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 these 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 English curriculum: Vocational links

Pedagogy

Effective teaching and learning will be achieved by English 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 of the classroom. Effective delivery of vocational learning will incorporate relevant English 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.
Board of Studies K-10 curriculum framework review

The School to Work Planning Employment Related Skills Logbook reflects the key directions of the Board of Studies in its review of the K-10 Curriculum Framework. In this framework the 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 English program.

Stage 5 syllabus links to vocational learning

Use of the logbook supports the following Stage 5 objectives and outcomes from the NSW Board of Studies syllabus: English Years 7-10, October 2002.

<table>
<thead>
<tr>
<th>Objectives Stage 5</th>
<th>Outcomes Stage 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills, knowledge and understanding through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:</td>
<td>A student:</td>
</tr>
<tr>
<td>• speak, listen, read, write, view and represent</td>
<td>Outcome 1: responds to and composes increasingly sophisticated and sustained texts for understanding, critical analysis and pleasure</td>
</tr>
<tr>
<td></td>
<td>Outcome 2: uses and critically assesses a range of processes for responding and composing</td>
</tr>
<tr>
<td></td>
<td>Outcome 3: selects, uses, describes and explains how different technologies affect and shape meaning</td>
</tr>
<tr>
<td>• use language and communicate appropriately and effectively</td>
<td>Outcome 4: selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning</td>
</tr>
<tr>
<td></td>
<td>Outcome 5: transfers understanding of language concepts into new and different contexts</td>
</tr>
</tbody>
</table>
### Objectives Stage 5

- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- learn and reflect on their learning through the study of English

### Outcomes Stage 5

- Outcome 7: thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts
- Outcome 9: demonstrates understanding of the ways texts reflect personal and public worlds
- Outcome 10: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- Outcome 11: uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness

### Values and attitudes

- Students will value and appreciate:
  - the importance of the English language as a key to learning
  - the power of language to explore and express views of themselves, others and the world
  - the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing
  - the role of language in developing positive interaction and cooperation with others
  - the independence gained from thinking imaginatively, interpretively and critically
  - the power of language to express the personal, social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences

- Not matched to specific outcomes in syllabus, but developed through working towards those outcomes listed above
Stage 6 syllabus links to vocational learning

Use of the logbook supports the following Board of Studies Stage 6 syllabus content statements:

Post School Opportunities

The study of English Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of English Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in HSC courses

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Use of the logbook supports the following Stage 6 objectives from the Board of Studies Stage 6 English Syllabus, 1999:

English (Standard)

Students will develop knowledge and understanding of:

- the contexts, purposes and audiences of texts
- the forms and features of language and the structures of texts

Students will develop skills in:

- responding to and composing a range of texts
- effective communication
- individual and collaborative learning
- investigation, imaginative and critical thinking, and synthesis of ideas

Students will come to value and appreciate:

- the role of language in developing positive interaction and cooperation
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use
Stage 6 syllabus links — continued

English (Advanced)

Students will develop **knowledge and understanding** of:
- the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts
- the ways language forms and features, and the structures of texts shape meaning in a variety of textual forms

Students will develop **skills** in:
- responding to and composing a range of complex texts
- effective communication at different levels of complexity
- independent investigation, individual and collaborative learning
- imaginative, critical and reflective thinking about meaning

Students will come to **value and appreciate**:
- the role of language in developing positive interaction and cooperation
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of responding, composing and learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use

English as a Second Language (ESL)

Students will develop **knowledge and understanding** of:
- the relationships between texts and contexts
- the relationships between purposes and structures of texts
- language forms and features of texts

Students will develop **skills** in:
- responding to and composing a range of texts
- effective written, spoken and visual communication for a variety of purposes and audiences
- flexible and critical thinking
- individual and collaborative learning

Students will come to **value and appreciate**:
- the role of language in developing positive interaction and cooperation
- the role of English as a language for ongoing learning
- reflection on their own processes of learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use
**English (Extension)**

Students will develop **knowledge and understanding** of:
- how and why texts are valued

Students will develop **skills** in:
- extensive independent investigation
- theorising about texts and values based on analysis and understanding of complex ideas
- sustained composition

Students will come to **value and appreciate**:
- the role of language in developing positive interaction and cooperation
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of learning
- appropriateness, subtlety and aesthetics in language use
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) Are you teaching students to</td>
<td>(Tick) Are you teaching students to</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) Are you teaching students to</td>
<td>(Tick) Are you teaching students to</td>
</tr>
<tr>
<td>... record information using charts and graphs</td>
<td>...</td>
</tr>
<tr>
<td>... calculate percentages</td>
<td>...</td>
</tr>
<tr>
<td>... work out and manage a budget</td>
<td>...</td>
</tr>
<tr>
<td>... handle money and give the right change</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ICT skills</th>
<th>Creative skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick) Are you teaching students to</td>
<td>(Tick) Are you teaching students to</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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership skills</th>
<th>Practical skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Tick) Are you teaching students to</td>
<td>(Tick) Are you teaching students to</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 decide if you are already teaching these employment related skills to your students.

