Introduction

1.1 Introduction to this resource

The Ready for Work Plan: School to Work Program

The NSW Government’s Ready For Work Plan details a commitment to improving the preparation of school leavers moving into the workforce and/or further education and training by providing them with:

- relevant vocational skills
- up to date workplace knowledge
- advice on a broad range of training options.

The School to Work Program focuses on:

- introducing individual school to work plans where students record their employment related skills, develop action plans and track their career planning progress using the Employment Related Skills Logbook over a period of up to four years
- expanding student access to work education programs
- improving workplace learning opportunities
- developing and disseminating industry-specific information on vocational pathways
- providing training and development for careers advisers and other teachers.

This resource provides teachers with information and teaching strategies to support the implementation and use of the School to Work Planning Employment Related Skills Logbook.

The School to Work Planning Employment Related Skills Logbook

This logbook enables students to record their transition planning over a period of up to four years and to articulate how their vocational learning experiences at school and beyond have prepared them for life-long learning.
Why use the logbook?

Research from major employment agencies, multi-national companies and professional employer groups has found that employers are specifically seeking indicators from the key competencies and other employment related skills.

The changing nature of work has resulted in a changing work environment. The main features emerging are moves from:

- continuous employment to continued employability
- vertical careers to lateral careers
- a single career to multiple careers within a working lifetime
- employer managed careers to employee managed careers.

Students are already learning and developing employment related skills daily in the classroom but have not been able to track and articulate them to their full potential. Pages from the logbook’s classroom section can be used to brainstorm, summarise and reflect all the knowledge and skills gained during any lesson, topic, activity or unit of work. Teachers can use the classroom section of the logbook to demonstrate how their subject or course offers students valuable knowledge plus the employment related skills students will need for future life, education, training and employment.

The logbook is also a useful tool for schools to use when writing school leaver references.

1.2 Creative Arts curriculum - Vocational links

Pedagogy

Effective teaching and learning will be achieved by Creative Arts teachers who use pedagogy which promotes intellectual quality and provides access to learning environments to link student learning to personal, social and work contexts outside the classroom. Effective delivery of vocational learning will incorporate relevant Creative Arts syllabus outcomes, embed the Work, Employment and Enterprise and Key Competencies cross-curriculum content statements and be based on a range of pedagogical approaches which draw on and promote students’ understanding of the world beyond the immediate school context.
Syllabus links to the Logbook

The Creative Arts Stage 6 syllabuses: Dance/Drama/Music/Visual Arts/Ceramics CEC /Photography, Video and Digital Imaging CEC/Visual Design CEC state:

The Higher School Certificate program of study

The purpose of the Higher School Certificate program of study is to:

- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens.

NSW Board of Studies K-10 curriculum framework review

The School to Work Planning Employment Related Skills Logbook reflects the key directions of the NSW Board of Studies in its review of the K-10 curriculum framework. In this framework the NSW Board of Studies has incorporated Work, Employment and Enterprise and the Key Competencies into its cross-curriculum content statements. The logbook is a tool that supports the implementation of this content into any Creative Arts program.

DANCE

Collecting, organising and analysing information

In dance composition, students collect stimulus material as the basic motivation for their choreography. Its relevance is analysed through the process of abstraction, selection and refinement. The creative responses to the stimulus material are organised into a dance work through the development of movement phrases. In performance and composition, students are required to complete process diaries that deal with observations, research, decisions and solutions to problems. In appreciation studies, students research and collect material that they analyse and organise into reflective essays.

Generating, identifying and assessing opportunities

The process of developing dances in both performance and composition involves students making decisions about the content and development of their finished products. They identify the movement factors which enhance the quality of their dances/works.

Identifying, assessing and managing risks

The performance component of the course involves students studying safe dance practice, which allows students to correct body alignment, learn about the treatment and management of injury and dancing within their own body limitations.

Generating and using creative ideas and processes

The process of composition requires students to create original and personalised movement from stimulus material which can be visual, auditory, kinaesthetic, tactile or ideational. They generate movement and use the organisational process to create a dance work.
**DANCE (continued)**

**Solving problems**
Through problem solving activities in composition, students learn to develop creativity in responding to set tasks. These responses are dependent on the student’s ability to perceive the problem, manipulate abstract ideas, draw on previous learning, analyse and synthesise solutions and test and evaluate the solutions.

**Recruiting and managing resources**
Learning in dance requires students to develop resources for themselves, which they employ as study aids. This is seen in the areas of composition and performance, because both of these areas require the development of process diaries.

Students also use video technology as a learning tool in composition and performance. They learn to correct technique through viewing their own performances and further refine the process of their compositional works by filming and analysing their dances.

**Matching personal goals and capacities to undertakings**
In dance, students choose a major study. This major study comes from the core areas of study (performance, composition appreciation). There is also a dance and technology major study. The students’ choice of major study is determined by matching their strengths and goals in the subject against the course requirements.

**Working with others and in teams**
This competency is embedded in all components of the syllabus. The study of the interrelated areas of dance (performance composition and appreciation) requires a cooperative learning environment. In learning about the process of composition, students work closely together to make their movement ideas suit the bodies of their dancers. They learn collaborative skills in order for their choreographic work to be understood and performed well.

As the performer in both classroom activities and in another student’s piece, students must observe and reproduce movement as demonstrated by the teacher or student choreographer.

**Being flexible and dealing with change**
Inevitably in the process of developing dance works in performance and composition, students deal with change. These changes may come about because the student has to reorganise choreography in a performance to accommodate the physical capabilities of their body.

In composition, the process continually evolves as the dance is organised. Changes that students deal with include: the choreographer having to deal with changing the dancer due to injury or changing the intent of the dance because the idea does not translate well into movement.
DANCE (continued)

Negotiating and influencing
The process of developing major study performance and composition works involves collaboration between the teacher and the student. The teacher and student negotiate choices of music, intent, movement content and rehearsal times. In composition, students have to work with other dancers in order to reach their final product. This involves negotiating rehearsal times that suit both the choreographer and the dancer.

Using initiative and drive
All areas of study involve students researching topics and using their own initiative. In composition they must find stimulus material from which they develop intent and create movement.

In appreciation, students are required to research artists, their works and work individually to answer assessment tasks.

In performance, students practice and develop performance skills which allow them to achieve at their optimum level.

Monitoring and evaluating
The process of composition involves students continually monitoring and evaluating the process of developing sequences of movement, which evolves into their completed dances.

Communicating ideas and information
In dance the body is the instrument for non-verbal communication. Through dance movement, students develop skills in communication where they express moods, feelings, ideas and emotions.

In dance technique classes, students use dance technique to communicate and interpret dance performance.

In composition studies, students learn to construct dance movement to communicate clearly the intent of their choreography.

In appreciation, students learn to make discriminating judgements about dance.

Planning and organising
In composition studies, students choreograph solo and group dances. Choreography requires planning, and students learn to integrate practical and theoretical aspects of dance in the context of a dance performance. They have to demonstrate their ability to plan and structure a dance and apply choreographic devices, then organise the choreography through to performance, where they consider the staging, type of accompaniment, props and costumes.
**Drama**

**Collecting, organising and analysing information**
The key competencies of collecting, analysing and organising information and communicating ideas and information reflect core processes of enquiry and are explicit in the objectives and outcomes of the syllabus.

**Generating, identifying and assessing opportunities**
The process of developing drama in both making and performing involves students making decisions about the content and development of their improvisation and performances.

