Order form: Current from Term 3, 2015 (Note: All prices are GST inc.)

WACE: Career and Enterprise (exp. Dec 2015)	Printed text	e-version master	Total
Career and Enterprise General 11	_____ @ $52	_____ @ $660	_____
Career and Enterprise General 12/ATAR 11	_____ @ $55	_____ @ $660	_____

Careers, Work Education & Personal Development		Printed text	e-version master	Total
Career Pathways	2015	_____ @ $35	_____ @ $440	_____
Work Experience Journal	2015	_____ @ $20	_____ @ $165	_____
Work Placement Journal	2015	_____ @ $27.50	_____ @ $220	_____
Personal Development Activity Planner: Introductory	2015	_____ @ $25	_____ @ $165	_____
Personal Development Project Planner: Advanced	2015	_____ @ $27.50	_____ @ $220	_____

Industry and Enterprise		Printed text	e-version master	Total
I&E Unit 1: Workplace Participation 3ed.	2015	_____ @ $33	_____ @ $440	_____
I&E Units 1&2: Towards an Enterprising You 4ed.	2015	_____ @ $42.50	na	_____
I& E Units 3&4: Towards an Enterprising Australia 3ed.	2012	_____ @ $59.95	na	_____

Industry-Specific Resources		Printed text	e-version master	Total
Retail - Foundation	2014	_____ @ $33	_____ @ $165	_____
Retail - Intermediate	2014	_____ @ $33	_____ @ $165	_____
Community Services - Foundation	2015	_____ @ $33	_____ @ $165	_____
Community Services - Intermediate	2015	_____ @ $33	_____ @ $165	_____

VCAL/ Applied Learning Resource Sets		Printed text/workbook	Printed activities book	CD Master text/workbook	CD Master activities book	Combined CD master sets	or license with master e-version
Literacy - Intermediate 3ed. (pre-order for 2016)	**2016**	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	or ___ @ $330
Literacy - Senior (pre-order for 2016))	**New 2016**	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	or ___ @ $330
Numeracy - Intermediate	2015	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	na
Numeracy - Senior (pre-order for 2016)	**New 2016**	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	na
PDS - Intermediate 3ed.	**2016**	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	nya
PDS - Senior 2ed	**2016**	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	nya
WRS - Foundation	2014	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	nya
WRS - Intermediate 3ed.	**2016**	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	nya
WRS - Senior 2ed.	2014	___ @ $35	___ @ $27.50	__ @ $165	__ @ $77	or __ @ $220	nya
	Totals	_____	_____		_____	_____	_____

Add Postage: CD-only orders = $5 Melb metro printed books = $11
Regional Vic and interstate 1 book = $12 2-4 books = $15 Contact me for larger orders.
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Term 3, 2005 Update:
New resources for VCAL, Applied Learning, Career Pathways, Work Education and Work Experience/Work Placement.

New resources now available term 2.

New Literacy and Numeracy resources for 2016

In line with the proposed VCAA review and implementation in 2016 of Literacy Skills and Numeracy Skills new Literacy and Numeracy resource sets are now being developed.

- ⇨ New: **Literacy - Senior** featuring a carefully planned literacy (and oracy) program designed to support students as they develop into young adults. For the first time for VCAL includes the option of a **master PDF e-version**.
- ⇨ Updated: Literacy - Intermediate 3ed, revised and refreshed and with more content, and also available as a **master PDF e-version**.)
- ⇨ New: **Numeracy - Senior** with content geared towards situations facing Year 12 students, and with all assessment tasks offering the choice to apply to personal and/or work-related situations. (Note: **Numeracy Intermediate**, released in 2015 will only be updated if necessitated by changes to the study.)
- ⇨ New colour editions will be release of the workbook/texts for **WRS - Intermediate 3ed, PDS Intermediate - 3ed** and **PDS - Senior 2ed**. This means that all VCAL titles will now be in full colour. If you are booklisting these you will need to update to the new editions with new ISBNs. (Available from October 2015.)
- ⇨ You can pre-order new resources now and/or booklist. Samples will be available soon.

Keep up to date with uploads of samples by joining the email list. If you receive this flyer without receiving an email then you are not on the list. Contact me to join and to add relevant staff members so they can be kept up to date.

Released in 2015

A range of new resources are now ready for order. All of these new resources are available as full colour printed books or as e-version PDF masters that students can complete using ICT devices.

- ⇨ **Personal Development Activity Planner: Introductory** (suitable for PDS Foundation and introductory PDS Intermediate activities and projects) & **Personal Development Project Planner: Advanced** (suitable for advanced PDS Intermediate and PDS Senior projects).

  These new colour-coded planning guides have been created specifically for schools and students to support Personal Development activities and projects. The planners are formatted as write-in booklets with colour-coded pages to support planning, organising, doing and reviewing a personal development activity or project.
- ⇨ **Work Placement Journal** (suitable for year 11 and Year 12 students work-related and vocational placements).

  Full colour A4 size and includes 40 pages of daily journals as well as all 20+ work-related application activities.
- ⇨ **Community Services: Foundation & Community Services: Intermediate** (industry-specific sets)

  These new industry-specific resource sets and workbooks support your VCAL, Applied Learning and work education and career/pathways programs with content-based topics and applied activities.

  Each full colour workbook includes targeted industry-specific material, explanations, examples, images and activities. This flexibility allows teachers to teach general program content while disparate students within the same class can apply this to their own industry experience and context.

Feel free to contact me to discuss which resource sets might be best suited for your teaching program.