<table>
<thead>
<tr>
<th>Do Year 11 and 12 students develop any of these skills in your classroom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick and/or add to the list below.</td>
</tr>
</tbody>
</table>

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 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 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>7. Teacher initials sheets.</td>
<td>7. Teacher initials sheets.</td>
</tr>
<tr>
<td>8. Teacher gives sheets to clerical aide or nominated students to file.</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>
<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.

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

What employment related skills have you acquired in this course?

<table>
<thead>
<tr>
<th>Date</th>
<th>Teacher initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<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 skills developed in English 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 English Stage 5.

Communication skills

- Speak confidently in formal and informal situations, in small groups and to large audiences
- Negotiate roles and responsibilities within a group
- Communicate meaning effectively in written, oral and visual forms
- Respond to and interpret the ideas of others
- Ask appropriate questions

Practical skills

- Work collaboratively in a team
- Develop solutions to problems, both individually and as part of a team
- Plan tasks and meet deadlines, both as an individual and a member of a team
- Gather information from a variety of sources

ICT skills

- Use word processing software to present work effectively
- Scan and manipulate images and incorporate graphics into documents
- Use multimedia presentation software to support oral presentations e.g. PowerPoint
- Create multimedia documents such as websites, to present information
- Locate and select appropriate information on the Internet
- Create and edit digital videos
- Use email to communicate information and ideas

Social skills

- Listen when others are speaking and take turns in class and group discussions
- Respect the point of view of others

Physical skills

- Use body language and changed voice tone to communicate meaning
Creative skills

- Write and perform a play
- Write and present a story or other piece of creative writing
- Film, edit and present a movie using digital video technology
- Create an image to reflect an idea in a text

Leadership skills

- Act as a team leader or group spokesperson

Numerical skills

- Respond to graphical information in texts
- Incorporate graphical information when composing texts
2.4 Examples of employment related skills developed in English Stage 6

Students gain a variety of employment related skills in every course they study. Here are some examples of employment related skills developed in students studying English Stage 6.

Communicating ideas and information
- Compose written, spoken and visual texts for a range of audiences and purposes eg essays, speeches, images, multimedia presentations, letters, and brochures
- Use a range of technologies to present information to an audience including word processing, presentation software, digital images and video, websites and email

Collect, organise and analyse information
- Locate appropriate resources to investigate a concept and an area of study
- Analyse textual features of collected material and relate this to material covered in class
- Use a variety of sources to locate information eg Internet, books, newspapers, mass media, and film

Generate and use creative ideas and processes
- Develop, plan and create an imaginative piece of work eg advertisement, play, movie, story, and poem

Solve problems
- Develop an approach to meeting the demands of a task eg decide how to best present a piece of work for assessment

Recruit and manage resources
- Maintain a record of resource material to be used in the course
- Classify resource material according to particular criteria to enable ease of use eg sort material according to topic, type of text or features of the text, for use in supplementing class material

Match personal goals and capacities to undertakings
- Understand the relationship between set tasks and course outcomes
- Reflect on learning using a learning journal to evaluate and reassess achievement of goals

Work with others and in teams
- Participate in group activities within a classroom and work on group assignments
Be flexible and deal with change
- Work efficiently on tasks in a variety of situations, including independently, teacher-directed or group work

Use initiative and drive
- Undertake own research/reading into class topics to enhance understanding of concepts

Negotiate and influence
- Establish a role within a group to work towards a common goal or deadline
- Negotiate tasks with teachers
- Present oneself to best effect in a negotiation or interview situation to make a positive impression

Plan and organise
- Establish a work plan to complete a task (individually or as part of a team)
- Meet deadlines (both as an individual or as part of a team)
- Establish a study and revision program
2.5 **Teacher Activities: Employment related skills in the classroom**

**English 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 English. 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><strong>Media – Group Task</strong></td>
<td>Students can .../Students are able to.../Students know how to ...</td>
</tr>
<tr>
<td><strong>Poetry Portfolio – Individual Task</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Date:**

**Teacher initial:**
English (Standard) Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in English (Standard). 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.

Examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections of resources for:</td>
<td>• respond to written, spoken and visual texts</td>
</tr>
<tr>
<td>Area of Study</td>
<td>• recruit and manage resources</td>
</tr>
<tr>
<td>Module A – Experience Through Language</td>
<td>• locate appropriate material from a range of sources e.g. newspapers, magazines, the Internet, books, television, film and radio</td>
</tr>
<tr>
<td>Module C – Texts and Society</td>
<td>• analyse textual features of collected material and relate this to material covered in class</td>
</tr>
<tr>
<td></td>
<td>• maintain a record of resource material to be used in the course, classifying the material according to particular criteria to enable ease of use e.g. sorting material according to topic, type of text, or features of the text, for use in supplementing class material</td>
</tr>
<tr>
<td></td>
<td>• undertake own research/reading into class topics to enhance understanding of concepts</td>
</tr>
</tbody>
</table>

Date: Teacher initial:

| Example of writing tasks, exploring the concept of the area of study           | • compose written, spoken and visual texts for a range of audiences and purposes e.g. essays, speeches, images, multimedia presentations, letters and brochures |
|                                                                                | • develop, plan and create an imaginative piece of work e.g. advertisement, play, movie, story, poem |
|                                                                                | • develop an approach to meeting the demands of a task e.g. decide how to best present a piece of work for assessment |
|                                                                                | • establish a work plan to complete a task                                                 |
|                                                                                | • meet deadlines                                                                           |

Date: Teacher initial:
English (Advanced) Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in English (Advanced). 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.

