WRS – Planning, Resources & Ideas
Ann Baxter

- Consultant Educational Special Projects
- Community based VCAL (MDLC, UYCH & Morrisons)
- Project Officer – Social Enterprise Academy
- Independent Aboriginal College (AusVels)
- Independent schools VCE Science & Maths
- International Schools – IGCSE & IB
WRS – Planning, Resources & Ideas

- WRS review & plan
- Sharing resources
- Networking for ideas
Worksheet One

Brainstorm ideas on our own WRS courses

Group feedback
<table>
<thead>
<tr>
<th>#</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
</tr>
</thead>
</table>
| 1  | Learning outcome 1  
Learn about a selected workplace or industry setting. | Learning outcome 1  
Learn about conditions and entitlements of a specific industry. | Learning outcome 1  
Research information about a specific industry or workplace from a variety of sources. |
|    | Workplace - basic | Workplace - specific | Workplace- wider knowledge                  |
| 2  | Learning outcome 2  
Identify OHS roles and responsibilities of persons within a workplace context | Learning outcome 2  
Obtain and communicate information in response to a work-related OHS issue.  
OHS - COMMUNICATION | Learning outcome 2  
Communicate ideas and information about a range of OHS requirements in the workplace.  
OHS –IDEAS & INFO COM |
|    | OHS - ROLES | | |
| 3  | Learning outcome 3  
Identify OHS problems that may arise in the workplace. | Learning outcome 3  
Develop knowledge and understanding of OHS in a work-related context  
OHS – Problem contexts | Learning outcome 3  
Understand hazard identification, risk assessment and control of hazards and risks within the workplace.  
OHS – Hazard & Risk management |
|    | OHS – Basic Problems | | |
| 4  | Learning outcome 4  
Plan and organise a basic work-related activity that meets OHS procedures. | Learning outcome 4  
Identify workplace safety hazards.  
OHS – Hazard identification | Learning outcome 4  
Demonstrate an understanding of the OHS issue-resolution process.  
OHS – Issue process |
|    | OHS -Procedures | | |
| 5  | Learning outcome 5  
Work in a team to complete a safe work procedure for a basic work-related activity.  
Teamwork - Basic | Learning outcome 5  
Work in a team to follow safe work procedures within a work-related activity.  
Teamwork - safety | Learning outcome 5  
Work in a team to follow safe work procedures within a complex work-related project.  
Teamwork – complex & safe |
|    | | | |
| 6  | Learning outcome 6  
Use information and communications technology and other technology in relation to a basic work-related activity.  
Communication & Technology | Learning outcome 6  
Use information and communications technology and other technology in relation to a work-related activity.  
Communication & Technology | Learning outcome 6  
Use information and communications technology in relation to a complex work-related project.  
Communication & Technology |
|    | | | |
| 7  | | | Learning outcome 7  
Use workplace technology and equipment in accordance with OHS guidelines in a complex work-related project.  
Technology & Equipment for work |

7/7/16
Education Special Projects© 5
<table>
<thead>
<tr>
<th>#</th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
</tr>
</thead>
</table>
| 1  | Learning outcome 1  
Prepare for a basic work-related activity.  
Prepare- Information | Learning outcome 1  
Research information for a work-related activity.  
Research- Information | Learning outcome 1  
Collect, analyse and evaluate information required for a complex work-related project.  
Collect & analyse - Information |
| 2  | Learning outcome 2  
Communicate basic work-related ideas and information.  
Communicate ideas and information at work | Learning outcome 2  
Communicate information and ideas for a work-related activity.  
Communicate ideas and information at work | Learning outcome 2  
Communicate ideas and information in a work environment.  
Communicate ideas and information at work |
| 3  | Learning outcome 3  
Plan, organise and manage a basic work-related activity.  
Plan, Organise & Manage - activity | Learning outcome 3  
Plan, organise and manage a work-related activity.  
Plan, Organise & Manage - activity | Learning outcome 3  
Plan, organise and manage a complex work-related project.  
Plan, Organise & Manage - project |
| 4  | Learning outcome 4  
Identify and take measures to solve a problem relevant to a basic work-related activity.  
Identify & solve problems- activity | Learning outcome 4  
Identify and solve common work-related problems.  
Identify & solve problems- work | Learning outcome 4  
Identify and solve problems in the workplace.  
Identify & solve problems- work |
| 5  | Learning outcome 5  
Work in a team to complete a basic work-related activity.  
Teamwork - activity | Learning outcome 5  
Work in teams to undertake a work-related activity.  
Teamwork - activity | Learning outcome 5  
Work in teams to undertake a complex work-related project.  
Teamwork - Project |
| 6  | Learning outcome 6  
Use information and communications technology and other technology in relation to a basic work-related activity.  
Communication & Technology | Learning outcome 6  
Use information and communications technology and other technology in relation to a work-related activity.  
Communication & Technology | Learning outcome 6  
Use information and communications technology in relation to a complex work-related project.  
Communication & Technology |
| 7  | - | - | Learning outcome 7  
Use workplace technology and equipment in a complex work-related project  
Technology & Equipment for work |
| 8  | - | - | Learning outcome 8  
Demonstrate initiative/enterprise in a work-related context  
Initiative & Enterprise |
The original idea…. (Reviewing VCAL information sheet)

