

VELS	Year	Blueprint	MIPs and MIPs Best Practice Framework
Level 6 – Physical, Personal and Social Learning – Personal Learning Strand – Dimension: Manage personal learning Strand Interpersonal Development - Dimension: Building Social Relationships	9, 10	Phase 2 (B) Learning and Work Exploration 6.2 Understand how work contributes to the community	MIPs Aim: Develop Skills to manage their pathways throughout their working lives MIPs Aim: Develop their knowledge, understanding and experience of opportunities in education, training and employment Best Practice Framework 3: Pathways and Planning Process

WORK EXPERIENCE PREPARATION

Teachers' notes

Outcome

Identify and investigate three areas of interest for possible work placement.

Rationale

Work experience provides students with the opportunity to explore the workplace.

It is designed to assist them in the transition from school to work, to develop a greater awareness of their abilities and interests, and to make appropriate, well-informed and realistic career decisions.

It is important to prepare students well, as for most of them this will be their first time in a workplace.

Task description

Note: Preparation for work experience and work placement determines both the usefulness of the exercise and the quality of the experience for the student. Whilst this is only a suggested list of tasks, the whole unit of work herein all contributes to the quality principles of work experience and ensures that schools are fulfilling their duty of care.

PLEASE MAKE SURE THAT ALL YOUR STUDENTS HAVE OR WILL COMPLETE THEIR SAFE@WORK OCCUPATIONAL HEALTH AND SAFETY MODULES PRIOR TO COMMENCING ANY PLACEMENT OUTSIDE OF THE SCHOOL.

1. The teacher outlines the work experience program that the school has in place and what is required of the students.
2. The teacher facilitates a whole-class brainstorming session on the benefits of participating in the work experience program. Some of these benefits may include assisting students to:
 - a. experience the world of work, e.g. dress, behaviour, language, hours, working conditions, travel requirements
 - b. evaluate their own strengths and weaknesses, likes and dislikes, abilities and interests and match them with their vocational pathways
 - c. improve their knowledge of the range of occupational factors (pay, training, promotional opportunities, work satisfaction and values)
 - d. practise and develop vocational, life and employability skills, e.g. decision making, communication, time management, problem solving, leadership, teamwork, inquiry skills, goal setting. See also the 'Employability skills' activity
 - e. gain points towards entry into TAFE courses in some states/territories. (If not relevant, amend the worksheet before using with students)

- f. decide on the educational goals which are relevant to the occupations that interest them, e.g. when to leave school, what subjects to choose in upper school, what further education or training is required.
3. Students identify expectations of the workplace under the following headings:
 - a. employers and their expectations
 - b. dress standards (including jewellery)
 - c. occupational safety and health requirements or regulations
 - d. dealing with conflict
 - e. punctuality (including returning from morning tea, lunch and afternoon tea).
4. In pairs, students identify other expectations and list the ways these need to be addressed.
5. Students report back to the rest of the class.
6. Students individually complete the 'Work experience preparation' worksheet under the guidance of the teacher and select at least three areas that interest them for possible work placements.
7. The teacher distributes and discusses the school's work experience package (if applicable). Discuss with students the organisations and employers who are offering placements as part of the work experience program.
8. Teacher and class brain storm and list on the board some of the rules to approaching employers. They could include
 - a. Etiquette on the phone
 - b. Cold Canvassing and presentation
 - c. Timing of approach (e.g. don't go to hospitality at lunch time etc).
 - d. Where to find jobs and work experience placements

Extension activities and Local Standards

- Students either verbally or in written forms explain their reasons for choosing certain work experience occupations. They may need to make reference to: Employability skills, strengths and weaknesses, personal attributes, interest etc. Invite students who have participated in a work experience program into the classroom to speak with the students (in small groups) about their experiences – their initial impressions, the nature of their work experience, what students should be aware of, etc.
- Arrange for students who have tried a placement in a non-traditional work setting to describe their experiences to the class.
- If appropriate, invite a guest speaker from your occupational health and safety authority to talk about occupational health and safety issues for work experience students in the workplace, and the right to refuse work in an unsafe work environment.
- Invite four employers from different industry areas, e.g. retail, office, hospitality, metals and engineering, to discuss their expectations. Students can be divided into four groups according to their areas of interest.
- Students interview an employer regarding expectations of students during work experience placements and report their findings to the class.

Suggested resources

- Copies of the 'Work experience preparation' worksheet
- Individual schools' work experience packages/information
- Employer register of previous work experience information (see LCP or back of folder for complete list)
- *Job Guide* – in print (Section 2) or online at <http://jobguide.dest.gov.au/>
- Students Log Book (also at the back of the Folder)

Career competencies

This activity links to the Exploring step in <http://myfuture.edu.au>.

Worksheet: Work Experience Preparation

Work experience is extremely valuable because it offers you a chance to learn about the working world and its relationship to your subjects and study at school.

Work experience involves your active planning and participation. Things will not happen by themselves and this is an opportunity that you can not pass up.

1. Identify at least three areas that interest you for a possible work experience placement using the *Job Guide*.
2. Read the 'Building your career' section of the *Job Guide*, which looks at the seven personal interest groups.
3. In the table below, indicate your likes and dislikes for the personal interest groups by ticking (✓) the boxes.

Personal interest groups	Strongly dislike	Dislike	Don't mind	Like	Strongly like
1. Creative or Artistic					
2. Analytic or Scientific					
3. Helping or Advising					
4. Practical or Mechanical					
5. Nature or Recreation					
6. Organising or Clerical					
7. Persuading or Service					

4. From the table, select only those interest groups that you like or strongly like. Write your interest groups below.

You will notice that when you find these headings in the *Job Guide*, a level from 1 to 4 appears next to them. This refers to the educational level that you require.

- Level 1: usually requires the completion of Year 10 schooling, the Secondary School Certificate, Certificate I or Certificate II qualification. New Apprenticeships may be offered in this level.
 - Level 2: usually has a level of skill equal to a Certificate III or IV, or at least three years relevant experience. New Apprenticeships may be offered in this category.
 - Level 3: usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE's or RTOs.
 - Level 4: usually requires completion of a Bachelor Degree or higher qualification. Study is usually undertaken at university.
5. With this understanding, find the interest groups you like and the levels in the *Job Guide* that suit you, and write down at least three occupations that you find interesting from each of these lists.
These occupations are going to be investigated further as possible work experience placements for you.

Area A	Area B
Area C	Area D
Area E	Area F