Examples

<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>
| Collections of resources for: Area of Study Module C – Representation and Text | • respond to written, spoken and visual texts  
• recruit and manage resources  
• locate appropriate material from a range of sources e.g. newspapers, magazines, the Internet, book, television, film, and radio  
• analyse textual features of collected material and relating this to material covered in class  
• maintain a record of resource material to be used in the course, classifying the material according to particular criteria to enable ease of use e.g. sorting material according to topic, type of text, or features of the text, for use in supplementing class material  
• undertake own research/reading into class topics to enhance understanding of concepts |

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:
### English (Advanced) Stage 6 continued

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module B – Critical Study of Texts</strong></td>
<td>• compose written, spoken and visual texts for a range of audiences and purposes eg essays, speeches, images, and multimedia presentations</td>
</tr>
<tr>
<td></td>
<td>• develop an approach to meeting the demands of a task eg decide how to best present a piece of work for assessment</td>
</tr>
<tr>
<td></td>
<td>• establish a work plan to complete a task</td>
</tr>
<tr>
<td></td>
<td>• meet deadlines</td>
</tr>
<tr>
<td></td>
<td>• respond to written, spoken and visual texts</td>
</tr>
<tr>
<td></td>
<td>• recruit and manage resources</td>
</tr>
<tr>
<td></td>
<td>• locate appropriate material from a range of sources eg newspapers and magazines</td>
</tr>
<tr>
<td></td>
<td>• analyse textual features of collected material and relating this to material covered in class</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: [__]
English (English as a Second Language) Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in English (English as a Second Language). 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.

Examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module B - Texts and Society Elective 1: Living and Working in the Community</td>
<td>• compose written, spoken and visual texts for a range of audiences and purposes (e.g., speeches, multimedia presentations, letters, brochures, memos, faxes, resumes)</td>
</tr>
<tr>
<td>Students learn how to respond to and compose texts used in the workplace and community. These may involve letters, brochures, speeches, faxes, memos, etc. In addition to this, students learn to respond to and compose texts related to the job seeking process – e.g., resumes, letters of application, and job interviews.</td>
<td>• locate appropriate resources to investigate a concept (e.g., Internet research to prepare for a speech, searching job advertisements, online job-seeking help)</td>
</tr>
<tr>
<td>• present oneself to best effect in a negotiation or interview situation to make a positive impression</td>
<td>• make work plans and meet deadlines</td>
</tr>
<tr>
<td>Date:</td>
<td>Teacher initial:</td>
</tr>
<tr>
<td>Area of Study Group Task: Students work in a group, using material they have collected from a range of sources, to create a collage demonstrating the themes/ideas of a set text.</td>
<td>• compose a visual text for a particular purpose, communicating ideas and information effectively</td>
</tr>
<tr>
<td>• work efficiently and flexibly within a group to achieve a common goal</td>
<td>• negotiate with team members</td>
</tr>
<tr>
<td>• develop, plan and create an imaginative piece of work</td>
<td>• locate appropriate material for a task from a range of sources (e.g., newspapers, magazines, Internet)</td>
</tr>
<tr>
<td>Date:</td>
<td>Teacher initial:</td>
</tr>
</tbody>
</table>
## English (English as a Second Language) Stage 6 continued

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module A – Experience Through Language</strong>&lt;br&gt;Elective 1 – Telling Stories&lt;br&gt;Elective 2 – Dialogue&lt;br&gt;Students collect, analyse and maintain records of material to supplement class texts (i.e. examples of narrative or dialogue from the world around them).&lt;br&gt;• respond to written, spoken and visual texts&lt;br&gt;• recruit and manage resources&lt;br&gt;• locate appropriate material from a range of sources (e.g. newspapers, magazines, Internet, book, television, film, radio)&lt;br&gt;• analyse textual features of collected material and relate this to material covered in class&lt;br&gt;• maintain a record of resource material to be used in the course, classify the material according to particular criteria to enable ease of use (e.g. sorting material according to topic, type of text, or features of the text, for use in supplementing class material)&lt;br&gt;• undertake own research/reading into class topics to enhance understanding of concepts</td>
<td></td>
</tr>
</tbody>
</table>

**Your example**

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity/Topic</strong>&lt;br&gt;Students can .../Students are able to.../Students know how to ...&lt;br&gt;• respond to written, spoken and visual texts&lt;br&gt;• recruit and manage resources&lt;br&gt;• locate appropriate material from a range of sources (e.g. newspapers, magazines, Internet, book, television, film, radio)&lt;br&gt;• analyse textual features of collected material and relate this to material covered in class&lt;br&gt;• maintain a record of resource material to be used in the course, classify the material according to particular criteria to enable ease of use (e.g. sorting material according to topic, type of text, or features of the text, for use in supplementing class material)&lt;br&gt;• undertake own research/reading into class topics to enhance understanding of concepts</td>
<td></td>
</tr>
</tbody>
</table>

**Date:**<br>**Teacher initial:**
### Preliminary English Extension Stage 6

The following example shows some employment related skills developed by students as a result of their participation in activities or topics in English (Extension). 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.