Current resource list: 2015 into 2016

Career pathways, work education and personal development (PDF e-versions also available)

>> Career Pathways
>> Work Experience Journal
>> Work Placement Journal (new in term 2, 2015)
>> Personal Development Activity Planner: Introductory (new in term 2, 2015)
>> Personal Development Project Planner: Advanced (new in term 2, 2015)

Industry-specific resources (PDF e-versions also available)

>> Community Services Foundation (new in term 2, 2015)
>> Community Services Intermediate (new in term 2, 2015)
>> Retail Foundation
>> Retail Intermediate

Industry and Enterprise

>> I&E Unit 1: Workplace Participation 3ed (& e-version)
>> I&E 1&2: Towards an Enterprising You 4ed (revised for 2016)
>> I&E 3&4: Towards an Enterprising Australia 3ed

VCAL and Applied Learning (Master sets also available)

>> Literacy - Intermediate 3ed Workbook/text and Activities Portfolio booklet (revised for 2016) !!!also new e-version!!!
>> Literacy - Senior Workbook/text and Activities Portfolio booklet (new for 2016) !!!also new e-version!!!
>> Numeracy - Intermediate Workbook/text and Activities Portfolio booklet (new in term 1, 2015)
>> Numeracy - Senior Workbook/text and Activities Portfolio booklet (new for 2016)
>> Personal Development - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
>> Personal Development - Senior 2ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
>> Work Related Skills - Foundation Workbook/text and Activities Portfolio booklet
>> Work Related Skills - Intermediate 3ed Workbook/text and Activities Portfolio booklet (new colour ed for 2016)
>> Work Related Skills - Senior 2ed Workbook/text and Activities Portfolio booklet

WACE Career and Enterprise (PDF e-versions also available)

>> Career and Enterprise General 11
>> Career and Enterprise General 12/ATAR 11

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New for 2016 Literacy & Numeracy Senior.

Attention: VCAL and Applied Learning, Careers, Pathways, and Work Education Co-ordinators and teachers.

New for 2016: Literacy - Senior and Numeracy - Senior

New editions for 2016: Literacy - Intermediate 3ed, PDS - Intermediate 3ed, PDS - Senior 2ed and WRS - Intermediate 3ed (all now in colour)

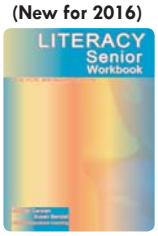
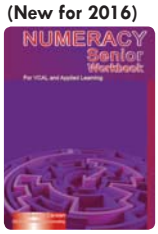
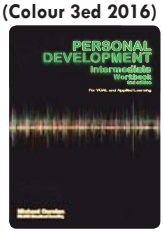
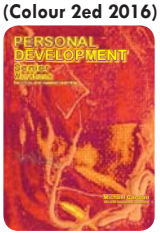
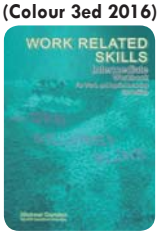
Available as a master set on CD and/or as a printed workbook.

Each of these resource sets for Literacy, Work Related Skills, Personal Development and Numeracy includes a 160-170 page **Workbook/text** written to support your teaching of VCAL, Applied Learning and work education units with material aimed at satisfying skills-based assessment tasks. Each set also includes a supplementary **Activities portfolio booklet** with approximately 50 extra worksheet style Applied Learning and Work Education activities that add depth to your teaching program. Each of these resources are available as:

- ❑ **Reproducible master sets on CD featuring PDF files of:**
  - ⇨ Set A: Workbook/Text (WB) (reproducible master license)
  - ⇨ Set B: Activities Portfolio (AP) (reproducible master license)
  - ⇨ Work Related Skills also includes a work experience journal in both print and e-version formats.
- ❑ **Professionally printed and bound books (and booklets for the Activities Portfolio).**
- ❑ The new **Literacy Senior** and the revised **Literacy - Intermediate 3ed master sets** are available as optional **e-versions.**

Key features of each Applied Learning workbook/text:

- ⇨ Organised into sections to match learning outcomes.
- ⇨ Cater for varied learning approaches with up-to-date, lively and engaging student-focused material.
- ⇨ Pages formatted as a write-in workbook.
- ⇨ Current and relevant weblinks that extend student enquiry.
- ⇨ Each has 90-110 specially developed, engaging learning activities suitable for students of all abilities.
- ⇨ Student-focused SuperSkills topics to develop transferable skills that can be applied in different situations.
- ⇨ Assessment tasks written to satisfy multiple learning outcomes. Numeracy also has many other tasks suitable as assessment tasks.
- ⇨ Literacy supports delivery of Oral Communication.
- ⇨ Includes self-assessment, evaluation and other pro-formas.
- ⇨ PDS and WRS resources include pro-formas to support planning and organising enterprise activities.

Literacy Intermediate (Revised 3ed 2016)	Literacy Senior (New for 2016)	Numeracy Intermediate (2015)	Numeracy Senior (New for 2016)	Personal Development Intermediate (Colour 3ed 2016)	Personal Development Senior (Colour 2ed 2016)	Work Related Skills Foundation (2014)	Work Related Skills Intermediate (Colour 3ed 2016)	Work Related Skills: Senior (2ed 2015)
								