**Generating and using creative ideas and processes**
The process of developing drama in both making and performing involves students making decisions about the content and development of their improvisation and performances.

**Solving problems**
In the making, performing and critically studying practices within the drama syllabuses, student learning involves enquiry, research, analysis, experimentation and reflection contributing to the development of the key competency solving problems.

**Recruiting and managing resources**
In the process of making, students are required to find and utilise a range of human and material resources. In performance students must assess the needs of the performance and develop strategies to use those resources efficiently.

**Matching personal goals and capacities to undertakings**
In drama students undertake projects where they identify goals and develop the project in line with those goals. For instance, students developing a video drama project must storyboard, film and edit their project.

**Working with others and in teams**
This competency is embedded in all components of the syllabus. In the group performance students must work with a team of up to six other students to develop a drama that is 8–12 minutes long.

**Being flexible and dealing with change**
In performances, students must negotiate and, if necessary, adapt to the decisions of team members and their teacher.

**Negotiating and influencing**
In performances, team members must negotiate with each other to meet the needs of the performance.

**Using initiative and drive**
All areas of study involve students researching topics and using their own initiative. They must take initiative in developing a concept for the project and then following it through to completion.
DRAMA (continued)

Monitoring and evaluating
The process of appreciation involves students watching performances and providing evaluative responses to dramatic work.

Communicating ideas and information
All areas of the drama syllabus are concerned with communicating ideas and information through the creation of dramatic meaning. Students in drama communicate through performance, design and through written responses.

Planning and organising
Students work as individuals and as members of groups to construct work for performances and projects, developing the key competencies of planning and organising activities and working with others and in teams.

MUSIC

Music provides opportunities for students to develop skills in each of the key competencies and other employment related skills considered essential for the acquisition of effective, higher-order thinking required for further education, the workplace and everyday life.

Collecting, organising and analysing information
Students gain this skill through sourcing, analysing and prioritising information from recordings, scores, reference books and the Internet when researching topics of study.

Generating, identifying and assessing opportunities
Students gain this skill through modifying musical arrangements for available performers.

Identifying, assessing and managing risks
Students gain this skill through selection and rehearsal of ensemble members.

Generating and using creative ideas and processes
Students gain this skill through composition and performance activities.

Solving problems
Students gain this skill through being able to communicate and negotiate with other members of an ensemble.

Recruiting and managing resources
Students gain this skill through forming and rehearsing ensembles, planning rehearsal schedules and organising appropriate resources.

Matching personal goals and capacities to undertakings
Students gain this skill through preparation, planning, development and performance of own compositions.
**MUSIC (continued)**

**Working with others and in teams**
Students gain this skill through leading and participating in ensemble activities.

**Being flexible and working with change**
Students gain this skill through developing a range of strategies to deal with unfamiliar situations.

**Negotiating and influencing**
Students gain this skill through knowing how to solve conflict situations and sharing ideas and feelings with others.

**Using initiative and drive**
Students gain this skill through selecting, rehearsing and performing repertoire within a set time frame.

**Communicating ideas and information**
Students gain this skill through class presentations on music studied.

**Planning and organising**
Students gain this skill through planning and organising research activities, performance opportunities and the completion of an original composition.

---

**VISUAL ARTS; CERAMICS; PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING; VISUAL DESIGN**

Visual Arts, Ceramics, Photography, Video and Digital Imaging and Visual Design provide opportunities for students to develop skills in each of the key competencies considered essential for the acquisition of effective, higher-order thinking skills required for further education, the workplace and everyday life.

**Collecting, analysing and organising information**
Students learn the processes of collecting and selecting information that is adapted and shaped to represent new interpretations of ideas.

**Communicating ideas and information**
Students develop skills in representing ideas and interests through making artworks and written and oral accounts. In artmaking, students explore different ways of communicating these ideas to audiences and may employ codes, symbols and conventions or use materials expressively. Through critical and historical research students learn to plan investigations and arguments that involve the organisation of written information for explanations and evaluations.

**Planning and organising activities**
Students are encouraged to investigate and develop networks of procedures and actions. In artmaking students learn to plan courses of action and make judgements about organising ideas, images and materials to represent a point of view in the works they make. Making artworks involves complex organisation of equipment, materials, space and other people.
VISUAL ARTS;
CERAMICS;
PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING;
VISUAL DESIGN (continued)

Working with others and in teams
Through group discussions of ideas, research investigations, class debates and the making of collaborative works, students learn to work cooperatively and to consider different points of view. Students learn to value the work of others and share resources.

Using mathematical ideas and techniques
In the making of works, students develop skills in judging proportions, size, time and spatial relationships in two, three and four dimensions. Making works can require complex knowledge and skills involving precise measurement and geometry.

Solving problems
Problems are identified as either the rationale for the work or arise as conceptual and technical issues during the process of working. Practical forms of knowledge are recognised as foundational to learning in these subjects. Students conceptualise and negotiate the parameters of designing and planning, experimenting with different techniques and forms to synthesise ideas and resolve works. Students make ongoing evaluations and judgements about the appropriateness of actions and procedures to solve problems in making and in critical and historical studies.

Using technology
Students develop skills in using traditional and contemporary technologies in creating artworks and in researching information. The range of technologies may include film, video, computer hardware and software and specialist equipment for each course.
### 1.3 Questionnaire for teachers

Are you already teaching employment related skills in the classroom to Stage 5 students?

Students gain a variety of employment related skills in every subject. Complete this questionnaire to determine the extent to which you are already teaching employment related skills to your students.

<table>
<thead>
<tr>
<th>Communication skills</th>
<th>Social skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick) <em>Are you teaching students to</em></td>
<td>(Tick) <em>Are you teaching students to</em></td>
</tr>
<tr>
<td>... speak to a group confidently</td>
<td>... listen when others speak</td>
</tr>
<tr>
<td>... debate in front of a large audience</td>
<td>... respect the point of view of others</td>
</tr>
<tr>
<td>... speak and write another language</td>
<td>...</td>
</tr>
<tr>
<td>... work with other people to sort out a problem</td>
<td>...</td>
</tr>
<tr>
<td>... follow verbal instruction</td>
<td>...</td>
</tr>
<tr>
<td>... convey ideas confidently</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Numerical skills</th>
<th>Physical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick) <em>Are you teaching students to</em></td>
<td>(Tick) <em>Are you teaching students to</em></td>
</tr>
<tr>
<td>... record information using charts and graphs</td>
<td>... swim .......... metres</td>
</tr>
<tr>
<td>... calculate percentages</td>
<td>... referee a game of ........</td>
</tr>
<tr>
<td>... work out and manage a budget</td>
<td>... understand rules to the following sports:</td>
</tr>
<tr>
<td>... handle money and give the right change</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICT skills</th>
<th>Creative skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick) <em>Are you teaching students to</em></td>
<td>(Tick) <em>Are you teaching students to</em></td>
</tr>
<tr>
<td>... use a word processor</td>
<td>... design and construct several small pieces of furniture</td>
</tr>
<tr>
<td>... send an email</td>
<td>... write and perform a short play</td>
</tr>
<tr>
<td>... use a fax machine</td>
<td>... design and produce several artworks using pastels and oils</td>
</tr>
<tr>
<td>... use the following software programs:</td>
<td>...</td>
</tr>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership skills</th>
<th>Practical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick) <em>Are you teaching students to</em></td>
<td>(Tick) <em>Are you teaching students to</em></td>
</tr>
<tr>
<td>... captain a sporting team</td>
<td>... investigate a problem</td>
</tr>
<tr>
<td>... participate in the SRC.</td>
<td>... follow occupational health and safety rules</td>
</tr>
<tr>
<td>...</td>
<td>... work well in a team</td>
</tr>
<tr>
<td>...</td>
<td>... meet deadlines</td>
</tr>
</tbody>
</table>

Do Year 9 and 10 students develop any of these skills in your classroom? Tick and add to the list below.
Are you already teaching employment related skills in the classroom to Stage 6 students?

