

# VALA 2017



- C2 Structured Workplace Learning as an integral component of VCAL in rural/regional communities.  
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# PREMISE



VCAL as a "work ready" program cannot be theoretical in nature. Consequently, WRS as a subject must be intrinsically linked to practical work experiences in a variety of situations.

- Rural communities are suffering from an employment crisis on many fronts, one being that youth unemployment is 20.1% compared to Melbourne's at 16% (2016).
  - VCAL students are in a unique position, whilst at school, to be helped to overcome unemployment and the youth drain to the City.
  - Admittedly, what is offered at Ballarat High School, and how they approach SWL is not a guaranteed solution, but it goes a long way to forming strong links between industry and a potential labour force.

<https://abbeymedievalfestival.com/2017/05/jouster-blog-series-sir-david-williamson/>





# OUR AIM



**Aim:** The aim of our presentation is to instil a belief in teachers of VCAL , the importance of Workplace Learning in the VCAL program. This may be in the form of Structured Workplace Learning linked to the students chosen VET, or Work Placement.

When considering work placement for students from schools in the West of the State, VCAL programs do not present a consistent solution. **Some schools do not offer placement at all**, whilst **others offer a minimum of one full day release from school**. Some see workplace learning as the domain of VET providers.

The **VCAA don't have a mandatory approach to offering placement**, in fact students do not have to take part in placement to satisfy a VCAL or VET certificate.

# BALLARAT HIGH SCHOOL MODEL



**BHS Model:** We are not doing anything out of the ordinary except embedding VCAL in our Curriculum as a viable option for students at Ballarat High School.

**Year 10:** We do not offer Foundation VCAL but do offer both a Foundation style Maths and English. There is an assumption the students in these subjects will form the core of Intermediate VCAL the following year.

**Intermediate VCAL:** Two classes of up to 26 students over the previous few years. Made up of the previous Year 10 Foundation English students (about half) and the rest students who have chosen VCAL in preference to VCE.

**Senior VCAL:** Until this year we have only ever had one Senior class. This year we began the year with two classes of 24 students.

## How does Work Placement fit with how we approach VCAL at BHS?



We comply with Ministerial Order 55 and consult the Structured Workplace Learning Manual (For Victorian Secondary School).

So, from the start of Intermediate VCAL students are encouraged to seek SWL with the assistance of WRS staff. This year the responsibility of monitoring VCAL students in placement fall to VCAL staff, not MIPS.

Students in our classes do not attend school on Fridays. This day is set as our work placement day. Students are encouraged to work hard to secure placement as early as possible in the school year. To do this they must complete both general and specific modules from Safe@Work as well as complete WRS unit 1. Students who are completing Structured Workplace Learning as a component of VET are exempt from this requirement.

In fact, this does account for the majority of our Intermediate cohort as we begin VET AT Year 10. As a consequence most of our Intermediate students are in Year two of their VET program.

# So what are our real aims as teachers of VCAL?

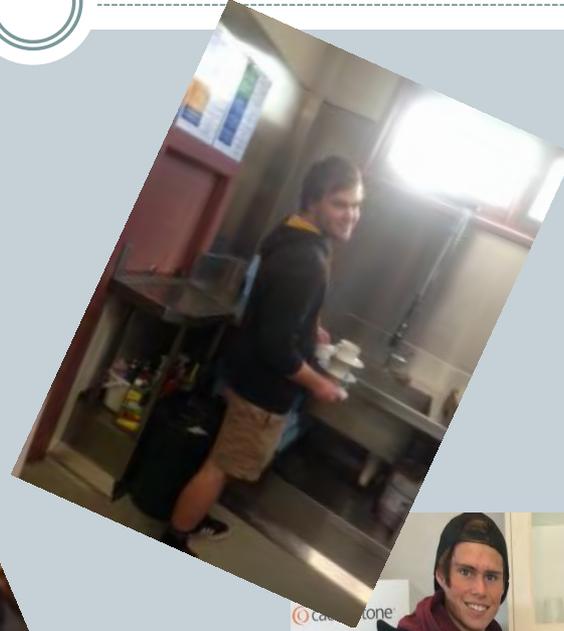


VCAL as a “work ready” program is intrinsically linked to getting kids jobs. It is, potentially, a self-defeating program. In an **ideal World**, students who begin the program at Intermediate should be successfully employed by the end of their senior year. **I stress, an ideal World.**

Of course, many hurdles are presented which hinder student successful school to work transition. We all know them:

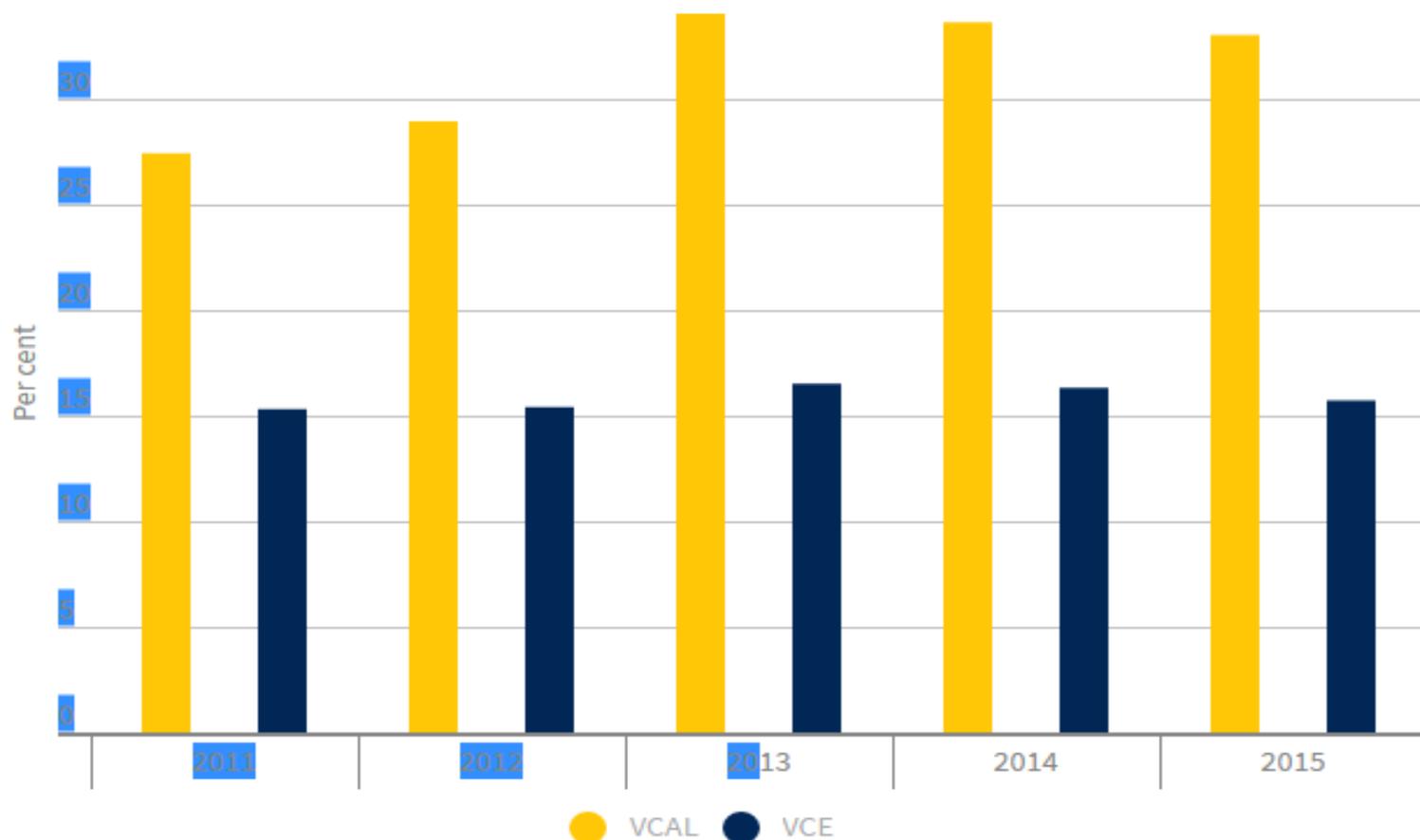
- student lack of maturity,
- comfort in school life,
- inability to follow reasonable instruction,
- lack of employability skills all together,
- unstable home life,
- health issues,
- substance abuse issues,
- language barriers
- and maybe just general laziness?

# WRS in action



# VCAL, the 'easier road'

The proportion of VCAL and VCE graduates who are looking for work and not in education or training.



**Table 2: High unemployment regions by state and territories, January 2016**

Region	Youth unemployment rate (%)
<b>New South Wales</b>	<b>12.2</b>
Hunter Valley excluding Newcastle	21.8
Mid North Coast	19.5
Southern Highlands and Shoalhaven	18.4
New England and North West	18.1
Richmond – Tweed	17.4
<b>Victoria</b>	<b>14.2</b>
Melbourne – West	17.3
Geelong	16.9
Hume	16.0
Melbourne – North East	15.7
Ballarat	15.5

## VCAL Senior class 2016 destinations

<b>Destination</b>	<b>Numbers</b>
Retail	4
Retail (hospitality)	3
Tourism	1
Other (cleaning)	1
Apprenticeships	5
Pre Apprenticeships	2
TAFE	1
Unknown/Unemployed	2
<b>Total:</b>	<b>19</b>

# So what is WRS without Work Placement? (An Opinion)



If you ask the students WRS is dominated by Occupational Health and Safety, a pre occupation with teamwork and repetitive Outcomes. Rather, Work Placement is the saviour of the subject. Some schools integrate WRS into the Technology Strand.