⇨Workbook text 160pp	⇨Workbook text 170pp	⇨Workbook text 160pp	⇨Workbook text 170pp	⇨Workbook text 160pp	⇨Workbook text 160pp	⇨Workbook text 162 pp	⇨Workbook text 166pp	⇨Workbook text 170pp
978-1-925172-22-5	*978-1-925172-23-2*	*978-1-925172-02-7*	*978-1-925172-20-1*	*978-1-925172-18-8*	*978-1-925172-19-5*	*978-0-9873519-8-2*	*978-1-925172-17-1*	*978-1-925172-09-6*
Workbook: Contents 1. Self Expression: Introduction 2. Self Expression: Getting it Down 3. Practical Literacy: Filling the Gaps 4. Practical Literacy: Instructions - Being Heard 5. Knowledge: Cutting Through 6. Knowledge: Reporting Information 7. Public Debate: Investigating Issues 8. Public Debate: Making Your Case	Workbook: Contents 1. Self Expression: Express Yourself 2. Self Expression: Identify & Values 3. Practical Literacy: Getting it Right 4. Practical Literacy: Instruct Away 5. Knowledge: Finding Out 6. Knowledge: Using Knowhow 7: Issues & Debate: Researching Issues 8: Issues & Debate: Presenting Your Case	**Workbook: Contents** 1. The Shape Of Your World 2. Working The Numbers 3. What Comes Next? 4. Time Is Money 5. Where Is It? 6. Measuring Up	**Workbook: Contents** ***TBC***	**Workbook: Contents** -Unit 1 1. Introducing Me 2. Developing My Skills 3. Managing Myself Effectively 4. Becoming a Leader 5. Interpersonal Effectiveness -Unit 2 6. In the Community 7. Planning and Organising 8. Problem-Solving & Decision-Making 9. Communication and Team Skills	**Workbook: Contents** -Unit 1 1. Planning and Organising 2. Social Diversity 3. Communicating Effectively 4. Leadership in Action 5. Effective Decision-Making -Unit 2 6. Community Issues 7. Community Project 8. Advanced Team Skills 9. Advanced Communication	**Workbook: Contents** -Unit 1 1. Workplace Investigation 2. Job-Seeking Skills 3. Workplace Safety Introduction 4. Workplace Safety Issues 5. Employability Skills -Unit 2 6. Planning & Organising 7. Communicating Effectively 8. Problem-Solving 9. Teams & Technology	**Workbook: Contents** -Unit 1 1. Work Conditions & Entitlements 2. Job-Seeking Skills 3. Workplace Safety Issues & Hazard Identification 4. Employability Skills -Unit 2 5. Developing Work-Related Skills 6. Planning & Organising 7. Communicating Effectively 8. Effective Problem-Solving 9 Effective Teams	**Workbook: Contents** - Unit 1 1. Workplaces & Pathways 2. Job-Seeking Skills 3. Workplace Safety Requirements & Induction 4. Workplace Safety Hazard Control 5. Team & Workplace Technology Skills -Unit 2 6. Effective Planning & Organising 7. Quality, Enterprise & Innovation 8. Effective Problem-Solving
⇨Activities booklet 64pp	⇨*Activities booklet* 60pp	⇨*Activities booklet* 60pp	⇨*Activities booklet* 60pp	⇨*Activities booklet* 60pp	⇨*Activities booklet* 60pp	⇨*Activities booklet* 60pp	⇨*Activities booklet* 62pp	⇨*Activities booklet* 62pp
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Note: All these VCAL and Applied Learning texts and workbooks can be booklisted without having to purchase the master licenses. Extensive preview samples of all materials available on our website.

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Work Related Skills Senior: Student Activities Portfolio

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written task | computer/ online | oral/ discussion | one to one | group focus | text/ resource | video/ film | audio/ music | forms/ lists | photo/ image | questions/ interview | drawn/ graphic

Important: All material, advice and assessment tasks are provided as a guide only and do not constitute legal advice. As always you must check with the VCAA and any other relevant authorities about the suitability of a task.

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Work Related Skills Senior: Student Activities Portfolio

DELIVER Educational Consulting (978-0-9873519-5-1)

Also available for VCAL and Applied Learning

- Literacy Senior (Nov 2010)
- Personal Development - Intermediate (Jan 2012)
- Personal Development - Senior (Jan 2013)
- Work Related Skills - Intermediate (Jan 2014)
- Work Related Skills - Foundation (Jan 2014)
- Retail Trade Industry - Foundation (Dec 2013)
- Retail Trade Industry - Senior (Dec 2013)

Also available for Industry & Enterprise (new editions for 2012)

- I&E 1: Workplace Participation (Nov 2011)
- I&E 1: Workplace Participation - e-version (Jan 2012)
- I&E 1&2: Towards an Enterprising You (Jan 2012)
- I&E 3&4: Towards an Enterprising Australia (Nov 2011)

Available for pathways and careers education

- Mini GOALscorer suite of careers tools

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Carolan, Michael

Work Related Skills - Senior Student Activities Portfolio (For VCAL and Applied Learning)

ISBN 978-0-9873519-5-1 (for workbook only)

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Contents

DEVELOPING INDUSTRY & PATHWAYS SKILLS

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IP3	Occupational Search	3		
IP4	Jobs in Industries	4		
IP5	Industry Supply-Chain	5		
IP6	New Product	6		
IP7	Industry Summary	7		
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OH8	ITEACM	23		
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OH10	PPE	25		
OH11	Us[illegible] Tech[illegible]logy Poorly	26		
OH12	[illegible] Technology Safely	27		
OH1[illegible]	[illegible]&S Resolution Proc[illegible]	2[illegible]		
OH14	Work-Related Pr[illegible]ect Hazards	[illegible]		
OH15	My OH&[illegible]ls J[illegible]al	30		

DEVELOPING TASK MANA[illegible]EMEN[illegible] SKILLS

			Due	Done
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TM3	Quality	33		
TM4	My Work-[illegible]d Skills	34		
TM5	[illegible]	[illegible]		
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			Due	Done
WR1	[illegible]y Work-Related Skills	46		
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IP2 What I Have To Offer

1. List 5 work-related skills and/or experience that you could offer a potential employer if you were seeking work at this moment.

   i. _____

   ii. _____

   iii. _____

   iv. _____

   v. _____

2. Identify 5 work-related skills and/or experience that you will need to develop so as to have a better chance at securing an entry-level position.

   i. _____

   ii. _____

   iii. _____

   iv. _____

   v. _____

3. Discuss how you could go about developing these skills.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

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1. Visit the Job Outlook website at **http://joboutlook.gov.au**
   Click on Industry Search and then choose an industry in which you are interested in developing your career pathway. List all of the occupations shown for this search.