Students gain a variety of employment related skills in every senior course they study. Complete this questionnaire to determine whether you are already teaching these employment related skills to your students.

| Do Year 11 and 12 students develop any of these skills in your classroom? | Tick and/or add to the list below. |

As a result of my lessons a student may develop the ability to:

(Tick)

- Communicate ideas and information
- Collect, organise and analyse information
- Generate, identify and assess opportunities
- Identify, assess and manage risks
- Generate and use creative ideas and processes
- Solve problems
- Recruit and manage resources
- Match personal goals and capacities to undertakings
- Work with others and in teams
- Be flexible and deal with change
- Use initiative and drive
- Negotiate and influence
- Plan and organise

The logbook provides you with a tool to summarise a topic and to explain to students how and when they develop these employment related skills.
Employment related skills in the classroom

The classroom section of the Employment Related Skills Logbook has been designed to enhance the value and relevance of all subjects and courses that students study at school. Sheets in this section provide teachers with a topic summary tool.

2.1 Sample pages from the logbook

Sample pages from the classroom section of the Employment Related Skills Logbook are shown on the following two pages. These sheets can be used to brainstorm and reflect all the knowledge and skills gained or developed at the end of a topic. Teachers are provided with an opportunity to demonstrate to students how their subject allows students to develop the skills they will need for future life, education, training and employment.

2.2 Models for recording employment related skills

Below are three different models for teachers to consider when developing their own system of recording employment related skills in the classroom.

<table>
<thead>
<tr>
<th>Model 1: Student managed</th>
<th>Model 2: Teacher managed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. End of topic - students bring logbook.</td>
<td>1. Teacher keeps blank logbook sheets in classroom.</td>
</tr>
<tr>
<td>2. Class brainstorms topic.</td>
<td>2. End of topic - class brainstorms topic.</td>
</tr>
<tr>
<td>3. Students identify and summarise knowledge gained and skills developed.</td>
<td>3. Students identify and summarise knowledge gained and skills developed.</td>
</tr>
<tr>
<td>4. Students record employment related skills on sheets.</td>
<td>4. Teacher distributes blank logbook sheets.</td>
</tr>
<tr>
<td>5. Teacher initials sheets.</td>
<td>5. Students record employment related skills on sheets.</td>
</tr>
<tr>
<td>6. Students file sheets into logbook and take home.</td>
<td>6. Teacher collects sheets.</td>
</tr>
<tr>
<td></td>
<td>7. Teacher initials sheets.</td>
</tr>
<tr>
<td></td>
<td>8. Teacher gives sheets to clerical aide or nominated students to file.</td>
</tr>
</tbody>
</table>

Model 3: School managed (school reports)

1. School adds heading ‘Employment Related Skills’ to half yearly and yearly reports.
2. Faculties decide which ‘Employment Related Skills’ are most relevant to list on reports.
3. Teachers tick students’ level of achievement/development observed in classroom (twice a year).
4. Teachers encourage students to log employment related skills in their logbooks.
5. Students log employment related skills gained in all subjects/courses.

Alternatively teachers may develop their own model for implementing the CLASSROOM section of the logbook.
SUBJECT:

YEAR 9 and YEAR 10 SKILLS IN THE CLASSROOM

You gain a range of important skills in this subject. Research some of the careers and/or TAFE and university courses related to these skills.

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Teacher initial</td>
</tr>
</tbody>
</table>

What employment related skills have you acquired in this subject?

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Teacher initial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Teacher initial</td>
</tr>
</tbody>
</table>
COURSE:

PRELIMINARY AND HSC COURSES - SKILLS IN THE CLASSROOM

You gain a range of important skills in this course. Research some of the careers and/or TAFE and university courses related to these skills.

What employment related skills have you acquired in this course?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date | Teacher initial

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.3 **Examples of employment related skills developed in Creative Arts Stage 5**

Students gain a variety of employment related skills in every subject they study. Here are some examples of employment related skills developed by students studying Visual Arts, Ceramics, Photography, Drama, Dance and Music.

**Communication skills**

- Communicate through design, written responses and performance
- Represent ideas and interests through making artworks and through written and oral accounts
- Explore different ways of communicating ideas to audiences
- Employ codes, symbols and conventions or use materials expressively

**Practical skills**

- Study and apply safe practice in the classroom such as avoiding contact with harmful materials
- Find stimulus material from which to develop a finished work or performance
- Watch a performance and provide evaluative responses to dramatic work
- Perform in front of an audience

**Technological skills**

- Create multimedia presentations and artworks using graphics and images
- Use traditional and contemporary technologies in creating artworks and in researching information

**Social skills**

- Consider different points of view and work cooperatively through the making of collaborative works
- Value the work of others and share resources through group discussions of ideas and class debates
- Learn collaborative skills in order for choreographic work to be understood and performed well
- Negotiate and adapt to the decisions of team members and teachers
Physical skills
- Choreograph a performance
- Perform basic movements and sequences in drama and dance
- Use correct body alignment and learn about the treatment and management of injury
- Dance within own body limitations
- Treat and manage injury from musical or dance performance

Creative skills
- Create an original drama, performance, design or artwork responding to a range of stimuli
- Develop creativity in responding to set tasks

Leadership skills
- Negotiate with team members to meet the needs of a performance
- Persuade and convince others to use your ideas

Numerical skills
- Judge proportions, size, time and spatial relationships in two, three and four dimensions
- Use precise measurement and geometry to construct an artwork
2.4 Examples of employment related skills developed in Creative Arts Stage 5 and Stage 6

Students gain a variety of employment related skills in every subject and course they study. Here are some examples of employment related skills developed in students studying Visual Arts, Photography, Video and Digital Imaging, Ceramics, Dance, Drama, Visual Design and Music.