#### Examples

<table>
<thead>
<tr>
<th>Activity/Topic</th>
<th>Employment Related Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td>Students can compose written, spoken and visual texts for a range of audiences and purposes (eg essays, speeches, images, multimedia presentations, letters, brochures)</td>
</tr>
<tr>
<td>Task:</td>
<td>Students develop, plan and create an imaginative piece of work (eg advertisement, play, movie, story, poem)</td>
</tr>
<tr>
<td></td>
<td>Students develop an approach to meeting the demands of a task (eg deciding how to best present a piece of work for assessment)</td>
</tr>
<tr>
<td></td>
<td>Students undertake own research/reading into class topics to enhance understanding of concepts</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>Oral Presentation</td>
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<tr>
<td></td>
<td>Students undertake own research/reading into class topics to enhance understanding of concepts</td>
</tr>
</tbody>
</table>

Date: Teacher initial:
# HSC English Extension Stage 6

## Major Work (Extension 2)
Students undertake a substantial major work in their chosen medium, based on extensive research. (The process of investigation and composition is to be documented in a journal.)

- compose written, spoken and visual texts for a range of audiences and purposes (e.g., essays, speeches, images, multimedia presentations, letters, brochures)
- use a range of technologies to present information to an audience (word processing, presentation software, digital images and video, websites, email)
- locate appropriate resources to investigate a concept
- use a variety of sources to locate information
- develop, plan and create an imaginative piece of work
- develop an approach to meeting the demands of a task
- reflect on learning using a learning journal to evaluate and reassess achievement of goals
- negotiate tasks with teachers
- establish a work plan

## Your example

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

Date: Teacher initial:

<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:
English and vocational learning

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

3.1 Enterprise education

Enterprise education is action learning. It involves students, usually in teams, 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 English could include students:

- planning, organising and running events or conducting a fund raising exercise involving exhibitions and performances of works such as poetry, drama and creative writing
- undertaking the Young Achievement Australia program, *Business Enterprise*, which involves student teams communicating to staff, conducting surveys and presentations
- operating a business that produces a play, performance or sells written work
- operating a practice firm within the Australian Network of Practice Firms, selling virtual products using oral and written presentation skills
- setting up and operating a school-based business producing a magazine or newspaper.

What examples of enterprise education are taking place in English 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 for 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 including aircraft, automotive, boat building, bricklaying, cookery, drafting, electrical, electronic, floor covering, greenkeeping, hairdressing, plumbing, saddlery, sign writing, stone masonry and woodmachining.

More than 600 traineeship vocations have been introduced to provide employment and training opportunities in a broader range of industry 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 and Video and Television Production.

**Communications** - including Information Technology, Printing and Graphic Arts and Telecommunications.

**Community Services** - including Aboriginal Health, Aged Care, Children’s Services and Disability and Youth Work.
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 is 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.
Students who successfully complete **Standard English** and meet the conditions for credit, will be eligible to receive credit for specified modules in these **TAFE NSW** courses:

- Aboriginal Studies (Justice System)
- Administration/Information Technology
- Animal Attending
- Animal Care and Husbandry
- Applied Science (Environmental Technology)
- Automotive Mechanical - Pre-Employment
- Beauty
- Business
- Communication Skills
- Computer Applications for the Office
- Construction
- Detail Drafting (6784)
- Electrical Engineering
- Electrical Technology
- Engineering
- Food Studies
- General Construction
- Hairdressing
- Health
- Horticulture
- Hospitality
- Information Technology
- Interactive Multimedia
- International Business Studies
- Make-Up Artistry
- Manufacturing Technology
- Mechanical Engineering
- Mechanical Technology
- Mechatronics
- Meetings and Events
- Nail Technology
- Naval Architecture
- Nutrition and Dietary Practices
- Panelbeating Pre-Employment
- Photography
- Retail
- Tourism
- Vehicle Painting Pre-Employment

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

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 1

ACTIVITY: TAFE NSW credit transfer

Visit the website at http://www.det.nsw.edu.au/hstafe to find out about the credit transfer arrangements between HSC courses and specific TAFE NSW courses.

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 English then click on Extension English or Advanced English or Standard English or English ESL.

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>Qualification:</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Typical attendance:

Entry requirements:

Career opportunities:

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 number</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
</table>
**School Statement of Achievement forms**

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

For example listed below are the new HSC courses that require a signed Statement of Achievement form from course teachers of:

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

These statements can be downloaded from the TAFE NSW website:

An example is displayed below:

---

**HIGHER SCHOOL CERTIFICATE STATEMENT OF ACHIEVEMENT**

**FOR ADVANCED STANDING IN TAFE NSW COURSES**

**English**

<table>
<thead>
<tr>
<th>English Course</th>
<th>Preliminary</th>
<th>HSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English EDC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media &amp; E - Subject 1: Video</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media &amp; E - Subject 2: English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English ( theatemed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamentals of English</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This student has satisfied requirements for the following National Communication Skills Modules (NCS):

- Work-based Communication
- Technical Skills for Work
- Presentation Skills
- Critical Thinking Skills
- Problem Solving Skills

In accordance with the requirements detailed in the Board of Studies Draft English and National Communication Skills Rationale Support Document from the HSC/NSW Credit Transfer Handbook.