Industry:			

2. Select one of these occupations and then list the main tasks that are involved in this job.

Occupation:

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IP4 Jobs in Industries

1. Visit the Job Outlook website at **http://joboutlook.gov.au**

   Click on Alphabetical Search and then click on Carpenters and joiners. Click on Statistics then choose Main Employing industries from the drop-down list. Here you can see the main industries in which carpenters and joiners are employed.

   Complete this table for 5 occupations of your choice.

Occupation	Main industry & %	2nd industry & %	3rd industry & %	All others & %
Carpenters & joiners (2012)	Construction: 85.2%	Manufacturing: 10.3%	Mining: 0.6%	All others 3.9%

2. Choose 1 occupation and use the Job Outlook website to find out other important information including various employment statistics, job prospects and other items.

Occupation:
1.
4.
5.
6.
7.
8.

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Source relevant images or logos to prepare a diagram of key stakeholders that form the supply-chain for a product (good or service) offered by a workplace or industry with which you are familiar.

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IP6 New Product

Use the 5 stages of the product development process from p.14 of WRS Senior Workbook to outline key steps involved in the development a new product (good or service) that could be offered by a workplace or industry with which you are familiar.

1. Idea

2. Design - Engineering and costing

3. Design - Testing

4. Marketing

5. Production/planning

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1. Based on your research into an industry complete the following summary. Also use; **http://joboutlook.gov.au** & ABS 8155.0 to help you.

ANZSIC Industry:	
Employment level:	*Employment growth:*
Industry value-added:	*Industry operational profit level:*
Profit margin:	*% of businesses that made a profit:*
Summary description of types of products offered:	
Some key large organisations in this industry:	
Some smaller and/or local organisations in this industry:	
Outline of the role of other industries that are part of the supply chain:	
Occupations in the industry I'm interested in:	
Training and other entry-level requirements (including Australian Apprenticeships) required for employment:	
Steps and timeframes needed to develop a career pathway to progress into fully qualified or senior roles:	

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IP8 Growing My Network

1. Use the problem-solving tool of brainstorming to list 20 contacts who could be part of your job-seeking network.

2. Discuss these lists with others in your class and then find 5 more contacts from the lists of your class members who you can add to your own network.

3. Contact, or make an appointment to meet 4 people from these lists about work opportunities and summarise the advice that they give.

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1. Find 3 ads for jobs that you are interested in either now, or for when you finish study.
2. Summarise each one listing key duties, tasks, skills, qualifications and experience.
3. For each one explain how you currently fulfil these requirements; or what you can do to get the skills, qualifications and experience to fulfil these requirements.

1st Job details	*2nd Job details*	*3rd Job details*
Key duties, tasks, etc.	*Key duties, tasks, etc.*	*Key duties, tasks, etc.*
Qualifications and experience	*Qualifications and experience*	*Qualifications and experience*
What do you have/need to do?	*What do you have/need to do?*	*What do you have/need to do?*

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IP10 Refining My Résumé

1. List 10 attributes about you and your work-related skills that should be on your résumé.
2. Match each of these to the different sections of a résumé. Are there any sections that you need to develop further?

1.	*2.*	*3.*
4.	*5.*	*6.*
7.	*8.*	*9.*
10.		

List 5 more work-related skills that could be (or have been) developed through your work-related project and that should be included on your résumé.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

_____

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Prepare answers to the 'Common interview questions' on p.41 in the WRS Senior Workbook for the job advertisements you used for IP9.

1. _____

2. _____

3. _____

4. _____

5. _____

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IP12 Q&A Time

1. Anticipate 10 job-specific questions and devise suitable answers for a position you are interested in. (This could be from IP9.)
2. Role play the interview, video it, and get feedback on your performance from class members, your teacher and/or the Careers/Pathways teacher.

Position details:

Questions	*Answers*
1.	
2.	
3.	
4.	
5.	
6.	
7.	
9.	
10.	

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Summarise key action-based strategies that you could use to help you be better prepared for a potential interview for each of these 5 categories.

*e.g. 1. To **prepare myself** I should... find out about the organisation from the web and know its key products.*

1. To **prepare myself** I should...

⇨

⇨

⇨

⇨

2. To make sure I **look the part** I need to...

⇨

⇨

⇨

⇨

3. To be **as personable as possible** I should focus on...

⇨

⇨

⇨

⇨

4. To **sell myself confidently** I need to be able to...

⇨

⇨

⇨

5. To properly **reflect on my experience** and improve I should ensure that I...

⇨

⇨

⇨

⇨

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IP14 Online Job Sites

Working in pairs visit these web sites and list some key features and information from each site.