Collecting, organising and analysing information
- Collect and select information that is adapted and shaped to represent new interpretations of ideas
- Collect stimulus material as the basic motivation for a project
- Analyse relevance through the process of abstraction, selection and refinement
- Source, analyse and prioritise information from recordings, scores, reference books and the Internet when researching topics of study

Generating, identifying and assessing opportunities
- Make decisions about the content and development of improvisation and performance
- Modify musical arrangements for available performers

Identifying, assessing and managing risks
- Study and apply safe practice in the classroom such as avoiding contact with harmful materials
- Treat and manage injury arising from musical or dance performance
- Use correct body alignment and learn about the treatment and management of injury
- Dance within own body limitations

Generating and using creative ideas and processes
- Create an original drama, performance or artwork responding to a range of stimuli including art, photography, music and written material
- Develop creative responses to set tasks

Solving problems
- Enquire, research, analyse, experiment and reflect in the making, performing, and critical study of creative practices
- Conceptualise and negotiate the parameters of designing and planning, experimenting with different techniques and forms to synthesise ideas and resolve works
- Make ongoing evaluations and judgments about the appropriateness of actions and procedures to solve problems
- Perceive a problem, manipulate abstract ideas, draw on previous learning, analyse and synthesise solutions, and test and evaluate solutions
Recruiting and managing resources
• Find and utilise a range of human and material resources in the process of making and designing
• Assess the needs of a performance
• Develop strategies to use resources efficiently
• Refine performances through filming, viewing and analysing own work
• Form and rehearse ensembles and plan rehearsal schedules

Matching personal goals and capacities to undertakings
• Identify ones goals and develop a project in line with those goals
• Match strengths and goals in the subject against the course requirements to determine choice of major study
• Prepare, plan, develop and perform own compositions

Working with others and in teams
• Develop a drama that is 8 to 12 minutes long working with a team of up to six students
• Consider different points of view and work cooperatively through making of collaborative works
• Value the work of others and share resources through group discussions of ideas and class debates
• Learn collaborative skills in order for choreographic work to be understood and performed well

Using mathematical ideas and techniques
• Judge proportions, size, time and spatial relationships in two, three and four dimensions
• Use precise measurement and geometry to construct an artwork

Being flexible and dealing with change
• Negotiate and adapt to the decisions of team members and teachers

Negotiating and influencing
• Negotiate with team members to meet the needs of a performance
• Persuade and convince others to use your ideas

Using initiative and drive
• Develop a concept for a project, then follow it through to completion
• Find stimulus material from which to develop a finished work or performance
Monitor and evaluating
• Watch a performance and provide evaluative responses to dramatic work
• Continually monitor and evaluate the process of developing an idea which evolves into a completed work or performance

Communicating ideas and information
• Communicate through design, written responses and performance
• Represent ideas and interests through making artworks and through written and oral accounts
• Explore different ways of communicating ideas to audiences
• Employ codes, symbols and conventions or use materials expressively

Planning and organising
• Plan courses of action and make judgements about organising ideas, images and materials to represent a point of view
• Organise equipment, materials, space and other people in the making of an artwork or performance
• Plan and structure a performance then organise the choreography through to performance, where staging, type of accompaniment, props and costumes are considered
2.5 Teacher Activities: Employment related skills in the classroom

Dance Stage 5

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in DANCE. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The influence of Ruth St Denis on the development of modern dance</td>
<td>• research using the school library, Internet and school written resources</td>
</tr>
<tr>
<td></td>
<td>• plan and organise written work</td>
</tr>
<tr>
<td></td>
<td>• work with others in teams</td>
</tr>
<tr>
<td></td>
<td>• use initiative and drive to complete the task</td>
</tr>
<tr>
<td></td>
<td>• collect, organise and analyse information</td>
</tr>
<tr>
<td></td>
<td>• communicate ideas and information</td>
</tr>
<tr>
<td></td>
<td>• use technology</td>
</tr>
<tr>
<td></td>
<td>• match personal goals and capacities to undertakings</td>
</tr>
</tbody>
</table>

Date: Teacher initial:

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
Dance Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in DANCE. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

**Example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulate a learned phrase and develop 2 new phrases using the</td>
<td>• generate movement using creative ideas and processes</td>
</tr>
<tr>
<td>elements of composition</td>
<td>• solve problems</td>
</tr>
<tr>
<td></td>
<td>• work with others in teams</td>
</tr>
<tr>
<td></td>
<td>• organise and analyse information</td>
</tr>
<tr>
<td></td>
<td>• communicate ideas and information</td>
</tr>
<tr>
<td></td>
<td>• plan and organise movement</td>
</tr>
<tr>
<td></td>
<td>• generate, identify and assess opportunities</td>
</tr>
<tr>
<td></td>
<td>• match personal goals and capacities to undertakings</td>
</tr>
<tr>
<td></td>
<td>• be flexible when dealing with change</td>
</tr>
</tbody>
</table>

Date:                                                                 Teacher initial:

**Your example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date:                                                                 Teacher initial:
Drama Stage 5

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in DRAMA. Using the example as a guide, develop your own list of employment related skills students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the Commedia D’ell Arte performance style</td>
<td>• research using the school library, Internet and school written resources&lt;br&gt;• plan and organise written work&lt;br&gt;• work with others in teams&lt;br&gt;• use initiative and drive to complete the task&lt;br&gt;• collect, organise and analyse information&lt;br&gt;• communicate ideas and information&lt;br&gt;• use technology&lt;br&gt;• match personal goals and capacities to undertakings</td>
</tr>
</tbody>
</table>

Date: Teacher initial:

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
Drama Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in DRAMA. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Create a group performance of 8–12 minutes | • generate dramatic meaning by using creative ideas and processes  
• solve problems  
• work with others in teams  
• organise and analyse information  
• communicate ideas and information  
• plan and organise movement and dialogue  
• generate, identify and assess opportunities  
• match personal goals and capacities to undertakings  
• be flexible and deal with change |

Date:  
Teacher initial:

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date:  
Teacher initial:
Music Stage 5

The following examples show some of the employment related skills developed by students as a result of their participation in activities or topics in Music. Using the examples as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition in a small group</td>
<td>• work collaboratively to create a group composition</td>
</tr>
<tr>
<td></td>
<td>• find a solution to a problem</td>
</tr>
<tr>
<td></td>
<td>• contribute creative ideas to a project</td>
</tr>
<tr>
<td></td>
<td>• meet deadlines</td>
</tr>
</tbody>
</table>

Date:  
Teacher initial:

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>

Date:  
Teacher initial:
**Music Stage 6**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in MUSIC. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

### Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performing an ensemble item</td>
<td>• work with others as part of a team</td>
</tr>
<tr>
<td></td>
<td>• recruit and manage resources when sourcing appropriate ensemble members</td>
</tr>
<tr>
<td></td>
<td>• solve problems arising during rehearsals</td>
</tr>
<tr>
<td></td>
<td>• negotiate with ensemble members</td>
</tr>
<tr>
<td></td>
<td>• plan and organise a rehearsal schedule</td>
</tr>
<tr>
<td></td>
<td>• communicate ideas and information when rehearsing and in preparation for the performance</td>
</tr>
<tr>
<td></td>
<td>• plan and organise appropriate facilities, equipment, rehearsal schedule and performance dates, appropriate facilities and equipment</td>
</tr>
</tbody>
</table>

Date: T eacher initial:

### Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: Teacher initial:
**Visual Arts Stage 5**

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in VISUAL ARTS. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

**Example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Sense of Place: Looking at aspects of the Australian environment</td>
<td>• collect and select information and consider how it can be analysed and used to represent new interpretations of ideas</td>
</tr>
<tr>
<td></td>
<td>• consider how different ideas and interests can communicate meaning to different audiences</td>
</tr>
<tr>
<td></td>
<td>• investigate and develop networks of procedures to organise images and materials that represent a point of view</td>
</tr>
<tr>
<td></td>
<td>• work cooperatively and consider the responses of others</td>
</tr>
<tr>
<td></td>
<td>• use a range of technologies</td>
</tr>
</tbody>
</table>

Date: Teacher initial:

