

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.

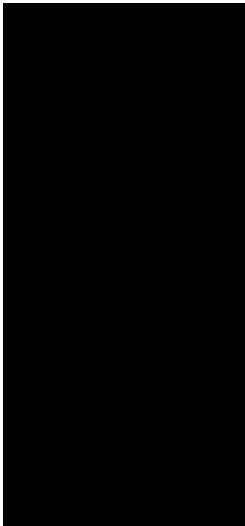
Achievement standard

Learning Area

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Industry research



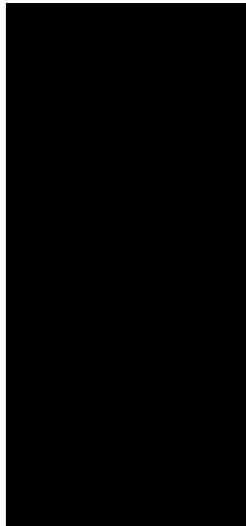
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What is the main purpose of this organisation/business/enterprise?
To treat patients with physical disabilities and impairment.
Not just to fix pain though but to also get to the cause of the problem.
What different kinds of jobs go on here?
physiotherapist, administration.

Who are the customers or clients, or who is served by this organisation?
Most common, athletes but anyone who has suffered from physical disabilities or impairment.

How many people work here? Are they diverse by gender? Race? Age?
It's a big organisation between 10-20 physiotherapists and 3-10 administrators.

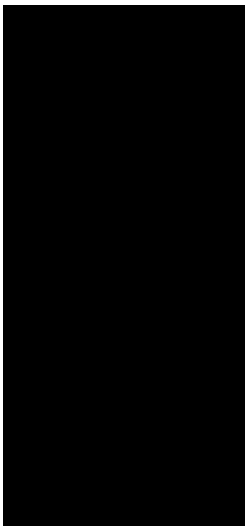
What is it like for people who work here?
A friendly community environment.
When are people at work and when do they leave?
Anywhere between 7am-7pm.
How long is lunch?
30 minutes.
Is there a dress code?
Smart casual (there is a uniform).
What kind of values do people work on?
Innovative treatment rooms, justice.



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



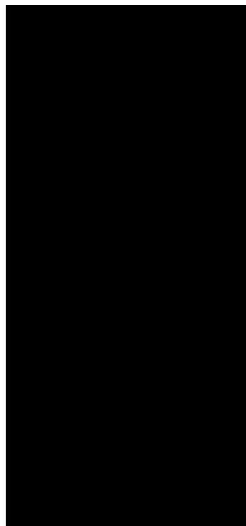
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2

In this organisation, how do you communicate? If no, how does the work operate?
Administrators located at the entrance of the organisation and physiotherapist and their individual treatment rooms at the back. Each treatment room has a phone and computer as well as the treatment desk.

If there are different parts of the organisation, what are the ways they use to communicate with each other?
Phone and sending via computer.

How are decisions made in your part of the organisation?
While treating a patient or class the physio will point with something big and narrow, about to diagnose the injury by communicating with the patient or class.

What are 3-4 skills or personal qualities that seem to be important for all employees. Is there anything that all quality work and require a good evaluation?
- communication
- first impressions
- respectful and cooperative.



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.

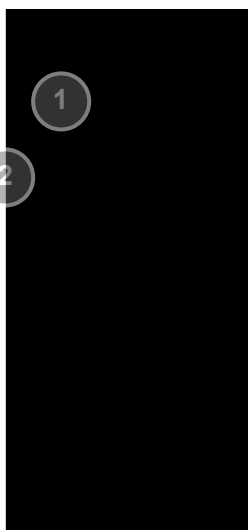
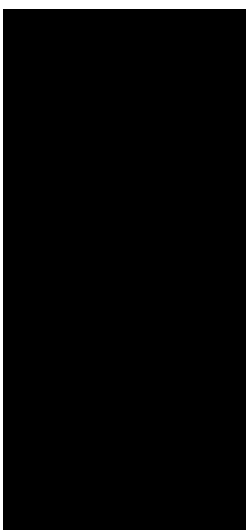
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Journal entries



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.