Online site	Job-seeking features
Careerone (News Limited job ads)// www.careerone.com.au	
My Career (Fairfax job ads)// www.mycareer.com.au	
Seek (Employment site)// www.seek.com.au	
Australian Jobsearch// www.jobsearch.gov.au	
Commonwealth Government youth portal// www.youth.gov.au	
My Future// www.myfuture.edu.au	
Job Guide// www.jobguide.deewr.gov.au	
Australian Apprenticeships// www.australianapprenticeships.gov.au	
All jobs// www.alljobs.com.au	
Skills Victoria// www.skills.vic.gov.au	
TAFE Course Directory// www.tafecourses.gov.au	
VTAC// www.vtac.edu.au	
Teen jobs// www.teenjobs.com.au	
(Your choice)	

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Complete this journal to reflect on your study of the WRS Senior units on industries, workplaces and career pathways.

Journal of: _____ Entry no. _____ Date: _____

⇨ What did I experience during these units as part of my school studies?

_____

_____

⇨ How did I use what I learned as part of my work-related projects?

_____

_____

⇨ Which people did I most influence in a positive way during this unit and how so?

_____

_____

⇨ Which people had the greatest positive influence on me during this unit and how so?

_____

_____

⇨ What major skills and/or competencies did I develop and why?

_____

_____

⇨ What might be the most important things for me to focus on in the next unit and why?

_____

_____

⇨ What other information can I share?

_____

_____

⇨ How would I summarise my experiences, or what's my motto for the unit?

_____

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OH1 Hazardous Workplace

1. Use the problem-solving tool of brainstorming to list 15 workplace hazards associated with the main occupations in a workplace you are familiar with.
2. Briefly outline the potential risk, harm or injury associated with each hazard.

Workplace:		
Occupation: *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*
Occupation: *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*
Occupation: *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*
Occupation: *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*
Occupation: *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*	*Occupation:* *Hazard:* *Risk/harm/injury:*

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1. Use **safe@work** to summarise a top 10 list of workplace safety tips.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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OH3 Danger, Danger

Find images or take photos of **dangerous or risky OH&S practices in action** from a workplace you are familiar with. Provide a brief description of the source of the photo/ image.

i. 2 images of **obvious** risks, hazards and/or unsafe work practices.

ii. 2 images of **not so obvious** risks, hazards and/or unsafe work practices.

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Find images or take photos of well-managed and safe OH&S practices in action from a workplace you are familiar with. Provide a brief description of the source of the photo/ image.

i. Source 2 images of **obviously** well-managed safe work practices.

ii. Source 2 images of **not so obviously** well-managed safe work practices.

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OH5 What's Your Sign?

1. Choose a workplace to investigate and design a safety sign that they should be using for a work process or activity as part of their hazard management process.
2. Summarise why this sign is needed by this workplace.
3. Explain why/how this sign will help address workplace hazards.
4. Prepare a report to the class.

   You could use **www.says-it.com/safety/index.php** to make the sign.

The workplace is:

The work process or activity is:

1. Plan and design your sign.

2. Why is this sign needed?

3. How will this sign help address workplace hazards?

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Interview a Health and Safety Representative (HSR) or OH&S rep for a workplace you are familiar with. Find out the following information.

Name of HSR/OH&S rep:	Date:
Interviewed by:	
Workplace:	*Worksite:*
Title of normal job position/role:	*How long have they been the HSR or safety rep?*
How many hours per week does this role require?	*How many workers are they responsible for?*
How did they get appointed to this role?	
What training did they undertake?	
What are their mains responsibilities as part of this role?	
What do they enjoy most about this role?	
What challenges does this role present as part of their duties?	
What advice would they give a young person about to enter the workforce?	
Other information?	

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OH7 Harm in Being Young

Some industries present hazards and risks that are commonly experienced by young workers. Visit **www.safe-t1.net.au** and complete the following tasks.

1. Choose one of the industries. List the most common risks for that industry.

   Industry: _____

   Common risks: _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

The site talks about 'dangerous combinations' based on common risk factors experienced by young workers. Read the examples of dangerous combinations for each of the industries.

2. Develop your own scenario to illustrate a potentially dangerous combination for an occupation or industry that you are familiar with. Develop this into a graphic, multimedia presentation, video or song.

   Occupation/industry: _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

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Use the ITEACM process (WRS workbook p.59) to identify and assess risks and minimise harm for a workplace you are familiar with, or a work-related project you are involved in.

Step	Explanation
IDENTIFY	⇨ ⇨
TRAIN	⇨ ⇨
EQUIP	⇨ ⇨
ASSESS	⇨
CONTROL	⇨ ⇨
MONITOR	⇨ ⇨

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OH9 Young Workers

By now you are probably aware of the increased risks for young workers in the workplace. You might have also investigated WorkSafe's young worker safety ads and CD.

1. Use the storyboard below to develop your own young workers OH&S safety ad for a work-related situation you are familiar with.
2. Create a role play or video based on your storyboard, with an appropriate script.

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1. Briefly outline the function of these examples of personal protective equipment. You could ask your workplace HSR or OH&S rep. Add 3 relevant images of your own.
2. Research and find out specific models, products and suppliers, as well as the $ price of these items. Who pays for these?

PPE	Function	Models, product, $ & other information

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OH11 Using Technology Poorly

1. Create a 4-panel narrative that uses text and/or images to illustrate people using workplace technology or equipment in a **potentially unsafe manner.**

i	*ii*
iii	*iv*

2. Identify a work-related situation whereby you might be exposed to this potentially **unsafe** use of workplace technology or equipment. List possible risks that might occur as a result of the unsafe work practices.

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1. Create a 4-panel narrative that uses text and/or images to illustrate people using workplace technology or equipment in a **safe manner**.

i	*ii*
iii	*iv*

2. Identify a work-related situation whereby you might experience this **safe** use of workplace technology or equipment. Use hazard control strategies that enable this workplace technology or equipment to be used more safely.