**Your example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date: Teacher initial:
Visual Arts Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in VISUAL ARTS. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A case study: Representation of women and cultural identity</td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
<tr>
<td></td>
<td>• collect and select information by investigating ideas and images, and consider how information can be analysed</td>
</tr>
<tr>
<td></td>
<td>• plan investigations and arguments that involve the organisation of written information</td>
</tr>
<tr>
<td></td>
<td>• plan courses of action to make judgements to represent a point of view to communicate ideas and information</td>
</tr>
<tr>
<td></td>
<td>• work collaboratively and share resources</td>
</tr>
<tr>
<td></td>
<td>• utilise a range of technologies</td>
</tr>
</tbody>
</table>

Date: [ ]  
Teacher initial: [ ]

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date: [ ]  
Teacher initial: [ ]
Ceramics Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in CERAMICS. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can .../Students are able to.../Students know how to ...</td>
<td></td>
</tr>
</tbody>
</table>
| Module 11: Ceramic Project Topic: Investigate the practice of a master potter and develop a series of works using their approaches as a departure point. | • recognise the importance of intentions, research, experimentation and innovation when collecting and selecting information  
• represent ideas and interests when investigating different points of view and communicating information  
• investigate and develop different techniques and networks of procedures to plan courses of action and make judgements  
• develop skills in judging proportions, size, time and spatial relationships  
• conceptualise and negotiate the parameters of designing and planning to synthesise ideas and resolve works  
• develop skills in traditional and contemporary technology |

Date:  
Teacher initial:  

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can .../Students are able to.../Students know how to ...</td>
<td></td>
</tr>
</tbody>
</table>
| Date:  
Teacher initial:  |
Visual Design Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in VISUAL DESIGN. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| Field: Wearable Design Module WD1: Clothing and Image Topic: Clothing as identity expressing power | • collect and select information by investigating ideas and images related to theme  
• explore different ways of communicating ideas by looking at codes, symbols and conventions to convey meaning  
• plan investigations and arguments to construct written explanations and evaluations  
• discuss ideas and research  
• synthesise ideas and resolve critical and historical investigations  
• develop skills using contemporary technologies. |

Date:  
Teacher initial:

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date:  
Teacher initial:
Photography, Video and Digital Imaging Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in PHOTOGRAPHY, VIDEO and DIGITAL IMAGING. Using the example as a guide, develop your own list of employment related skills that students may gain by undertaking activities or curriculum topics in your classroom.

Example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
</table>
| **Field: Video**  
**Module V4: Manipulated Forms**  
**Topic: 20th Century video makers.** | • collect and select information by exploring concepts, investigating ideas and interpretations of the world  
• distinguish between different points of view and interpretative accounts to communicate ideas and information  
• plan courses of action to make judgements about organising ideas, images and materials  
• discuss ideas and research investigations in groups valuing the work of others  
• develop skills in contemporary technologies                                                                 |

Date: 

Teacher initial:

Your example

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
</tbody>
</table>

Date: 

Teacher initial:
Creative Arts and vocational learning

This section contains vocational information and activities for teachers and students of Creative Arts.

3.1 Enterprise education

Enterprise education is action learning. It involves students, usually in teams, with creating and sustaining a project which may be voluntary or profit making. It develops students’ personal and employment related attributes including the ability to be innovative and to successfully manage change. It provides opportunities for young people to develop these attributes in workplace and community settings.

Examples of enterprise education in Creative Arts could include students:

- planning, organising and running events such as drama productions and art exhibitions
- contracting to design digital graphics for local businesses or volunteer organisations
- providing for sale photographs of students at formals and other school events
- undertaking the Young Achievement Australia program Business Enterprise - involving student teams forming companies to market goods related to photography, visual arts, ceramics or digital graphics
- selling student work through a school shop
- planning, organising and running theatre sports competitions
- supplying artworks for the school and feeder primary schools
- designing and creating a mural for the school or community

What examples of enterprise education take place in Creative Arts in your school?

- ..............
- ..............
3.2 **Teachers in Business program**

The *Teachers in Business (TIB) program* is designed to improve teaching practice and enhance teacher awareness of business and industry. Students benefit from enhanced vocational perspectives in their learning.

All teachers K-12 are eligible to apply for this program. No portion of the placement has to involve non-teaching time. Teachers are supported with relief and other expenses to work in businesses and other organisations for up to three weeks.

Priority is given to teachers updating their industry currency for VET courses and to teachers who have clearly outlined how the placement will enhance their teaching. Applications are processed by the school’s District Office. Contact your District Vocational Education Consultant for details.

3.3 **Community and business partnerships**

Partnerships between schools and industry, commerce and the local community are encouraged as a means of increasing vocational learning opportunities and enhancing school to work transition planning for students.

Examples of partnerships include: Links to Learning Program, Jobs Pathways Program, E-Teams, guest speaker programs, organisations regularly hosting excursions, work experience and work placement, practice firms and other enterprise programs. Your school will also have its own examples of existing partnerships.

3.4 **Traineeships and apprenticeships**

Traineeships and apprenticeships are jobs that combine work with training.

**Apprenticeships** generally last four years and cover traditional trade areas such as building and construction, hairdressing, cooking, the automotive industry, engineering and manufacturing.

There are over 600 *traineeship* vocations introduced to provide employment and training opportunities in a range of areas. Some examples are:

**Arts and Entertainment** - including multimedia, arts administration, audiovisual, cinema projection, costume, lighting, make-up, props set manufacture, sound, staging, wig manufacture, museum practice, video and television production.

**Communications** - including information technology, printing and graphic arts, telecommunications.

**Furnishing Clothing and Footwear** - picture framing, upholstery, hide, skin and leather processing, timbercutting, textile fabrication and production.
3.5 Part-time traineeships in NSW schools

School based traineeships provide students with increased opportunities to gain experience and qualifications in a particular industry while still at school. Students are able to include a recognised VET qualification within their HSC and combine this with paid work.

Students successfully completing a school based traineeship receive:

- a nationally recognised VET qualification under the Australian Qualifications Framework
- a Certificate of Proficiency
- credit toward the Higher School Certificate.

Generally, over the two years of their school based part-time traineeship, students spend the equivalent of three and a half days a week on their HSC program at school, one day a week in paid employment with their employer and a half day a week undertaking structured training either at school, TAFE or another registered training organisation.

For more information about current NSW traineeships and apprenticeships and school based part-time traineeships in NSW schools: [http://apprenticeship.det.nsw.edu.au](http://apprenticeship.det.nsw.edu.au)

The Commonwealth Government refers to all traineeships and apprenticeships as new apprenticeships. For more information about new apprenticeships: [www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)

3.6 Credit transfer arrangements: HSC to TAFE NSW

Credit transfer is a form of recognition based on formal arrangements between educational institutions.

Credit transfer arrangements negotiated between the NSW Board of Studies and TAFE NSW allow students to get credit for study completed as part of the HSC.

To be eligible for credit transfer in a TAFE NSW course students will need to provide appropriate evidence of previous study or experiences at the time of enrolment. Credit is awarded depending on whether study and experience are relevant to a student’s chosen TAFE NSW course.