Principal signature ____________________________

NHS

School Stamp

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.

1. Click on either the New HSC Transfer button or the Former HSC Transfer button.
2. This will display either: Former HSC subjects with credit transfer arrangements to TAFE NSW or New HSC subjects with credit transfer arrangements to TAFE NSW.
3. Click on the relevant HSC subject.
4. Click on the relevant course option, where available, within the HSC subject.
5. This will display the TAFE NSW courses which provide credit transfer for the relevant HSC subject.
6. Click on a particular TAFE NSW course.
7. This will display course and module information. Only the modules which give credit transfer will be shown.
8. Click on the module number - this will take you to a description of the module purpose.

- Related Topics About Credit Transfer

This section provides information about credit transfer, the national training system, the Higher School Certificate, VET courses and enrolling at TAFE NSW.

- Recognition for Submitted Works and Practical Exams

Many HSC submitted works can be designed to gain maximum credit transfer into a TAFE NSW course.

- School-based Part-time Traineeships

This section provides information about available traineeships and useful contacts.

- School Statement of Achievement Forms

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 are provided.

- References for further information about HSC/TAFE credit transfer and related issues are included.
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>8800 Diploma of Human Resource Management</td>
<td>Newcastle</td>
<td>Bachelor of Commerce Bachelor of Economics Bachelor of Finance Bachelor of Business</td>
<td>Up to 70 credit points including some subjects in year two</td>
</tr>
<tr>
<td></td>
<td>Wollongong</td>
<td>Bachelor of Commerce</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></td>
<td>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 of study)</td>
</tr>
<tr>
<td>TAFE NSW - Sydney Institute Course</td>
<td>University</td>
<td>Degree Course</td>
<td>Credit Agreement</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>---------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3635 Diploma of Information Technology (Web Site Production &amp; 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></td>
<td>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>
</tr>
<tr>
<td></td>
<td>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>
</tr>
<tr>
<td></td>
<td>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>
</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 English at university: Areas of study

The study of English is essential for all further education, training and employment options. Some areas of study at university that may be of interest to students who study English related subjects and courses at school are listed below.

- Arts
- Asian Studies
- Behavioural Sciences (Anthropology, Sociology)
- Business (Asia-Pacific Marketing, International Business)
- Communication (Advertising, Communication Studies, Film and Video, Journalism, Mass Communication, Media-film, Radio, Television, Sound, Video, Public Relations, Textual Theory, Writing)
- Demography/Population Studies
- Education (Adult, Community)
- Geography
- History and Cultural Studies
- Information Science, Management and Librarianship
- Languages (Arabic, Chinese Languages, Croatian, English, French, German, Greek, Hebrew, Hindi, Interpreting and Translation, Italian, Japanese, Korean, Latin, Macedonian, Malay, Polish, Russian, Sanskrit, Serbian, Spanish and Latin American Studies, Thai, Ukrainian, Vietnamese)
- Liberal Studies
- Linguistics
- Political Studies, Politics
- Psychology
- Social Science
- Teaching (including Early Childhood, Primary/Infants, Secondary: Languages Other Than English - LOTE, Teaching English to Speakers of Other Languages - TESOL)
- Tourism and Leisure Studies (Eco Tourism, Hospitality Management, Leisure Studies, Recreational Planning, Sport Tourism, Tourism Management)

For more information, consult the index of the most recent version of the NSW UAC Guide 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

Unit of work: Preparation for a job interview

Aim
Students listen to, talk, write and read about and observe matters that are of significance to them in the context of formal communication and expression.

Objectives
Students have opportunities to develop their personal competence in school to work planning through:

• recognising, enjoying, broadening and exercising control over their formal oral language in a job interview
• understanding, enjoying and responding perceptively to what they read in a job advertisement
• writing a job application with confidence and competence
• applying ICT skills needed for individual transition planning.

School to Work Transition Planning - Preparation for a job interview:

PART A
Applying in writing

1. Writing a resumé
   Recommended resources:
   • The Resumé and disk sections of the School to Work Planning Employment Related Skills Logbook
   • School careers adviser.

2. Writing a job application
   Recommended resources:
   • Student activities: pp 38-43
   • A Student Guide to Workplace Learning, pp 6 of guide (Copies sent to schools in 2003)
   • School careers adviser.

3. Addressing an envelope
   Recommended Resources:
   • Student activity pp 44
   • Australia Post produces a guide to addressing an envelope correctly.

4. Filling in an application form
   Recommended Resource:
   • Student activities pp 45-46.

PART B
Preparing for an interview
Recommended resources: School careers adviser, activities on pages listed below:

1. Advice to students pp 47
2. Preparing for an interview pp 48
3. Answering questions in an interview. Class activity pp 49
4. Asking questions in an interview. Student activity pp 50
5. Interview is over. What’s next? pp 50
School to work transition planning: PART A

Writing a job application letter

When you spot a job that you want to apply for, you may need to send a job application letter along with your resumé. Here is a good example of a job application letter.