Has anyone really thought about the name WRS? Skill delivery itself, is very sixties based learning. The delivery of facts, the completion of Outcomes, the very nature of the current curriculum makes WRS very difficult to teach and keep students interested and engaged. The Outcomes, at the Senior level can potentially turn VCAL into a mini VCE.

**The linking of the prescribed Outcomes to real work guarantees the success of the program and meaningful futures for our students.**

# Learning outcome 2

Communicate ideas and information about a range of OHS requirements in the workplace.

*Description of what the student will be required to do in order to demonstrate successful completion of the learning outcome:*

**Task Description:**  
 “The law requires employers to provide, so far as is reasonably practicable, a safe working environment for their employees. This includes providing such information, instruction, training and supervision to employees as are necessary to enable them to work safely.” Your workplace should provide an induction for you into the site or business. With further experience, and greater familiarity with the business, you may recognize issues with OHS that need to be brought to management’s attention. From prior experience, it is very unlikely that during your induction that a process to deal with this issue will be covered.

The scope of this Outcome is not for you to search your workplace for OHS issues but to be able to recognize a problem and use appropriate channels to bring the issue to the attention of your employer. To assist in further addressing this Outcome interested students have a choice of two excursions in small groups. One excursion will be run to Maxitrans (heavy industrial manufacturing) and the other to Ballarat Health Services (Hospital and Aged Care). Both excursions will focus on OHS in the workplace specifically to address communication in the workplace.

Elements	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
2.1 Describe the role of appropriate workplace personnel (e.g. health and safety representative (HSR), manager/supervisor, OHS Manager).	Construct a flow chart to explain visually how the hierarchy of the chosen workplace functions. Each position will require a short explanation of their role.	As examples of flow charts are used in industry to explain specific roles in industry, students need to present their charts printed to industry standard. A summary or copy must be uploaded to Google Classroom.
2.2 Use appropriate channels of communication to convey OHS information in the workplace.	Students have been in SWL for over one year as well as most having part time jobs. From experience, students may address this Element from actual experience. Alternatively, students can research specific scenarios or a range will be provided.	Students can report to the class in any form they wish to use. Role playing is encouraged.
2.3 Use appropriate forms of communications to convey OHS information in the workplace.	A scenario will be given to each pair of students outlining a typical OHS issue in either manufacturing or health. On the excursion students are to ask questions relating to solving the issue at all time focusing on the methods of communication used in the specific industry.	In pairs, students can report to the class in any form they wish to use. Role playing is encouraged.

## Something else to think about.



The term used in many degree and diploma courses is **Work Integrated Learning**. WIL is an umbrella term that describes approaches that integrate theory with the practice of work within a purposefully designed curriculum.

Its aim is to enhance the employability skills of University graduates. It may be said we do this at present in VCAL, but because practical work placement is voluntary, the end result for our students is inconsistent at best.

## NATIONAL STRATEGY ON WORK INTEGRATED LEARNING IN UNIVERSITY EDUCATION



Australia's future depends on strong partnerships. Enterprises, educators and the community, working together, improve the quality and capacity of our education systems and the innovation, breadth and competitiveness of our economy. These linkages are crucial if we are to succeed in meeting the challenges and opportunities presented by rapidly changing global realities.

Whatever policy and funding arrangements are in place, synergistic partnerships between industry, community, educators and researchers need to be enabled. Ideally, those partnerships will be deep and broad. They will draw on and leverage each partner's expertise and strength, while respecting the different mission and value each brings to the partnership – and to the nation as a whole – shaping our future prospects.

Human capital underpins our future capability and competitiveness. The extent to which Australia is able to adapt and develop, and continue to deliver a quality of life that is among the best in the world, will depend in large part on how well our institutions and business sectors collaborate. Those relationships provide the foundation of a coherent system where viable, innovative enterprise can prosper. They also underpin community support, benefits and commitments that are shared, and where individual aspirations can be pursued and fulfilled.

Partnerships develop, evolve and grow best in a conducive policy environment and where there are clear and practical strategies: strategies that target recognised needs, are flexible and geared to deliver mutual benefit, and encourage and reward persistent effort. One such strategy is to develop a coherent approach to build workforce capability, skills and individual prospects. Work Integrated Learning does that.