Successful students will receive advanced standing into their chosen TAFE NSW course and complete fewer modules making it possible to achieve a TAFE NSW qualification faster.
For example, students who successfully complete **Visual Arts** and meet the conditions for credit, will be eligible to receive credit for specified modules in these **TAFE NSW** courses:

- Aboriginal Arts and Cultural Practices
- Administration
- Agriculture
- Animal Management
- Applied Science (Environmental Technology)
- Asset Maintenance (Portable Fire Equipment Service)
- Australian and International Trade
- Banking
- Building Studies
- Business (Banking and Finance)
- Ceramics
- Communication Skills
- Dental
- Design and Illustration Skills
- Design Fundamentals
- Detail Drafting
- Education Support - School Assistant (Science, Library)
- Electrical Engineering (Computer Technology)
- Electrical Technology
- Engineering
- Equine
- Events and Entertainment
- Fine Arts
- Firefighting
- Fishing Industry
- Food and Hospitality
- Horse Industry
- Horticulture
- Hospitality
- Information Technology (Web Site Production)
- Manufacturing Technology
- Materials Technology
- Mortuary Science (Bereavement Support)
- Natural Resource Management
- Naval Architecture
- Photography
- Product Design and Development
- Quality Management
- Quantity Surveying
- Seafood Industry (Aquaculture)
- Small Business Enterprise
- Visual Arts
- Viticulture
- Weed Control

Further information about credit transfer for the HSC subject can be found at [http://www.det.nsw.edu.au/hstafe](http://www.det.nsw.edu.au/hstafe)

Note: VET ICFs are based on units of competency not modules. Credit Transfer for students who study VET ICFs need to speak with TAFE NSW enrolling officers for information about the amount of module credit available.
STUDENT HANDOUT

TAFE NSW Credit Transfer

ACTIVITY

Visit the website at http://www.det.nsw.edu.au/hsctafe to find out about the credit transfer arrangements between Ceramics CEC or Music or Photography, Video and Digital Imaging CEC or Visual Arts or Visual Design CEC and a specific NSW TAFE course.

Follow these instructions:

1. Click in the header at the top of the page on either NEW HSC TRANSFER or NEW.
2. Scroll down the list of New HSC subjects and click on either Ceramics CEC or Music or Photography, Video and Digital Imaging CEC or Visual Arts or Visual Design CEC or Drama or Dance.
3. Click on a TAFE NSW course that interests you from the list displayed.
4. Read and summarise this information, completing the table below.

<table>
<thead>
<tr>
<th>TAFE NSW course name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification:</td>
<td></td>
</tr>
<tr>
<td>Training package:</td>
<td></td>
</tr>
<tr>
<td>TAFE NSW course number:</td>
<td></td>
</tr>
<tr>
<td>Vocational area:</td>
<td></td>
</tr>
<tr>
<td>Typical attendance:</td>
<td></td>
</tr>
<tr>
<td>Entry requirements:</td>
<td></td>
</tr>
<tr>
<td>Career opportunities:</td>
<td></td>
</tr>
</tbody>
</table>

Articulation: When you finish this course you can...

HSC Credit Transfer arrangements with this course

To be eligible for an exemption, students must:

- have studied Stage 6 ...
- provide evidence of ...

<table>
<thead>
<tr>
<th>TAFE NSW module no.</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
</table>
ADDITIONAL INFORMATION

School Statement of Achievement Forms

Before a student gains credit for some TAFE NSW course modules, a Statement of Achievement Form is required.

Listed below are the new HSC courses that require a signed Statement of Achievement Form from the course teacher:

- Ceramics CEC
- Music
- Photography, Video and Digital Imaging
- English
- Industrial Technology
- Information Processes and Technology
- Marine Studies
- PDHPE
- Software, Design and Development.

These statements can be downloaded from the TAFE NSW website http://www.det.nsw.edu.au/hsc/tafe/general/forms.htm.

An example is displayed below.
### ADDITIONAL INFORMATION


On this website, HSC credit transfer information is arranged into two key areas, including:

- **New HSC** which applies to HSC studies commenced in Year 11, 2000 and examined from Year 12, 2001 onwards.
- **Former HSC** which applies to HSC studies and examinations up to and including Year 12, 2000.

<table>
<thead>
<tr>
<th>New HSC Transfer</th>
<th>Former HSC Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Click on either the New HSC Transfer button or the Former HSC Transfer button.</td>
<td></td>
</tr>
<tr>
<td>2. Click on either:</td>
<td></td>
</tr>
<tr>
<td>✔️ TAFE NSW courses with credit transfer arrangements to Former HSC</td>
<td></td>
</tr>
<tr>
<td>✔️ TAFE NSW courses with credit Transfer to the New HSC</td>
<td></td>
</tr>
<tr>
<td>3. Type in a TAFE NSW course by number or name.</td>
<td></td>
</tr>
<tr>
<td>4. This will display all the HSC credit transfer arrangements negotiated for this TAFE NSW course.</td>
<td></td>
</tr>
<tr>
<td>5. Click on the module number.</td>
<td></td>
</tr>
<tr>
<td>6. This will take you to a description of the module purpose.</td>
<td></td>
</tr>
</tbody>
</table>

| TAFE NSW courses with credit transfer arrangements to Former HSC |
| TAFE NSW courses with credit Transfer to the New HSC |
| This section provides information about available traineeships and useful contacts. |
| Statement of Achievement forms provide evidence that you have satisfactorily completed certain options, topics or electives in the following HSC subjects: Ceramics CEC, English, Industrial Technology, Information Processes and Technology, Marine Studies CEC, Music, PDHPE, Photography, Video and Digital Imaging CEC and Software Design and Development. This makes you eligible for additional credit as a result. A range of Statement of Achievement forms are included in this section. |
| Sample case studies of the amount of credit transfer gained in specific TAFE NSW courses based on individual patterns of study. |
| Includes references for further information about HSC/TAFE credit transfer and related issues. |
### 3.7 Credit transfer arrangements: TAFE NSW to university

On completion of any TAFE NSW diploma or advanced diploma students are eligible to apply to any university in Australia. A student may be entitled to receive credit for subjects in a university degree course.

Universities have different entry requirements for each course. Entry requirements can vary between universities and between courses. They consider applications for credit on a case by case basis.

Listed below are some examples of credit arrangements. They are a guide only to help teachers and students understand pathway planning options.

<table>
<thead>
<tr>
<th>TAFE NSW - Sydney Institute Course</th>
<th>University</th>
<th>Degree Course</th>
<th>Credit Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>5378 Diploma of Graphic Design</td>
<td>Wollongong</td>
<td>Bachelor of Creative Arts</td>
<td>Up to 36 credit points (48 credit points are equivalent to one full year of study)</td>
</tr>
<tr>
<td>5378 University of Technology Sydney</td>
<td>Bachelor of Design (Visual Communication)</td>
<td>Up to 48 credit points depending on credit grade overall and presentation of portfolio (48 credit points are equivalent to one full year of study)</td>
<td></td>
</tr>
<tr>
<td>5351 Advanced Diploma of Graphic Design</td>
<td>Wollongong</td>
<td>Bachelor of Creative Arts</td>
<td>Up to 48 credit points for subjects in the first and second year (48 credit points are equivalent to one full year of study)</td>
</tr>
<tr>
<td>3635 Diploma of Information Technology (Web Site Production and Management)</td>
<td>Western Sydney</td>
<td>Bachelor of Technology (Information Technology Support)</td>
<td>8 units (80 credit points). This is equivalent to one full year though may not all be given in same year</td>
</tr>
<tr>
<td>3635 Macquarie</td>
<td>Bachelor of Computing and Information Systems</td>
<td>Up to 24 credit points of which 9 credit points are specific exemptions for first year units (24 credit points are equivalent to one year of study). Students must also have a strong background in Mathematics</td>
<td></td>
</tr>
<tr>
<td>3635 Newcastle</td>
<td>Bachelor of Applied Information Technology</td>
<td>Up to 90 credit points made up of subjects from year one and year two (80 credit points are equivalent to one year)</td>
<td></td>
</tr>
<tr>
<td>3635 New England</td>
<td>Bachelor of Commerce Bachelor of Commerce/Bachelor of Laws</td>
<td>Up to 12 subjects (8 subjects are equivalent to one full year)</td>
<td></td>
</tr>
</tbody>
</table>