Read it through carefully before you try Activities 1 and 2.

15 Harvey Street
FAIRFIELD NSW 2165

16 August 2003

The Manager
Best Motors
12 Bathurst Street
LIVERPOOL NSW 2170

Dear Sir,

I wish to apply for the position of apprentice motor mechanic as advertised in the Daily Telegraph, 14 August 2003.

I am currently in Year 10 at Fairview High and have had an interest in cars for some years. At school I take an elective in car maintenance and I have been carrying out small maintenance jobs, such as grease and oil changes on my parents’ car, for three years now. I have also been involved in the Liverpool Sports Car Club with my sister who is a member.

Enclosed is a copy of my resumé for your consideration, together with copies of two references.

I look forward to your response. I am available for an interview at any time and can be contacted on 8700 8030 after business hours.

Yours faithfully

Chris Hopeful
Writing a job application letter: ACTIVITY 1

33 Ray Street

Personal Manager
Sun & Surf Ltd

Dear Sir

I seen the ad in the paper and want the job. I can com for the interview next Wednesday.

Yours faithfully

N. Goodenough

This is an application for a job. How many faults can you find? Mark each error with a number and then explain the errors below.

1. ______________________________________________________________________

2. ______________________________________________________________________

3. ______________________________________________________________________

4. ______________________________________________________________________

5. ______________________________________________________________________

6. ______________________________________________________________________
Writing a job application letter: ACTIVITY FEEDBACK

How did you go…?

• The address is incomplete.

• A date is needed and should be placed under the employer’s address.

• Personal Manager should be Personnel Manager.

• The address of the company should be included.

• The writer of the letter should state which job is being applied for and specify where the advertisement was seen.

• The applicant could improve the chances of getting the job by providing some information as to why the applicant is a good candidate for this job. For example: I do well in English and Maths and am interested in all aspects of … promotion and advertising, or whatever the job will involve.

• The applicant should include a resumé, and refer to it in this letter.

• N. Goodenough could get a friend to read over the application letter to check that the grammar is correct.

• The applicant should not tell the employer when to hold an interview, but should provide a phone number so that the employer can get back to arrange one. The employer doesn’t know if the applicant is male or female and does not know the applicant’s name.

Many employers would throw this job application letter in the rubbish bin, especially if they received several other letters in which people communicated a lot more successfully.

Three key messages for someone applying for a job:

• You really have to want the job.

• You have to make an effort to get it.

• You need to have the right skills to apply for it.
Writing a job application letter: ACTIVITY 2

34 Gowrie Pl.
Maroubra
NSW 2029
5-9-03

Mrs M Safar
Cyril's Surf'n'Turf
Blair Street
KENSINGTON

Dear Mrs Safar

I will be leaving school and will be looking for a job.

I have just completed my S.C. with passes in textiles and music all my friends say I should work in a Surf'n’Turf shop. I spend all my spare money on clothes and I'm 1.32 m high with freckles and fair hair. My mother works in the abattoir and my father is a health inspector. We have lived here since 1995 and I have two younger sisters. Can you let me know if I am suitable for the job an dif you can see me?

Yours ever,
Marnie Mumble
PS. to save writing just phone the school secretary on 87008030

This letter has many acceptable features. However, it still has a number of unacceptable features. List the features you find acceptable and unacceptable.

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Writing a job application letter: Class discussion

How did you go?

In the letter from Marnie Mumble, we can identify several acceptable and unacceptable features:

Unacceptable features

- She has included some information that seems irrelevant, or unrelated to the job. (For example the occupations of her mother and father)
- If she doesn’t have the phone on at home, she could convey this more clearly by writing something like:

  We do not have the phone on at home but the school secretary has agreed to take any message. Please phone 87008030

- The formal way to write a date on a letter is 5 September, 2003
- What other features can the class find?

Acceptable features

- For acceptable features compare this letter to the initial application letter and the instructions below.

Writing a job application letter: A plan for a letter of application

The next page displays a sample outline of what a standard letter of application should look like.

In the first paragraph, mention the job for which you are applying, the source (eg newspaper) and the date where you found the advertisement.

In the second paragraph, state why you think you would be a suitable person for the position. Be very brief, but try to mention the interests, experiences, school subjects, and so on, that are relevant to the position for which you are applying.

In the last paragraph mention the things you have enclosed with your letter (your resumé, copies of references) and tell the employer when you will be available for an interview and how to contact you.
Your full address
(Formal) Date

Note the spelling. There is no such thing as a Personal Manager

Personnel Officer
The Company/Organisation’s Name
Address

Use the person’s name, if you know it.

Dear Sir/Madam,

I wish to apply for the position of ________________________________

Fill in where and when you saw the job advertised

as advertised in ______________________________________________________

Give good reasons—your interest, abilities or work record

I am interested in this position because _________________________________

___________________________________________________________________

This could include resumé or copies of references

Please find my resumé attached. I will be available for an interview at any time.
Yours faithfully,

Your signature
Print your name

• Note the spacing between the sentences on the first sample letter.
Addressing an envelope: Student activity

1. Establish which students in the classroom can address an envelope correctly. Distribute an envelope sized piece of scrap blank paper to each student. Ask students to address the envelope. (They can pretend they are posting a letter to themselves). Collect students’ ‘addressed envelopes’.