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OH13 OH&S Resolution Process

Interview relevant OH&S personnel to find out the OH&S Issues Resolution Process used in a workplace you are familiar with.

***1. Reporting options**: What is the process for raising OH&S issues? (Include main documents.)*	***2. Key stakeholders**: Find out who is involved and their roles.*
***3. Key steps**: Identify the key steps in the process.*	***4. Evaluate effectiveness**: Analyse strengths and weaknesses of the process.*

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1. Clearly identify potential hazards and risks associated with your work-related project.
2. Outline how this hazard will be dealt with by a Hazard Management and Control Process.

Work-Related project is:

People involved are:

The potential hazard, harm or risk is...	Our hazard control strategy is...

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OH15 My Safety Journal

Complete this journal to reflect on your study of the WRS Senior units on OH&S.

Journal of: _____ Entry no. _____ Date: _____

- What did I experience during these units as part of my school studies?

_____

_____

- How did I use what I learned as part of my work-related projects?

_____

_____

- Which people did I most influence in a positive way during this unit and how so?

_____

_____

- Which people had the greatest positive influence on me during this unit and how so?

_____

_____

- What major skills and/or competencies did I develop and why?

_____

_____

- What might be the most important things for me to focus on in the next unit and why?

_____

_____

- What other information can I share?

_____

_____

- How would I summarise my experiences, or what's my motto for the unit?

_____

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Use the PODR process to help you identify and achieve 2 work-related projects that you are interested in pursuing for this unit.

Issues	Work-Related Project 1	Work-Related Project 2
PLAN	***Project:***	***Project:***
ORGANISE		
DO		
REVIEW		

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TM2 Goal-Setting

One way to make a big goal more achievable, realistic and timely is to break it down into smaller, more manageable bite-sized chunks. Use this table to do this for the overall goal associated with your work-related project for unit 2.

What is the overall goal and what are the step-by-step goals required ?	In order to 'achieve' each goal what 'real' tasks need to be completed?	What is the timeframe/deadline for each goal/task?
Overall goal		
Goal 1	*Tasks*	
Goal 2	*Tasks*	
Goal 3	*Tasks*	
Goal 4	*Tasks*	
Goal 5	*Tasks*	
Goal 6	*Tasks*	
Goal 7	*Tasks*	
Goal 8	*Tasks*	
Goal 9	*Tasks*	
Goal 10	*Tasks*	

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Choose a good and a service that you regularly buy or use. Complete the following questions about quality.

Question	Good	Service
What is the good or service? How does it compare in price?		
How would you rate its quality?		
How did you judge this quality rating? What do you base this on?		
Does the product have any quality assurance symbols or other evidence that it meets QA standards?		
Outline 3 quality control activities that the producer might use to ensure that the product meets quality standards.		
What KPIs & methods might the producer use to ensure that the product meets these quality standards?		
What can you do if the product fails to meet your quality expectations?		
What quality management strategies related to this product could you use in your work-related project?		

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TM4 My Work-Related Skills

Describe a personal and a work-related example **from this year** when you have demonstrated each of these employability skills and enterprise capabilities

Work-related skill	Personal examples	Work-related examples
communication		
teamwork		
problem-solving		
planning and organising		
self-awareness		
learning		
technological		
initiative and enterprise skills		
adaptability		
managing and leading		

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1. Identify 3 work-related problems that you have experienced in a workplace.

i: _____

_____

ii: _____

_____

iii: _____

_____

2. Work with a different person for each problem and use problem-solving processes and tools to develop possible solutions to help deal with these workplace problems.

i: _____

_____

_____

_____

ii: _____

_____

_____

_____

iii: _____

_____

_____

_____

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TM6 Project Management Rules

Negotiate and develop a list of 10 team, decision-making and leadership guidelines that your team will follow when managing your work-related project.

The team, decision-making and leadership guidelines that we will follow for our work-related project are...
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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1. List 3 tips to help you manage **time** effectively for your work-related project.

2. List 3 tips to help you manage **people** effectively for your work-related project.

3. List 3 tips to help you manage **equipment** effectively for your work-related project.

4. List 3 tips to help you manage **materials** more effectively for your work-related project.

5. List 3 tips to help you manage **finances** more effectively for your work-related project.

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TM8 Training the Newbies

Imagine that you are in charge of a group of 3 students planning and organising a training session for Year 7 students to show them how to use social media safely.

i. Plan the overall requirements of this project. Is there anything else you need to find out?

ii. Plan a timeline listing all the major tasks you will need to do.

iii. Initially, draft a simple to-do list. You then might want to use the more sophisticated version on p109 of your WRS Senior workbook.

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iv. Use this planner to start to outline the tasks involved and group members' responsibilities. You might then use an Activity Action Roster from p.109 of your WRS Senior workbook.

Resource	Tasks required	Who and why?
People		
Equipment		
Materials		
Finances		

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TM10 Budgeting

Complete a budget to help support a goal you are aiming for such as buying a car, starting a part-time business or some other relevant goal.

Budget for _____	**Year 1** _____			**Year 2** _____			**Year 3** _____		
Sources of Income per	$ month	*12	$ year	$ month	*12	$ year	$ month	*12	$ year
Total Income									

Budget for _____	**Year 1** _____			**Year 2** _____			**Year 3** _____		
Expenses	$ month	*12	$ year	$ month	*12	$ year	$ month	*12	$ year
Total Expenses									

Budget for _____	**Year 1** _____	**Year 2** _____	**Year 3** _____
Total Income			
less Total Expenses			
= Surplus/deficit each year			
Cumulative surplus/deficit			

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Create and describe 3 photos or images of you and/or your work team demonstrating quality assurance processes of part of a work-related project.