This information comes from Degree Express - produced by TAFE NSW Sydney Institute, 2002. For more information on credit transfer arrangements students should contact the relevant TAFE NSW institution and also check the university faculty/school handbooks and websites. Students can also contact the university faculty that offers the course a student wishes to enter.
### 3.8 Creative Arts at university: Areas of study

Some *areas of study* at university that may be of interest to students who study Creative Arts related subjects and courses at school are listed below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Sciences</td>
<td>Anthropology, Sociology, Communication, Communication Studies, Film and Video, Journalism, Mass Communication, Media - film, radio, television, sound and video, Public Relations, Textual Theory and Writing</td>
</tr>
<tr>
<td>Communication</td>
<td>Advertising, Communication Studies, Film and Video, Journalism, Mass Communication, Media - film, radio, television, sound and video, Public Relations, Textual Theory and Writing</td>
</tr>
<tr>
<td>Creative and Performing Arts</td>
<td>Animation, Ceramics, Creative Writing, Dance, Drama/Acting, Drawing, Electronic Art, Fine Arts, Glass, Graphic Arts, Illustration, Jewellery, Media Arts, Painting, Performing Arts, Photography, Printmaking, Professional Writing, Screen Production, Textiles, Theatre, Visual Arts and Wood</td>
</tr>
<tr>
<td>Design</td>
<td>History, Technology, Ecodesign, Fashion and Textile, Graphic, Digital, Industrial, Interior, Object and Product</td>
</tr>
<tr>
<td>Education</td>
<td>Adult, Community, Educational Studies, Educational Multimedia, Experiential</td>
</tr>
<tr>
<td>Music</td>
<td>Contemporary, Pop, Electronic Arts, Ethnomusicology, Jazz Studies, Music - composition, history, industry studies, musicianship, production, technology, Musicology and Opera</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Work and Welfare Work</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>including Early Childhood, Primary/Infants, Secondary: Art, Creative and Practical Arts, Dance, Design and Technology, Drama, Industrial Arts, Music, Special Education, Technological and Applied Studies</td>
</tr>
</tbody>
</table>

For more information, consult the index of the most recent version of the NSW UAC Guide [http://www.uac.edu.au](http://www.uac.edu.au)

Note: It is important to check the prerequisites of any course for which a student is interested in applying.
3.9 Student vocational learning activities

STUDENT ACTIVITY: evolve ... life in the arts

evolve ... life in the arts. A career planning resource for people considering working in the arts and design industry.

This DET developed CD-ROM was sent to all NSW government secondary schools in 2002.

Open this CD-ROM and answer the following questions:

Introduction. List three points about the 12 artists working in the arts and design industry who share their story on this interactive CD-ROM.

1. 
2. 
3. 

In the studio. Circle the most interesting sounding artist from the twelve listed below who share their stories and answer the following questions with one summary point. (You may wish to spend some time reading the different stories.)

- Musician/Producer
- Object Designers
- Theatre Designer
- Visual Artist
- Actor
- Cultural Development Officer
- Dancer
- Fashion Designer
- Net Artist
- Photographer
- Production Manager
- Writer

1. How did you get into this area?
   •
2. What training have you had?
   •
3. How did your family respond when you said you wanted to work in the arts?
   •
4. Can you cite the major turning point for you and your career?
   •
5. What's involved in your day to day work?
   •
6. Who or what inspires you?
   
7. Have you had a mentor?
   
8. What personal qualities and skills do you need to have, to work in this area?
   
9. Why is a portfolio important?
   
10. What tips can you give for preparing a portfolio?
   
11. What are some of the obstacles to being successful in this area?
   
12. How do you earn a living in the arts?
   
13. What are the advantages and disadvantages of this life?
   
**Build your portfolio. Read the advice.**

**Answer this question. What’s right for me?**

**Career reflection activities: Complete the activities on this page that interest you.**

Write your favourite message ‘from the stars’ here:

**Other sites.** Explore some other internet sites detailing creative careers. List the website addresses and careers/jobs you discover.

**Answers to the Introduction**

- There are no set pathways. You are the fuel that drives yourself forward.
- Some [people] are self-taught, some are trained on the job and some have completed tertiary courses.
- All have their own ideas about what success is. All share a passion for their day to day work.
STUDENT ACTIVITY: Using the logbook in Visual Arts

The Employment Related Skills Logbook enables students to record and reflect their participation and achievements, their skills, their goals and events at school and in the community that have impacted on their lives. It is a tool that can reflect who a student is and who that student may become in the future.

Use this resource to stimulate students to express aspects of themselves through the Visual Arts Stage 5 syllabus.

<table>
<thead>
<tr>
<th>Practice: Making</th>
<th>Subject Matter Forms Frames</th>
<th>People/Self-portraits Drawing Electronic Issues and Theories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Outcome: The student is able to use observation, experiences and research to express ideas and feelings.

WHO AM I . . . NOW?

Locate this page in the introduction section of the logbook. Using one or more of the above mentioned forms (drawing, electronic media, photography), students are to reflect on their current interests, skills, activities, role models etc. Students are to compose a “self portrait” that is not only a visual representation of appearance, but also a representation of relevant issues which students consider important. The work should depict his or her interests, aims and ambitions. The presentation of the work will depend on the student’s intentions and could include presenting the work in a visual diary, as a poster, a scroll, a video or as a PowerPoint..

WHO WILL I BE . . . IN THE FUTURE?

Using drawing or digital technology, students are to create an “older” impression of themselves. They could refer to photos of family members or use their imagination to consider how they may appear in the future. Students are to incorporate their personal representation with icons and images of their desired future. Students will need to consider where they might be, what they may be doing, their dreams and aspirations. They may consider technological advancements, lifestyle changes and modes of communication.

Related Skills:
Communicating ideas and information
Planning and organising information
Use of technology
Outcome: to show an understanding of the ways artworks are made within particular cultural and historical contexts.

Collect information in relation to personal goals, desires and aspirations by interviewing someone who is at least 20 years older. Explore how the original aspirations of the person being interviewed have changed over time.

Select a portrait painting and investigate aspects of the painting’s context including the time and place it was executed and the role of the artist in that society.

Discuss how the portrait tells something about the person or persons who are the subject of the painting. Possible artworks include:

**Giovanni Arnolfini and his bride** - Jan Van Eyck 1434. Tempera and oil on wood. *Art through the Ages*, H. Gardener p.661


**Self portrait in the studio** - Brett Whiteley 1976. Oil, collage and hair on canvas. *Art in Sight*, Chamberlin p.171


Related Skills:
Collecting, organising and analysing information
Communicating ideas and information

Outcome: to make judgments which acknowledge that works can be interpreted from different points of view.

Look at the portrait of *Joshua Smith* by Sir William Dobell, 1943. Oil

*Art Detective*, page 102.

List the personal characteristics (physical, emotional or psychological) of Joshua Smith by analysing his portrait.

Imagine that you are Mr. Smith and you are writing to tell William Dobell your reaction to your newly finished portrait. What would you say?