2. Demonstrate the correct place to start writing the address (Source: Australia Post’s Guide to Correct Addressing). Distribute a second envelope sized piece of scrap blank paper to the class. Ask students to fold the envelope into thirds then fold in half as demonstrated below.

<table>
<thead>
<tr>
<th>X (Write name here)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Any Street</td>
<td></td>
</tr>
<tr>
<td>ANYTOWN NSW 2000</td>
<td></td>
</tr>
</tbody>
</table>

3. Explain the following rules.

- Begin writing name of addressee on the X, that is, half way down, in the middle third sector. This is the centre of the addressing zone.

- Students should not fold a real envelope to locate this spot. They can roughly guess as this addressing zone is quite large.

- Continue writing address directly below name.

- Leave a double space between the TOWN the STATE the POSTCODE.

- Print the TOWN, STATE and POSTCODE using CAPITALS.

4. Hand out another envelope sized piece of scrap blank paper to each student. Ask students to readdress their envelopes following these rules. Redistribute original envelopes and ask students to judge if their first attempt was correct.
Filling in an application form: Tips from other students

Yes, Sometimes you have to fill it in and return it and sometimes you have to fill it in and take it with you to an interview.

Hey, did you know that sometimes you have to fill in an application form when you apply for a job?

Marital status? What’s that?
Next of kin? What’s that?

Marital status is asking if you’re married or single. Just write single unless there’s something you haven’t told me.

Next of kin is asking who your closest relative is.

You have to read the instructions carefully. If it says print, make sure you PRINT. Make sure you put your answers in the right places too.

And sometimes they have to make copies of your application so always write in blue or black ink.

Writing neatly and spelling correctly are important.

LOOK AT THE FORM ON THE NEXT PAGE AND PRACTISE FILLING IN A JOB APPLICATION USING YOUR OWN DETAILS
School to Work Planning Across the Curriculum

Swimaville Aquatic Centre

Job application form

CONFIDENTIAL

Please complete all details. Print clearly in blue or black ink.

Full name is: .................................................................

Family name or surname first name/s

Address: ..........................................................................................

....................................................................................................

Postcode: ........... Telephone: .........................

Date of birth: ........................................ Marital status: .................

Day     Month     Year

Place of birth: .......................... Nationality: ........................

Next of kin: .............................................................................

Full name Address Relationship

Job for which you are applying: ..........................................................

....................................................................................................

Education

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Standard attained</th>
<th>Year gained</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Details of other courses/studies you have undertaken: ..........................

..................................................................................................

Employment record. List all positions held, including part-time or full-time work, voluntary work and work experience.

<table>
<thead>
<tr>
<th>Name of employer</th>
<th>Position/duties</th>
<th>Length of time employed</th>
<th>Hours per week</th>
<th>Salary received</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List your interests and hobbies: ..........................................................

Explain why are you interested in this position: ..................................

..................................................................................................

The date on which you would be available to commence work: ..........

Your state of health: ........................................................................

Referees: 1. .................................. ....................................

Name Telephone

2. .................................. ....................................

Name Telephone

I declare that the above particulars are correct.

Signature: ................................. Date: ..........................
School to work transition planning: Part B

Preparing for an interview. Advice to students.

Job interviews are organised by employers to get an impression of potential employees. They are interested in how you look, speak and think. It is a two way process where you are asked questions and you also have the opportunity to ask questions. In an interview you will have to convince the interviewer that you are the best person for the job. You may or may not know who is going to interview you - it could be the general manager, human resources manager, line manager or a senior staff member. It could be two or three people.

It is important to prepare for every interview. Here are some preparations that you might make before an interview.

One week before:
- Find out as much as you can about the job and the company.
- Decide what you will say about yourself in the interview.
- Prepare answers to questions you may be asked.
- Prepare a list of questions you would like to ask the employer.
- Update your resume portfolio, make sure its presentation is as good as possible.
- Ask someone to act as the employer and role-play the interview.

The day before:
- Get your clothes ready. Make sure they are clean and ironed and that they are appropriate. (There is more information on appropriate clothes in the next activity.)
- Check transport timetables. Work out the times you will need for travel, allowing time for possible delays.
- Identify how to get to the interview on time how to get home again and know how long it will take you. If going by public transport, note the number of the service or line you have to travel on and carry the timetable with you. If you are going by private transport, allow plenty of time for traffic hold ups. Plan the route and find out if there is parking nearby or find out a convenient drop off point.

On the day:
- Look your best
  - clothes clean and ironed
  - hair clean and tidy
  - nails clean and cut
  - shoes clean and polished
  - smell your best
  - shave and shower
- Allow yourself plenty of time to get to the interview. Plan to be at the interview location at least ten minutes before the appointment. This will increase your confidence and help settle nerves. Make sure you have any necessary documents (such as your resumé and/or portfolio).