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TM12 Assembling Teams

Interview each class member to find out the skills they can contribute to teams-based projects. Then, when required, form synergised teams.

Class member	What can they do?	Class member	What can they do?

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Choose a range of different communication methods. For each one identify key strengths and explain how you can use this to suit the audience for your work-related project.

Communication method	What are the strengths of this method?	How can this be used in the work-related project?

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TM14 Innovate Me!

1. Let's face it, we could all do with a make-over every now and then. Partner with someone in the class to perform an innovation make-over on them.
2. Do a SWOT Analysis on them. Use the information you glean from this to suggest active strategies that could make this person a more innovative workplace participant.

SWOT Analysis	
Person:	*Date:*
Strengths	*Weaknesses*
Opportunities	*Threats*

Innovative strategy	How this could make them more innovative.
1.	
2.	
3.	
4.	
5.	

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Complete this journal to reflect on your study of the WRS units on task management skills.

Journal of: _____ Entry no. _____ Date: _____

⇨ What did I experience during these units as part of my school studies?

⇨ How did I use what I learned as part of my work-related projects?

⇨ Which people did I most influence in a positive way during this unit and how so?

⇨ Which people had the greatest positive influence on me during this unit and how so?

⇨ What major skills and/or competencies did I develop and why?

What might be the most important things for me to focus on in the next unit and why?

⇨ What other information can I share?

⇨ How would I summarise my experiences, or what's my motto for the unit?

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WR1 My Work-Related Skills

1. Outline 5 work-related skills that you feel you have demonstrably improved this year.

i: _____

_____

ii: _____

_____

iii: _____

_____

iv: _____

_____

v: _____

_____

2. In relation to your work-related projects this year, which type of personalities have you worked well with and which not as well with and why so?

I worked well with...	because...	I didn't work as well with...	because...

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1. Interview 4 people in your class and ask them to nominate 5 positive traits, skills, abilities or other things that you contribute to work-related situations.

Person 1:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Person 2:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Person 3:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Person 4:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

2. Using these lists, compile 5 concise positive statements about yourself that also include an item of evidence. (e.g. *I am good in teams because I am able to organise people's rosters.*)

i. _____

_____

_____

iii. _____

_____

iv. _____

_____

v. _____

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WR3 Skills Audit

1. Circle high, medium or low for what your skill level was for each of these 40 skills at the start of your VCAL journey; and what your current skill level is now.
2. Add 10 more industry-specific skills/competencies you have developed.

Skills Audit	What was my skill level at the start of VCAL?			What is my current skill level now?		
1. Using a computer.	high	medium	low	high	medium	low
2. Calculating and using percentages.	high	medium	low	high	medium	low
3. Giving oral presentations.	high	medium	low	high	medium	low
4. Making things with my hands.	high	medium	low	high	medium	low
5. Using a telephone effectively.	high	medium	low	high	medium	low
6. Using audio-visual equipment.	high	medium	low	high	medium	low
7. Helping people with problems.	high	medium	low	high	medium	low
8. Negotiating effectively with team members.	high	medium	low	high	medium	low
9. Following instructions.	high	medium	low	high	medium	low
10. Coming up with new ideas.	high	medium	low	high	medium	low
11. Planning and organising my time.	high	medium	low	high	medium	low
12. Calculating prices and making change.	high	medium	low	high	medium	low
13. Working with other people.	high	medium	low	high	medium	low
14. Working out timelines and rosters.	high	medium	low	high	medium	low
15. Asking appropriate questions of supervisors.	high	medium	low	high	medium	low
16. Developing a résumé.	high	medium	low	high	medium	low
17. Writing a job application.	high	medium	low	high	medium	low
18. Using the internet to find jobs.	high	medium	low	high	medium	low
19. Building my job network.	high	medium	low	high	medium	low
20. Recording people's information details.	high	medium	low	high	medium	low
21. Preparing a budget.	high	medium	low	high	medium	low
22. Planning my career pathway.	high	medium	low	high	medium	low
23. Identifying future job prospects.	high	medium	low	high	medium	low
24. Finding out about courses I need to do.	high	medium	low	high	medium	low
25. Finding people who can give me advice.	high	medium	low	high	medium	low
26. Preparing for a job interview.	high	medium	low	high	medium	low
27. Being punctual and keeping appointments.	high	medium	low	high	medium	low
28. Using mobile devices and apps for work-related purposes.	high	medium	low	high	medium	low
29. Using ICT for work-related purposes.	high	medium	low	high	medium	low
30. Using technology, equipment and tools safely.	high	medium	low	high	medium	low
31. Using office equipment and technology.	high	medium	low	high	medium	low
32. Writing memos and reports.	high	medium	low	high	medium	low
33. Giving directions and instructions.	high	medium	low	high	medium	low
34. Filling out application forms.	high	medium	low	high	medium	low
35. Taking and recording minutes and notes.	high	medium	low	high	medium	low
36. Helping people to understand new things.	high	medium	low	high	medium	low
37. Giving a presentation to students and/or adults.	high	medium	low	high	medium	low
38. Greeting customers and clients.	high	medium	low	high	medium	low
39. Training new workers.	high	medium	low	high	medium	low
40. Leading a team.	high	medium	low	high	medium	low
41.						
42.						
43.						
44.						
45.						
46.						
47.						
48.						
49.						
50.						

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Work-Related Project - Timesheet WR4

Summarise the time worked for your work-related project or workplace learning.