Look at your two completed self-portraits. What does “WHO AM I...NOW?” reveal about you at the present time? What does “WHO WILL I BE... IN THE FUTURE?” say about your hopes and desires for the future?

Compare the portrait, *Joshua Smith*, with your selected historical study portrait (eg *Giovanni Arnolfini and His Bride*, *Portrait of Picasso*, *Self portrait in the studio* or *Diana Of Erskinville*). Discuss how these portraits differ in representation, time and place.

Related Skills:
Generating and using creative ideas
Matching personal goals and capacities to undertakings
STUDENT ACTIVITY: Art and Design Education

Art and Design Education

Resource Guide

What to study Where to study

This guide is sent to schools each year. It is a comprehensive guide to art and design courses at Universities, TAFE colleges, private art schools in Australia and New Zealand and selected colleges in South East Asia. Copies are sent to Careers Advisers in schools annually. Additional copies are available to teachers and students (Email: sub@designgraphics.com.au or Phone: 03 9760 1212)

Open this booklet and answer the following questions:

Select one artwork from the booklet and discuss why you like it?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How many courses/colleges/universities in the booklet sound familiar to you? _____

Go to the Open Days section located towards the back of the booklet - If the guide you are looking at is current, list one of these dates you could possibly attend?
________________________________________________________________________

Select one institution on any page (perhaps one you may consider attending) and answer the following:

<table>
<thead>
<tr>
<th>Institution (University/college)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty or School within institution:</td>
</tr>
<tr>
<td>Courses offered:</td>
</tr>
<tr>
<td>What the institute or school offers:</td>
</tr>
</tbody>
</table>
STUDENT ACTIVITY: Exploring employment opportunities in Creative Arts

Take yourself on an Internet surfing adventure into the world of the Creative Arts. Find out about some career opportunities that are available to young Australians and share your findings with the class.

1. Start with a search engine. For example, search yahoo.com
2. Type in Australian creative arts companies or Australian arts companies
3. How many Australian creative arts companies can you find?
4. List FIVE or more companies that sound interesting to you?
   •
   •
   •
   •
   •
5. Read through the various sites and select one company for a ten minute class presentation. Think of ways to present this information creatively using a range of media.
   Company name: _____________________________
6. In your class presentation answer the following questions. You may have to ring up the company to answer some of these questions.
   (a) What kind of work does this Creative Arts company produce or sell?
   (b) Give examples of the work produced or sold.
   (c) List the company’s recent achievements and capabilities?
   (d) What kinds of jobs exist in this company?
   (e) What kind of jobs in this company might interest you?
   (f) Who owns this company? (Is it private or government owned?)
   (g) Is this company a non-profit organisation?
   (h) Is this company looking for additional funding?
   (i) Does the company offer work experience to school students?
   (j) Does the company employ school leavers?
   (k) Does the company employ graduates from a tertiary institution? If so, what kinds of graduate and from which institutions?
   (l) Would you ever hope to work in this company?
STUDENT ACTIVITY: Exploring the jobsearch website


   This site contains information on a variety of careers suitable for people interested in the Creative Arts. It also contains information on salary, employment prospects and much more. Research one of the following occupations listed under ‘Printing’, ‘Media’ or ‘the Arts’. Use the information on this site to answer the following:

2. Click on the link ‘Browse Occupations by Category.’

   Under the category heading of ‘Media, the Arts and Printing’, click on the links
   Media
   the Arts
   Printing

3. List some of the related occupations found on these pages.

   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________

4. Select one occupation for further research then answer these questions.
   (a) List some of the tasks undertaken in this occupation.
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________

   (b) List five occupations that are associated with this occupation.
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________

   (c) What educational qualifications are necessary for this occupation?
   ____________________________  ____________________________
   ____________________________  ____________________________
(d) What are the job prospects for this occupation?

________________________________________________________

(e) What is the weekly wage for this occupation?

________________________________________________________

(f) List some of the tasks performed in the occupation.

________________________________________________________

________________________________________________________

________________________________________________________

(g) What is the main industry providing employment for this occupation?

________________________________________________________

(h) Would you expect to find employment in this area? What tells you this?

________________________________________________________

(i) Which state employs the most people in this occupation?

________________________________________________________

(j) Click on the link ‘Explore this job’ and list some of the skills, knowledge and abilities needed in this occupation.

________________________________________________________
3.10 School to work pathways
### 3.11 Vocational learning resources for teachers and students

The following resources may be helpful to students who research careers and courses related to the Creative Arts. Teachers and students may collect and add additional resources to this list.

#### Handbooks
- The most recent version of the NSW UAC Guide [www.uac.edu.au](http://www.uac.edu.au)
- The most recent version of the TAFE NSW HANDBOOK [www.tafensw.edu.au](http://www.tafensw.edu.au)
- The careers section of the most recent local/state newspaper
- The most recent version of ‘The Right Choice’ TAFE NSW [www.tafensw.edu.au](http://www.tafensw.edu.au)

**NB:** Schools located near other states should explore interstate handbooks

#### Booklets
- Art and Design Education Resource Guide, ACUADS. Distributed to careers advisers in schools annually
- Aboriginal Career Aspirations Program, Board Of Studies. Distributed to schools 2002
- School to Work Planning 2001, Teacher Resource. NSW Department of Education and Training
- Making Choices (Work Sheets and CD Rom) Career Education Association of WA

#### Multimedia

**EVOLVE … life in the Arts** Interactive CD ROM. A career planning resource for people considering working in the arts and design industry. It features 12 artist profiles, a listing of arts training and support, tips for building a portfolio, career reflection activities. Suitable for use with students undertaking research or as a classroom resource

#### Other useful resources (list here)
- 
- 
- 
- 
-
Useful websites

  The VET in Schools Directorate has developed this website for teachers, parents and students to provide information on and links to VET in Schools

- [www.myfuture.edu.au](http://www.myfuture.edu.au)
  Australia's electronic career information service has an ‘assist others’ link from school Creative Arts subjects and HSC courses to careers and tertiary courses

  Designed for teachers, this website supports the NSW Government’s Ready for Work, School to Work Program. (This website has been updated and now redirects to [http://www.det.nsw.edu.au/vetinschools/schooltowork/index.htm](http://www.det.nsw.edu.au/vetinschools/schooltowork/index.htm))

  This website has a career interest test

- [www.newapprenticeships.gov.au](http://www.newapprenticeships.gov.au)
  A national website for traineeships and apprenticeships. This site contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region

- [http://apprenticeship.det.nsw.edu.au](http://apprenticeship.det.nsw.edu.au)
  The Department of Education website lists up-to-date information and statistics on traineeships and apprenticeships in NSW

  One of Australia's leading student and graduate employment and career resource websites, it contains over 35,000 jobs online. Do a ‘quick job search’ by typing ‘Creative Arts’ as keywords and discover a plethora of jobs available requiring creative arts skills

  ‘Australian Workplace’ offers information on employment, workplace relations, government assistance, jobs, careers, training and wages. It links to [http://jobsearch.gov.au/joboutlook](http://jobsearch.gov.au/joboutlook) which contains occupational information such as job prospects and weekly earnings

- [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
  This website includes details of the Board of Studies Creative Arts curriculum

- [www.det.nsw.edu.au](http://www.det.nsw.edu.au)
  The Department of Education and Training has a ‘Training and Industry’ link to BVET, Apprenticeships NSW, VETAB, industry programs, training market and new apprenticeship centres

Other useful websites (list here)