required to organise, negotiate and plan the project and present the project to the employer on completion.

Achievement standard

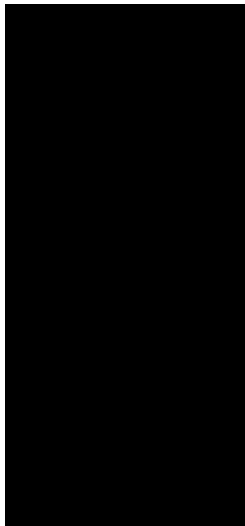
Learning Area

By the end of Year 10 students explain the relationship between changing circumstances, learning and 21st century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21st century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios. Students research a range of information and data to identify trends in

work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21st century recruitment and selection tools, methods and skills for accessing real and created work opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

Project diary



Before I went on internship I had some existing work skills - I worked with Dad and his builder mates so I already knew the language. There is nothing worse than not knowing what people are talking about. I use this as a way of telling if I'll fit into a workplace, if they are all talking about things and I don't know what they are talking about I either have to do my research and find out or not go back because I know it won't work for me.

I also had good measurement skills and could calculate quickly. I was not completely unskilful when it came to computers and technology but specifically my drawing skills improved and I became more fluent.

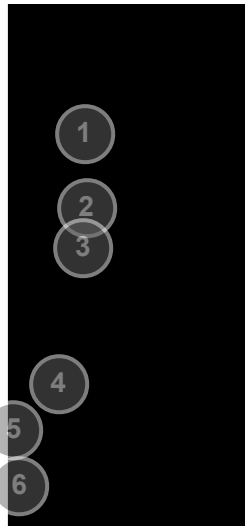
I improved in my people skills and learnt how to talk to clients. I also conquered my fear of heights having to go up stairs to some pretty high places. Most of all I grew more confident, and took more opportunities to show initiative and take responsibility.

Sample (A) is a series of architectural drawings that I created using . The first is dated 14/11 and shows just how little work I got through on my first day - yes, that is a whole day's work!

As you can see from the next example I slowly got better and by 26/11 I could construct a much more detailed plan - I was still way below what their paid architects could do - that would have taken them about half a day!

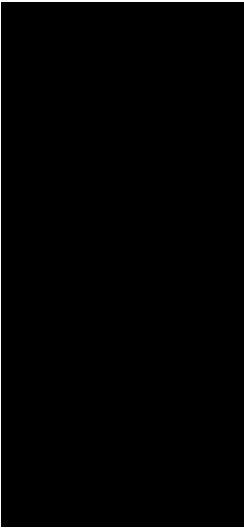
Sample (B) shows a series of 3 architectural drawings I did showing an existing floor plan, a demolition plan and finally a newly renovated floor plan. I loved planning this and then going to visit the site and seeing the actual walls in place exactly as I'd drawn them! Pretty cool!

Finally the photos are of a building that I'd drawn up from a slab plan that I got to visit in construction. It gave me a sense of pride that I could do something so awesome.



Annotations

- 1 Annotation 1**
Identifies personal knowledge and understanding relevant to their vocational interest
- 2 Annotation 2**
Evaluates and aligns career information with their personal capabilities
- 3 Annotation 3**
Demonstrates the importance of self-awareness in improving learning
- 4 Annotation 4**
Proposes actions, makes recommendations and presents these to an audience of stakeholders
- 5 Annotation 5**
Applies entrepreneurial skills to contribute to and document an enterprising project
- 6 Annotation 6**
Demonstrates an understanding of the process required to complete an action project

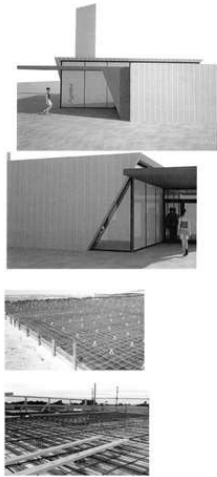
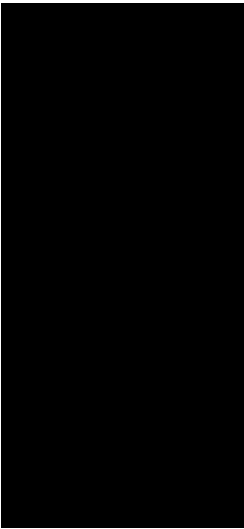