Name:		**Day:**		**Date:**	
Workplace:		**Supervisor:**		**Time worked:**	

Day/Date	Starting time	Ending time	Time at work	Breaks hrs/min	Total time hrs/min
Monday May 3rd	8.30am	4.45pm	8 hours/ 15 min	12-1pm 60 min	7 hours/ 15 min
Total days:			*Total time at work:*	*Total breaks:*	*Total time worked:*

Outline any other information that might need to be added to explain the times shown above.	

Student signature:		**Date:**	
Supervisor's signature:		**Date:**	

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WR5 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your Workplace Learning (project).

Name:		**Day:**		**Date:**	
Workplace:		**Supervisor:**		**Time worked:**	

Times	**Description of main tasks performed/duties undertaken.**
e.g 8-9am	

2 Skills developed	**Description of how you developed these work-related skills. (Consider employability, enterprise, specific skills as per your teacher's instructions.)**

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		**Date:**	
Supervisor's signature:		**Date:**	

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You must complete one of these record pages for each day of your Workplace Learning (project).

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, enterprise, specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		Date:	
Supervisor's signature:		Date:	

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WR7 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your Workplace Learning (project).

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, enterprise, specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		Date:	
Supervisor's signature:		Date:	

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You must complete one of these record pages for each day of your Workplace Learning (project).

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, enterprise, specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		Date:	
Supervisor's signature:		Date:	

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WR9 Workplace Learning: Daily Journal

You must complete one of these record pages for each day of your Workplace Learning (project).

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, enterprise, specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		Date:	
Supervisor's signature:		Date:	

Preview Sample: Do not copy

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You must complete one of these record pages for each day of your Workplace Learning (project).

Name:		Day:		Date:	
Workplace:		Supervisor:		Time worked:	

Times	Description of main tasks performed/duties undertaken.
e.g 8-9am	

2 Skills developed	Description of how you developed these work-related skills. (Consider employability, enterprise, specific skills as per your teacher's instructions.)

Outline an example of technology used as part of your work tasks today.	
Describe an OH&S practice you followed or observed in action today.	
Outline any special arrangements or requirements for tomorrow.	

Student signature:		Date:	
Supervisor's signature:		Date:	

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WR11 Evaluation - My Work-Related Skills

This evaluation needs to be completed by your supervisor in relation to your work placement (or work-related project). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Workplace/project: _____

Student's role: _____

Evaluated by: _____ Position: _____

Ability to effectively:	*Excellent*	*Very Good*	*Good*	*Basic*	*Not shown*
☺ *Communicating effectively*					
☺ *Being adaptable*					
☺ *Showing initiative (& enterprise)*					
☺ *Solving-problems*					
☺ *Managing and leading*					
☺ *Planning & organising*					
☺ *Learning new tasks*					
☺ *Using technology*					
☺ *Being self-aware*					
☺ *Working in teams*					
☺ *Working safely*					

Briefly describe up to three of this student's most successful contributions/areas of involvement.

1. _____

2. _____

3. _____

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add an another page or a specific evaluation if necessary.)

_____

_____

Signed: _____ Date _____

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This evaluation needs to be completed by your supervisor in relation to your work placement (or work-related project). Your teacher might also instruct you to self-assess and/or have your team member(s) complete an evaluation.

Student: _____

Workplace/project: _____

Student's role: _____

Evaluated by: _____ Position: _____

Specific work-related skills or competencies successfully demonstrated by the student included...

e.g. Safely used kitchen equipment including microwave, industrial dishwasher and peeling machine.

Briefly suggest areas that this student should aim to develop further.

1. _____

2. _____

Feel free to comment further. (Add an another page or another evaluation if necessary.)

_____

_____

Signed: _____ Date: _____

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WR13 Before WRS Senior...

Now that you have completed WRS Senior, create a 'before' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.

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Now that you have completed WRS Senior, create an 'after' representation of yourself. You might create an artwork, a graphic, an image, a song, a profile, a CV or some other representation.

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WR15 My Transferable Skills Journal

Complete this journal to reflect on your study of the WRS units on work-related skills.

Journal of: _____ Entry no. _____ Date: _____

⇨ What did I experience during these units as part of my school studies?

_____

_____

⇨ How did I use what I learned as part of my of work-related projects?

_____

_____

⇨ Which people did I most influence in a positive way during this unit and how so?

_____

_____

⇨ Which people had the greatest positive influence on me during this unit and how so?

_____

_____

⇨ What major skills and/or competencies did I develop and why?

_____

_____

What might be the most important things for me to focus on next year and why?

_____

_____

⇨ What other information can I share?

_____

_____

⇨ How would I summarise my experiences, or what's my motto for the unit?

_____

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Required Activities - Summary

Student: _____ **Date:** _____

Unit 1: Learning outcomes	Description of tasks required to be completed/evidence.
1 Research information about specific industry or workplace.	
2 Communicate about OH&S workplace requirements.	
3 Understand hazard identification and control and risk assessment.	
4 Understand OH&S issue resolution process.	
5 Safely work in a team within a complex work-related project.	
6 Use ICT effectively for complex work-related project.	
7 Use workplace technology and equipment safely for complex work-related project.	

Unit 2: Learning outcomes	Description of tasks required to be completed/evidence.
1 Collect, analyse and evaluate information for a work-related project.	
2 Communicate ideas and information in a work environment.	
3 Plan, organise and manage a work-related project.	
4 Solve workplace problems.	
5 Work in teams for a work-related project.	
6 Use ICT for a work-related project.	
7 Use workplace technology and equipment safely for a work-related project.	
8 Demonstrate initiative and enterprise in a work-related context.	

Teacher: _____ **Date:** _____

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