The purpose of the WRS strand is to:
- Develop employability skills
- Knowledge & attributes valued within the community & work environments
- As a preparation for employment.

Worksheet Two
How does my course stand up?
Ask yourself?

- Does our course improve student employability?
- Does our course flow from foundation to senior with a scaffolded approach to support learning?
- Do our students attain independence by the end of their senior and are then employable?
Employability Skills

How well do we address employability skills?
Can our students:
- Communicate well
- Work in a team
- Solve problems
- Demonstrate initiative & enterprise
- Plan & Organise
- Learn independently
- Self manage
- Work with technology
So how does your course stand up?

- **Show of hands**
- **Satisfactory?**
- **Unsatisfactory?**

Worksheet Four – My school report
Use this space to record ideas to enhance your WRS course.
At this year’s Quality Assurance (April 2016) the following feedback from employers were made available to us: (Loretta Goldsmith 2016)

1. Hard Employability Skills – the technical skills necessary to be successful WERE being covered well in class

2. Soft Employability Skills – the intangible ones, were MISSING from student skills and affecting youth employability.
Hard, Soft & Transferable Employability Skills

**HARD SKILLS**
Are the technical skills necessary to be successful.
- Literacy
- Numeracy
- Job Applications
- Resume’s
- Using technology
- Evaluations
- OHS Skills
Hard, Soft & Transferable Employability Skills

Transferable SKILLS- Are those that can directly move to another context.

- Team work
- Testing assumptions
- Articulating ideas
- Participating in continuous improvement
- Hazard management
- Invest time to learn new skills
- Applying IT
- ETC..
Hard, Soft & Transferable Employability Skills

SOFT SKILLS- Are the intangible skills
➢ Confidence
➢ Goals
➢ Responsibility
➢ Loyalty
➢ Enthusiasm
➢ Creativity
➢ Resourcefulness
➢ Etc…
Hard, Soft & Transferable Employability Skills

- **Worksheet Three** goes into detail with definitions and explanations for each of the employability skills.
- It is clear that some WRS outcomes are designed to develop specific employability skills.
- Others can be used to enhance your course and add depth for understanding.

*There is a small tool on the worksheet for you to quickly assess how well your course covers employability skills.*
THE IMPORTANCE OF PLANNING

WRS?

We always start planning with the:

✓ VCAA VCAL templates. They are
  ✓ Easy to cut & paste
  ✓ Updated yearly
  ✓ Used for QA
  ✓ Tracks course compliance

*Worksheet Five

“Let’s review the guidelines for some of the chemicals we handle.”
**WRS 031**  
**Learning outcome 4**  
Demonstrate an understanding of the OHS issues-resolution process.  
*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

<table>
<thead>
<tr>
<th>Elements</th>
<th>Activities to demonstrate achievement of elements</th>
<th>Evidence to demonstrate achievement of elements</th>
</tr>
</thead>
</table>
| 4.1      | Identify the reporting options available to an employee in the workplace. | • In the class social enterprise students have to set up a business management process which includes lines of responsibility and reporting.  
• Regular meetings will be conducted to monitor the trading of the class social enterprise  
|          |                                                  | • Student personal journal entry  
|          |                                                  | • Social enterprise report including business structure  
|          |                                                  | • Meeting minutes |
| 4.2      | Identify all the key stakeholders in the issue-resolution process. | Students will outcome the resolution process for their business and all stakeholders  
|          |                                                  | • Student personal journal entry  
|          |                                                  | • Social enterprise report including business structure  
|          |                                                  | • Meeting minutes |
| 4.3      | Identify the steps in the issue resolution process. | Students will include a clear process for the resolution of issues in their social enterprise. This will be included in their social enterprise report  
|          |                                                  | • Student personal journal entry  
|          |                                                  | • Social enterprise report including business structure  
|          |                                                  | • Meeting minutes |
| 4.4      | Analyse the strengths and weaknesses of the issue-resolution process. | Students will analyse and reflect on the resolution process after their social enterprise has finished trading.  
|          |                                                  | • Student personal journal entry  
|          |                                                  | • Social enterprise report including business structure  
|          |                                                  | • Meeting minutes |
PLAN BETWEEN THE YEAR LEVELS