1
2

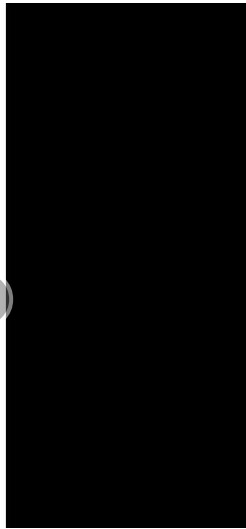


Annotations

- 1 Annotation 1**
Selects and applies appropriate communication methods demonstrating their personal development of computer-generated drawing skills
- 2 Annotation 2**
Presents plans to an audience of stakeholders, recognising the need for appropriate communication methods

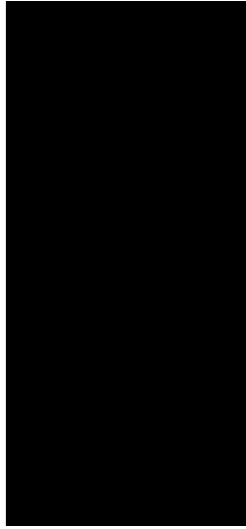
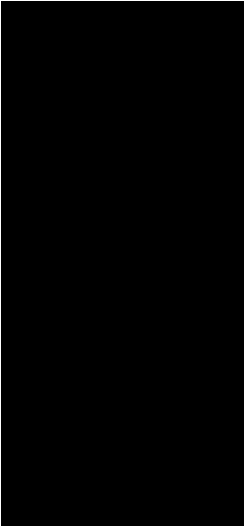


1



Annotations

- 1 Annotation 1**
Presents ideas to stakeholders, recognising an appropriate means of communication



Learning through work experience

Sample summary

This task was part of a unit of work relating to work placement. The students experienced explicit teaching of employability skills and reflective writing. They worked with a career adviser to identify an area of vocational interest and organise for a one-week work placement. Prior to the placement, students completed an employability checklist about the skills they perceived to be relevant to the targeted work roles.

Students were asked to identify and record the tasks performed during the placement and the employability skills they learned about and experienced. Subsequently, the students were required to write a reflection on their work experience considering the employability skills framework.

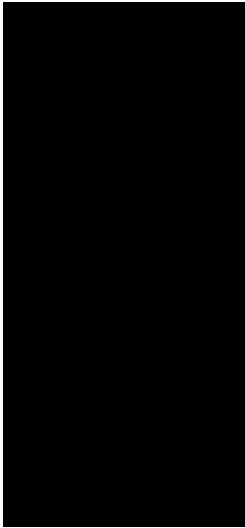
Achievement standard

Learning Area

By the end of Year 10 students explain the relationship between changing circumstances, learning and 21st century work opportunities and identify the skills needed to manage changes. They evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices. They analyse emerging 21st century work arrangements and the resultant changing relationships between participants, the opportunities arising and the skills needed for these emerging work arrangements. Students explain the roles of agencies associated with employment support. They outline 21st century approaches to recruitment and selection, and skills required in responding to them. Students explain the benefits of different cultural perspectives in managing work and problem-solving. They identify possible tensions arising in work-related contexts and understand the approaches to resolve conflicts and tensions.

Students process the skills required to manage change and transition. They select learning strategies and career information and sources and evaluate and align their personal capacities. They select and apply appropriate communication methods in a range of contexts. Students form and work in teams on a range of work-related tasks and observe and incorporate the skills needed to work collaboratively. They apply entrepreneurial skills to plan, implement and complete a negotiated action project. Students evaluate their findings, propose actions, make recommendations and present these to an audience of stakeholders. They synthesise increased self-knowledge and career information to school and career-based decisions and create potential career scenarios. Students research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations. Students practise using and responding to 21st century recruitment and selection tools, methods and skills for accessing real and created work opportunities. Students collect and interpret information on different cultural approaches to ways of working. They explain the importance of culturally diverse workplaces to managing work, work relationships and productivity. Students apply conflict resolution methods and skills to work-related contexts.

Workplace reflection



Work Experience Week Reflection

Work experience was unbelievable as so much more came out of it than I ever would have expected. Many opportunities were given to me, like sitting in on a practical lesson with the first year students who were studying to be doctors. I was able to participate as one of the students which gave me the opportunity to see how difficult things were and how practical classes work.

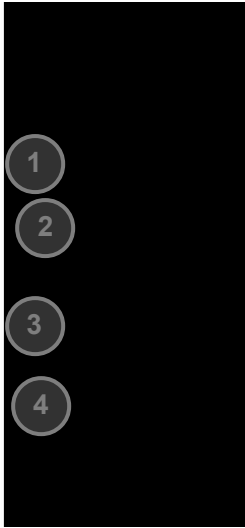
My main task every day was to set up experiments and pack them away. This was one of the most challenging parts of work experience because I wasn't that used to trying to be and solve the problem I'm not a bit of a challenge and I would have to have long hours take for me to do certain things. For example on Wednesday I was asked to put 700 grams ball tubes into water trays and this was a boring job but I challenged myself to see how many I could put in a tray in 30 seconds.

