Work Studies - Satisfactory - Year 9

Portfolio summary

This portfolio of student work shows that the student can understand the importance and components of self-directed and lifelong learning (WS1). The student can investigate the skills and personal qualities associated with a range of occupations (WS1, WS2, WS3, WS4) and explain the importance of teamwork and collaboration. They are able to identify the types and purposes of communication in workplaces, including social media. They can explain the relationships between self-awareness and career planning resources (WS4). They can investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They can identify opportunities associated with these changes. The student can identify the contribution of diverse cultures to work and workplaces. They can describe formal and informal recruitment processes.

The student can plan and implement strategies to improve their learning and strengthen their individual learning skills. They can research and analyse information, organise teams, and communicate effectively using appropriate types of communications in a given context (WS2, WS4). They are able to research and filter relevant career information resources (WS2, WS4). They can create career scenarios and identify the skills to manage career transitions (WS1). They can collect and evaluate data and information to draw conclusions about changes to work arrangements (WS3) and their potential impact on their future. The student can synthesise data and information to form reasoned conclusions (WS1, WS4). They can present their findings and explanations (WS2, WS4)

Seeking workplace information

Sample summary

In groups, students visited workplaces that most closely aligned with their interests. Students were asked to prepare a set of interview questions that could be asked of a human resource person in the workplace. They visited the workplace and conducted an interview. When they returned to school they were required to write a report or a narrative on the results of their research.

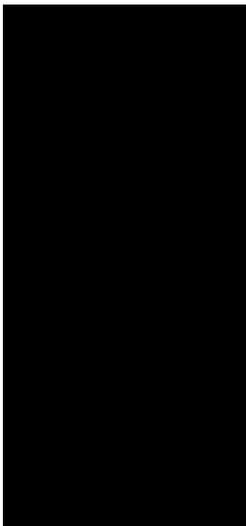Prior to the task, interview techniques were demonstrated and students participated in a mock interview.

Achievement standard

Learning Area

By the end of Year 9 students understand the importance and components of self-directed and lifelong learning. They investigate the skills and personal qualities associated with a range of occupations and explain the importance of teamwork and collaboration. They identify the types and purposes of communication in workplaces, including social media. Students understand entrepreneurial behaviours and their importance for work and in addressing a range of challenges. They explain the relationships between self-awareness and career planning resources. They investigate the changes occurring in work, workplaces and work-related relationships and the factors contributing to the changes. They identify opportunities associated with these changes. Students identify the contribution of diverse cultures to work and workplaces. They describe formal and informal recruitment processes.

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Industry research

Annotations

1 **Annotation 1**
Uses interview questions provided to the group to identify career information relating to physiotherapy and operating in a physiotherapy business

2 **Annotation 2**
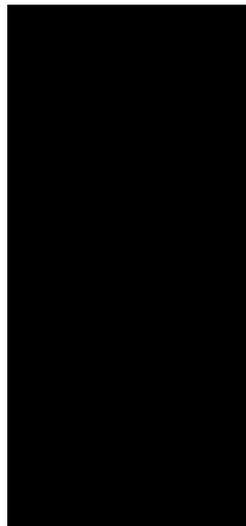Identifies and communicates basic information and records responses to interview questions

Annotations

1 **Annotation 1**
Identifies the types and purposes of communication in a workplace

2 **Annotation 2**
Identifies personal qualities and a limited range of skills associated with physiotherapy occupations

Journal writing: Dress and hygiene

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.

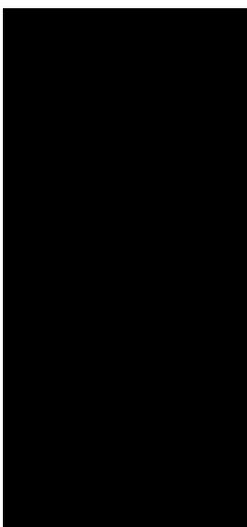Extracts relate personal hygiene and appropriate dress for the workplace.

Achievement standard

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Journal entries

Annotations

1 **Annotation 1**
Reflects on an article to draw conclusions about the importance of personal hygiene in the workplace

2 **Annotation 2**
Records conclusions about dress and personal appearance appropriate to the workplace

Enterprise project

Sample summary

This group of students was drawn from a class of mixed-ability students learning through STEM (Science, Technology, Engineering and Mathematics) enterprise project work. Students were asked to complete an action project which demonstrates entrepreneurial behaviour.

The students worked with a business mentor to identify a suitable enterprise project which would be completed with the support of company personnel and school teaching staff. The group took responsibility for organising, negotiating and planning the project and, on its completion, presenting the outcome to the business.
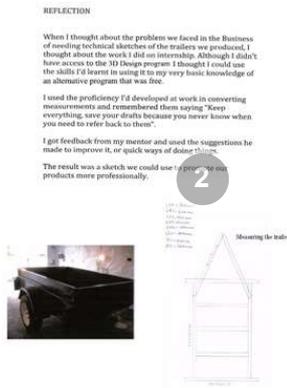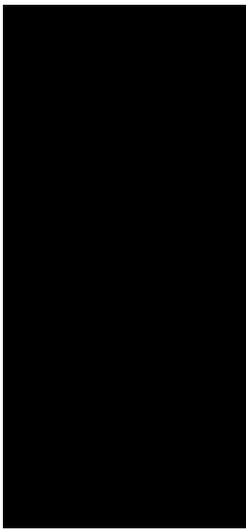
Achievement standard

Learning Area

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Enterprise project

REFLECTION

When I thought about the problem we faced in the Business of needing technical sketches of the trailers we produced, I thought about the work I did on internship. Although I didn't have access to the 3D Design program I thought I could use the skills I'd learnt in using it to my very basic knowledge of an alternative program that was free.