✓ It is clear that there is only a difference in depth of understanding between year levels, in some WRS outcomes.
✓ Plan between years so you don’t overlap topics
✓ Have a three year cycle of topics
✓ Use newsworthy ideas from each (e.g. Olympics)
✓ Use Employability skills for depth and variety (e.g.: Business greetings, communication in the office, etiquette at work etc.)
✓ Assign different levels of responsibility between the year levels with seniors running projects.
Other Planning Concerns

- How to make sure WRS does not look like a VET or PDS course?
- How to make WRS relate to real work and real life situations?
WRS VS PDS- There is a difference!

WRS- Work Related Skills
• Work related
• OHS
• Use Communication, Technology & Equipment
• Practical teamwork
• Practical problem solving

PDS- Personal Development skills
• Community Issues
• Social Diversity
• Leadership
• Decision skills
• Improve communication
• External partnerships
• Project management skills
REAL LIFE WRS

- Use local businesses (keep relationships positive with student thank you letters and other courtesies)
- Use local contacts including: parents, community groups, Local Learning Networks, Councils & other schools
- In class simulations
- Internal work stations around the school (Admin, Maintenance, Gardening)
- Incursions
- Excursions
- Helping local businesses (cleaning, painting etc)
- Pop up shops
- Recycling
- NAB interviews
Resources - The practicalities

Faithful Friends
• We have created a list of resources including those from:
  • VCAL Study Design
  • VCAA Website

Other Resources
• We have added other resources that we have consulted over the years including:
  • Those from other states
  • Private industry
  • Young worker focus
  *Anything we have found useful.*
We would like to invite you all to contribute one idea you believe others would find useful for WRS;

A useful reference

Project idea

Novel approach.

Post it notes for the wall.
IDEAS

- We thought we would share with you some ideas we have used of collected over the years that we find useful.

As we go through these ideas don’t forget to note those that maybe useful on your school report page, Worksheet 4.
IDEAS

1. The Living Resume

- Resumes – living document until the end of school at least
- Students maintain a skill register – many don’t recognise the skills they incidentally acquire & regularly update their resumes
2. Education & Training

✓ Is an industry
✓ Students can learn to teach another as a legitimate industry experience
✓ Teach another:
  ✓ class in school
  ✓ At another school
3. Social Enterprise

- Is a real trading business
- Can be run at the school level
- Meets employability skills
- Fantastic support for teachers & students on the Social Enterprise Academy website
4. The Safe@Work Website:
A wonderful resource that can be “wordy” for low LLN students.
✓ We use the General Module Assessment for Foundation students
✓ Other Industry Assessments for Intermediate and Senior students
✓ Use as a final assessment after covering the content with additional tasks including:
  ▪ Cartoons
  ▪ Posters
  ▪ Videos
  ▪ Small group projects
  ▪ Activity Sheets
5. Use models

- Lego
- Toy sets
- Dioramas
- Claymation
- All help is visual memory, hands on activities, another way to express understanding & knowledge
IDEAS & NETWORKING

6. Photos & videos

- Media is an industry
- Shooting a movie is highly engaging
- The entire process can meet all WRS requirements
- iMovie is very easy to use
- Easily integrated as a project
IDEAS & NETWORKING
NETWORKING

- How can we help each other?
- Would a network help?
NETWORK POWER

Some schools have resources they can share.

Larger schools have spaces and possibly staff to share?

Local Learning is well connected to the community and social issues.

Everyone has ideas to share!

Resources → Ideas → Community → Expertise → Personnel → Resources

PRICE
Share your contact details?

If you are interested in establishing a network of VCAL WRS providers to share resources and ideas please give us your contact details on the sheet at the back of the notes we have provided.
Wrap Up

- WRS review & plan
- Sharing resources
- Networking for ideas

We hope you will leave this session with some ideas to build on for your own WRS program.
Educational Special Projects

- Primary & Secondary Specialists
- Special Events
- Workshops & PD's
- Staff Mentoring
- Grant writing & Acquittals
- Assessment management & Supervision (ACSF, Brigance Inventory, NAPLAN)
- Writing:
  - Course materials & updates (VCAL, AusVels, CGEA)
  - Policies
  - Course compliance documents
  - Study Guides
  - Arts & Drama
  - Sciences
  - Gifted programs
  - Support programs

Email: educationalspecialprojects@gmail.com
Phone: 0433 266 772