The clothes you wear are very important. They should be appropriate. This means suitable for the type of work for which you are applying. For example most office jobs require a male to wear a shirt, tie, trousers, shoes and socks. A female would wear a dress or shirt (not T-shirt) and skirt or pants (not jeans) and shoes (but not thongs). A suit (male or female) would be better still. The best way to know the appropriate dress for an interview is to find out what the boss wears and wear something similar.
Preparing for an interview: Activities

ACTIVITY 1: Class discussion
A few years ago Silvia attended an interview for the job of sales assistant at a large fashion boutique. She wore the following clothing to an interview: old boots, faded denim jeans, a T-Shirt with her favourite rock singer on it. She was not offered the job. Why do you think she was not offered a job?

ACTIVITY 2:
From the list below illustrate eight ways Sylvia prepared for her next job interview.

DRAWING

<table>
<thead>
<tr>
<th>LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Alarm clock set</td>
</tr>
<tr>
<td>• Clothes and shoes ready</td>
</tr>
<tr>
<td>• Plan to take shower and shampoo</td>
</tr>
<tr>
<td>• Plan travel (including train timetable and street directory)</td>
</tr>
<tr>
<td>• Resumé and Employment Related Skills Logbook packed</td>
</tr>
<tr>
<td>• Research on the company packed (make sure you know about the company, the names of the interview panel and their position titles, the name of the manager, prepare some intelligent questions that reflect your research)</td>
</tr>
<tr>
<td>• Practised and prepared for interview questions</td>
</tr>
<tr>
<td>• Feeling confident</td>
</tr>
</tbody>
</table>

ACTIVITY 3:
Using the best illustration produced by your class list eight ways Sylvia prepared for her next job interview.
1.
2.
3.
4.
5.
6.
7.
8.
Answering questions in an interview: Class activity

When you answer questions in an interview you should be:
• confident
• well prepared
• aware of what the employer is looking for
• able to offer specific details and evidence of your skills
• able to answer each question without giving pointless details.

Some answers are much better than others. Practise answering the following questions. Circle the answer that best meets the criteria listed above (keep in mind these answers are brief for the purpose of this exercise). Write your own answer to each question in the space below it.

Q1. Do you work well with others?
   a) I’ve never worked before so I don’t know.
   b) Yes. I like people.
   c) I’d prefer to work alone.
   d) I’ve never worked before but I can work well with others and have many examples of this in my portfolio which I have with me.

Your response:

Q2. Tell me about yourself.
   a) Oh...Ummm...What do you mean?
   b) I read a lot and I’m good on the telephone.
   c) I’m a Capricorn and my favourite colour is yellow.
   d) My grades at school have been average but I have developed excellent skills that are ideal for this position.

Your response:

Q3. Why do you think we should employ you?
   a) Because I’m willing to learn.
   b) Oh ... Have I got the job?
   c) I dunno, maybe you shouldn’t.
   d) Because I am a good organiser. I’m reliable. I can prove these things with examples and I understand this position requires someone with good organisational skills.

Your response:

Q4. How long do you see yourself staying in this job?
   a) For a while, until I go surfing in the summer.
   b) For as long as we are both happy with the work I am doing.
   c) A couple of years at least.
   d) As long as there is opportunity for promotion.

Your response:
**Asking questions in an interview: Student activity**

It is usual to be invited to ask questions at the end of an interview. List at least four questions you might ask. Think about the following:

- Conditions of employment, including pay, hours/flexibility, superannuation
- On the job training
- Promotion.

Write out four questions you may ask at the end of a job interview.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Interview is over - what’s next? Student activities**

1. People love to be thanked. A short thank you note is something that will place you in high regard even if you don’t get the job. Maintaining a lasting good impression may allow you to be considered for a similar position in the company in the future.

Write a short thank you note to the convenor of your interview.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Ask for feedback. Learning from your mistakes is an important quality. It is common practice to ask for feedback. Phone the convenor of the interview and ask for feedback on your interview. (Mock interview students may receive a feedback sheet).

List five strategies you need to adopt to improve your performance in your next job interview.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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 English. 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 most recent version of the *HSC/TAFE Credit Transfer Guide* [www.det.nsw.edu.au/hsctafe](http://www.det.nsw.edu.au/hsctafe)
- 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)

Note: Schools located near other states should explore interstate handbooks.

Booklets

- *Aboriginal Career Aspirations Program*, Board Of Studies (distributed to schools 2002).
- *Making Choices* (Work Sheets and CD Rom), Career Education Association of WA.

Multimedia


Other useful resources (list here)

- 
- 
- 
- 
-
Useful websites

- www.det.nsw.edu.au/vetinschools
  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
  Australia's electronic career information service has an ‘assist others’ link from school English subjects and HSC courses to careers and tertiary courses.

- www.tdd.nsw.edu.au/schooltowork
  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).

- www.futurefinder.com.au
  This is a website with a career interest test.

- www.newapprenticeships.gov.au
  This is national website for traineeships and apprenticeships. It contains the most up-to-date information on new apprenticeships including new apprenticeship centres in your region.

- http://apprenticeship.det.nsw.edu.au
  The Department of Education website lists up-to-date information and statistics on Traineeships and Apprenticeships in NSW.

- www.seek.com.au
  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 ‘English’ as the keyword and discover a plethora of jobs available requiring English skills.

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

- www.boardofstudies.nsw.edu.au
  This website includes details of the Board of Studies English curriculum.

- 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)

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