I used the proficiency I'd developed at work in converting measurements and remembered them saying "Keep everything, save your drafts because you never know when you need to refer back to them".

I got feedback from my mentor and used the suggestions he made to improve it, or quick ways of doing things.

The result was a sketch we could use to promote our products more professionally.

Measuring the trailer

Annotations

1 **Annotation 1**
Explores skills associated with the needs of the family business

2 **Annotation 2**
Demonstrates entrepreneurial skills to initiate and propose actions in response to a commercial challenge
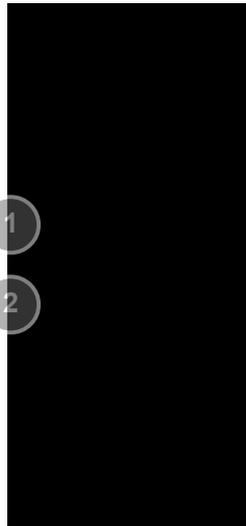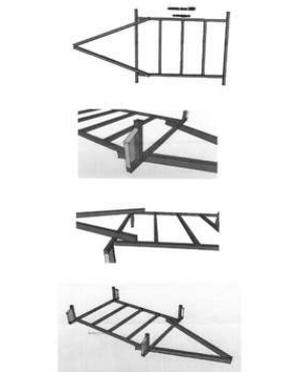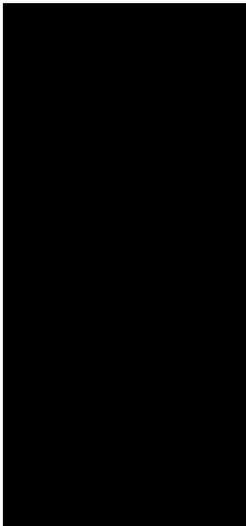
Annotations

1 **Annotation 1**
Communicates effectively producing computer-generated illustrations to support the marketing of a product

2 **Annotation 2**
Presents project outcomes in a variety of computer-generated illustrations

Reflections on a shadow day

Sample summary

Students were part of a mixed-ability, multi-aged class of combined Year 9 and Year 10 students. In cooperation with the teacher, students negotiated a day to shadow a person working in an occupation of interest. Prior to the experience, students prepared questions to be asked in the workplace. They recorded the resulting information and their observations throughout the day. Later, students prepared a journal entry summarising the shadow day experience and reflecting on its relevance to their own vocational pathway.

The task was undertaken as an independent learning activity requiring initiative and self-management.
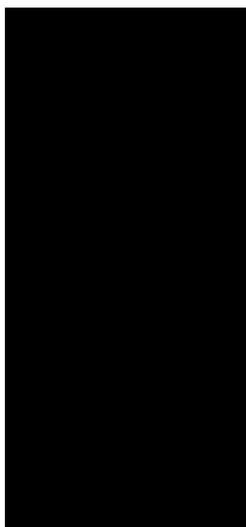
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Journal entries

Annotations

1 **Annotation 1**
Identifies practical questions to be asked on a shadow day when researching the potential role of a teacher's aide in a special school

2 **Annotation 2**
Records responses to questions about the role of a teacher's aide

3 **Annotation 3**
Records practical information about the role of a teacher's aide with occasional reference to the function of teaching

Observations

1. What is the work area like? Why do you think it's set up this way?

Considering the school is a disability school the area has to be an open safe space, its set this way for the children to feel safe and happy

2. How do people dress for work in this organisation?
The staff dress in the work uniform which I think that is a school shirt with the school logo on it.I will be wearing my school uniform.

3. How happy do people seem with their jobs?
Everyone seems to enjoy the work, and they give off happy vibes to the children.

4. How did you feel in this place? Does it remind you of anything you have experienced? Make some comparisons.

It reminds me of my old schools, and it feels like a happy and safe environment

5. What is your sense of the work atmosphere? Cold? Friendly? Very serious?
The class has to be serious so that the children can be in a safe quiet environment.

6. How diverse is the organisation in terms of gender, age, and race? How does that suit you?
There is not a major variation in the school but there is defiantly some diversity.

7. Can you picture yourself doing an LTI there? If so, describe why, and include the kinds of things you can imagine yourself doing. If not, describe why it seems unsuitable for you.

I really enjoyed the first day I went in their. I realised that I'm quite passionate about helping people with disabilities especially children.
I can imagine myself learning a lot more about this area and maybe realising I may want to have a job in this when I get older.

Annotations

1 **Annotation 1**
Identifies emotional responses to work in a special school and to the school environment

What is happening in the photo?

This is a picture of the kindergardens playground area.

Identify a Personal Quality that you cultivated during your LTI and **evaluate** its usefulness in the school and work environment (WE). Provide an example of each

PQ -   School – I now have a lot more patience whitch will help when people are doing the wrong thing.

WE – Working with people that you may not get along with.

What was the most notable challenge you faced whilst on LTI?

Having to be around children who dont always wash there hands and take precautions into not spreading germs.

Explain how you overcame this challenge
I overcame this by making sure I was always keeping clean and understanding that they can't help it.

What is happening in the photo?

This is a picture of outside of the school.

Will you continue to search for more internships in this field or will you look to explore other options for future internships?

I do like this field of work but I think id like to explore other things.

Justify your response.
I do really love helping children with disabitlies and although it is stressful it is rewarding. I think I would like explore other things aswel.

Annotations

1   **Annotation 1**
Reflects on personal capacities and interest relating to work in a special school