Many unexpected tasks came my way during work experience and it really pushed me out of my comfort zone. As I was doing work experience at the medical school at the [redacted] I knew that there was going to be physics, the week since I was there it happened to be anatomy week. I am a bit squeamish when it comes to blood and guts. On Tuesday I took a small step and was shown a human brain. This is huge with packed legend and other stuff in my life. I don't feel that so sick in anyway, so I felt some sort of accomplishment because normally I would have struggled enormously to keep the contents of my stomach down.

On the Thursday we were sitting with [redacted] waiting to see what we had to do next. I was having afternoon tea and once we finished we helped the new anatomy technician set up the next student's class. It was looking at the brain and the different components of it, my job was to get the models of the brain and place them on each bench. I don't think I was too hard and then they started to bring out the real specimens (spinal brain) I was surprised that could handle it different brains.

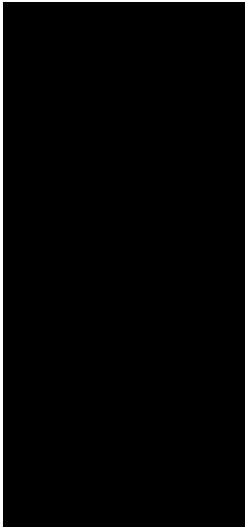
Suddenly I heard them saying that they needed tissues on the brain so they don't dehydrate. I was given this job. My main goal was to be everything possible to not touch the brain or any way even though I was wearing gloves. They had set out of just brains and wanted to bring out two heads that had signs in them, for this I left the room. Come back when they were covered up with the tissues but they were on racks and I could see some of the [redacted] which freaked me out and so I believe that was another step outside my comfort zone.

On Friday there was a practical lesson looking at all of the components of the human body. My task was to set it up and put it all away when the students finished. I had my own seat to get through all the show because they are all booked. I went through connecting from the glass through another room to get to the storage. I started to wheel the trolley through the suddenly in the freezer. I was a bit when I needed to



Annotations

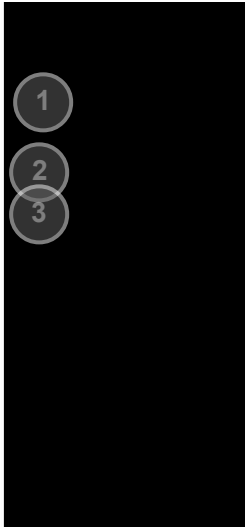
- 1 **Annotation 1**
Demonstrates enterprising behaviour to address challenges in the workplace
- 2 **Annotation 2**
Reflects on some of the skills and capacities necessary for work in medical professions
- 3 **Annotation 3**
Contributes as a team member to work-related tasks
- 4 **Annotation 4**
Identifies the importance of self-awareness in learning and accessing work opportunities



was the subject that they received the day before. So I left and said [redacted] and to shut the door for me.

Working with [redacted] I felt most comfortable because he made me feel very welcomed and I could see that he went the extra way to make sure that the work experience was worth it. [redacted] communicated the clearest to me because he took a step by step and the head one understanding what I had to do with each task. I found it difficult to work with [redacted] who was the anatomy teacher because the job I was doing the expectation was too high but what I could complete in the amount of time that I was there. I could have asked for help more with the task but I didn't need it. Both [redacted] and [redacted] could be mentors for me because they pushed me out of my comfort zone and taught me a lot about science.

While I was on work experience I used communication the most because I had a lot of tasks. I needed to understand what I had to do and communicate if I had problems or difficulties. I also was learning and adding to areas and situations and this was vital for me because I wasn't there had an anatomy [redacted]. I used teamwork and collaboration and enjoyed the fact because the work was self-paced and I was given very clear and concise instructions all the time. I developed from technology and writing as I could communicate with them with these for example making check lists I had to make and their examples. It's not how I was working. I could understand the tasks more by listening to it being for help with it. I need to develop communication more because even if times I struggle with getting my voice through.



Annotations

- 1 **Annotation 1**
Recognises and evaluates communication methods
- 2 **Annotation 2**
Relates a limited range of employability skills to the roles, tasks and learning experienced during a work placement in a medical faculty
- 3 **Annotation 3**
Considers and selects learning strategies