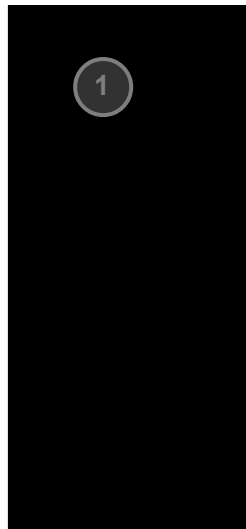
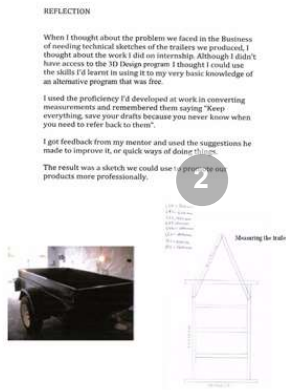
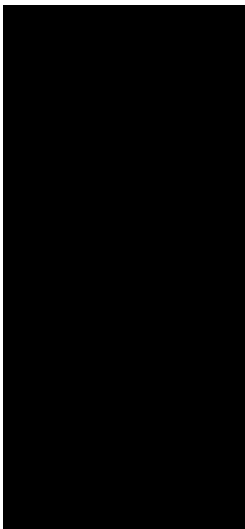
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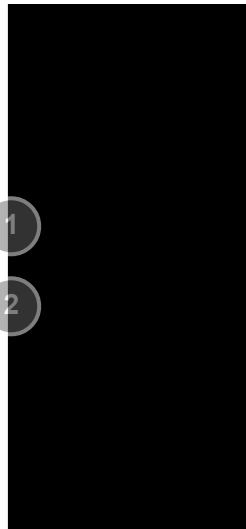
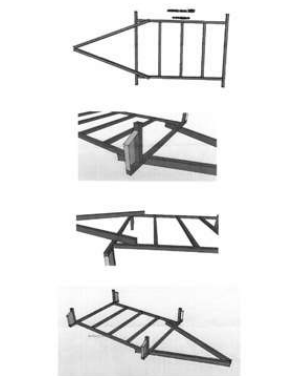
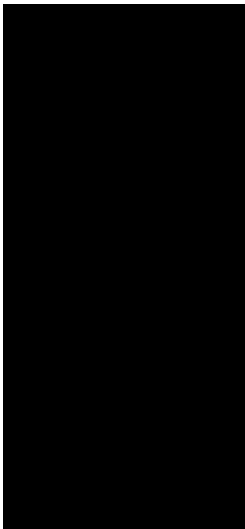
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Enterprise project



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.

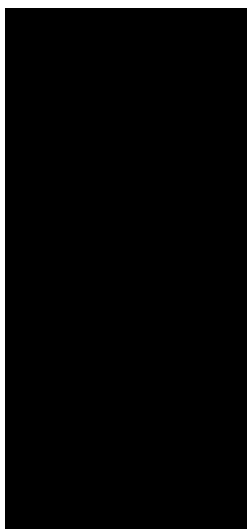
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Journal entries



Develop 5 Questions to ask your Shadow Day host about their place of work:

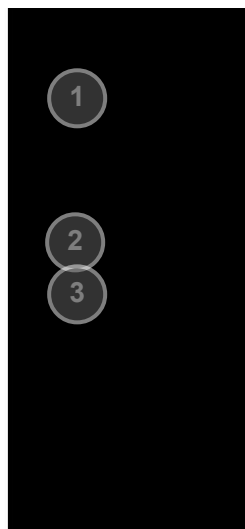
1. Which room and teacher will I be paired with?
2. What jobs will I be doing there?
3. What should I wear at the internship?
4. Should I expect any danger from the children?
5. What is the environment like here?

Provide your Shadow Day host's responses

1. the school principal told me that my "teacher"mentor will be a lady named ... her class ranges from year 1 to year 2 and has about 6 students in her class. ... also told me that ... has a student with angeliaback in her class so I will need to be the buddy for that.
2. told me that the jobs I will be undertaking are supporting the teacher with any class (conducting) organise lessons and any other jobs that could become helpful for ... I will be playing the part of a teacher aide.
3. told me that I should not wear anything precious when coming to the workplace as the students may unintentionally spill things on myself etc.
4. as the school is a special education school they will always be a small amount of danger as the children are unaware of the danger in their decisions. In saying that ... said he will never put me in the position where I will be supervising children myself so I'm never in immediate danger.
5. The environment is a safe happy place for both the students and teachers/volunteers/teachers aides.

Provide your first impressions of the workplace

1. Quiet, Clean environment.
2. Organised, inviting vibe.
3. Comfortable safe environment.
4. Welcoming, approachable staff.



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

1

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 kindergartens 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 which 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 disabilities 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