

LITERACY

// VOCATIONAL & PATHWAYS LEARNING

VPC
3&4

Unit 3

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Module 1 -
Literacy for civic
participation

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Literacy for pathways
and further learning

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Module 1 -
Negotiated
project

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Bendall, Susan and Carolan, Michael

Literacy: VPC 3&4 (Vocational & Pathways Learning) (ISBN 978-1-925172-96-6 for printed workbook)

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Advice to Students

Welcome to your unit 3&4 studies of **Literacy** as part of your **Vocational Certificate**. Effective literacy is the uniting skills-set required for vocational and work-related situations as part of WRS, as well as for community participation activities in PDS.

So be sure to apply what you are learning in the classroom when accessing, creating and analysing texts and other content:

- ⇒ to your personal experiences,
- ⇒ when communicating with others,
- ⇒ for community placements,
- ⇒ as well as in other applied situations, including work placements - and vice versa!

You will also naturally apply your developing **Numeracy**, **Personal Development** and **Work Related** skills-sets when accessing and creating Literacy texts.

In **Unit 3** you will complete **two modules: 1. Literacy for civic participation** and **2. Literacy for pathways and further learning**.

This coursebook has three sections for Module 1 and two sections for Module 2. Each section concludes with an assessment task that your teacher might select for your class. Together these might form your overall assessment for the unit. However, your teacher might modify these tasks, or introduce totally different assessment tasks, that better suit your learning program as well as applied or vocational situations.

In **Unit 4** you will complete **one module: Negotiated project**.

This coursebook has four sections for the module in Unit 4 with graduated assessment tasks leading to your final assessment, which is your presentation about your Negotiated Project. As always, your teacher might use or introduce different assessment tasks that better suit your learning program.

Your school might also expect you to undertake volunteer and community placements related to your future career pathway or VET certificate. This is a good way to develop your functional literacy skills and your applied understanding of the world of work.

Use this coursebook by completing the tasks in the spaces and pages provided. You will need to maintain your own work folios to complete some tasks, as well as others given to you by your teacher. You will also need to create a digital portfolio.

You may also need to collect and keep an evidence portfolio with copies of resources, handouts and evidence of you applying transferable literacy and vocational skills.



You should use your Literacy **Applied Vocational Booklet** to help build skills and to record, identify and apply transferable skills and experiences throughout the year.

You might be directed to complete some or even all of these **assessment tasks**, as well as others supplied by your teacher that are more suited to your learning program.

Assessment tasks

Unit 3

AT1 Understanding and Creating Texts	20-1
AT2 Planning and Organising a Trip	51-5
AT3 This is Your Life!	88-9
AT4 Giving and Getting Advice	120-2
AT5 My Career Pathway	152-5

Unit 4

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AT2 Planning Your Negotiated Project	220
AT3 Getting It Together	246
AT4 Oral Presentation/ Negotiated Project ..	270-3

VCE: Vocational Major

*Note: 3&4 due Nov & Dec '23	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
*Literacy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Numeracy VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
*Personal Development VM: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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VM 3&4 coursebook masters available now	VM 3&4 printed coursebooks available mid-late Nov
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Vocational Pathways Certificate

* Print Lit/WRS due Dec 23 & Jan 24 ^ Print Num & PDS due Mar '24	Printed Coursebook	Applied Vocational Booklet	Master license PDFs	e-version Master license PDFs
* Literacy VPC: 3&4	___ @ \$49.50	___ @ \$27.50	___ @ \$385	or ___ @ \$495
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VPC 3&4 Interim masters
 U3 Available now, U4 Jan '24
 U3 Available Jan 24, U4 Feb
 U3 Available now, U4 Jan '24
 U3 Available now, U4 Jan '24

Vocational and Work Education Resources

	Printed Book	e-version Master license PDFs
Work Experience Journal	___ @ \$22	or ___ @ \$165
Work Placement Journal	___ @ \$33	or ___ @ \$220
PDS Planner: VPC 1&2	___ @ \$33	or ___ @ \$220
PDS Planner: VPC 1&2 (exp Mar'24)	___ @ \$33	or ___ @ \$220
PDS Planner: VM 1&2	___ @ \$33	or ___ @ \$220
*PDS Planner: VM 3&4 (exp Jan '24)	___ @ \$33	or ___ @ \$220
Foundation Numeracy	___ @ \$44	na
Senior Numeracy	___ @ \$44	na

WACE: Career and Enterprise

Career and Enterprise	Printed Text Coursebook	e-version Master PDFs
CAE: General 11 2ed	___ @ \$60	or ___ @ \$660
CAE: General 12/ATAR 11 2ed	___ @ \$62	or ___ @ \$660
CAE: ATAR 12 2ed	___ @ \$68	or ___ @ \$770
CAE: Foundation 11	___ @ \$55	or ___ @ \$595
CAE: Foundation 12	___ @ \$55	or ___ @ \$595

VCE: Industry and Enterprise

New editions were released in 2022

I&E Unit 1: Workplace Participation 5ed - book	___ @ \$38
I&E Unit 1: Workplace Participation - e-master	___ @ \$550
I&E 1&2: Towards an Enterprising You 6ed - book	___ @ \$55
I&E 3&4: Towards an Enterprising Australia 5ed - book	___ @ \$68

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Civic Participation

1

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Activities 1: Civic Participation		p.	Due date	Done	Comment
LER1	My Literary Engagement Record	2-3	<input type="checkbox"/>	<input type="checkbox"/>	
1A	When I am 25?	5	<input type="checkbox"/>	<input type="checkbox"/>	
1B	Your civic participation	7	<input type="checkbox"/>	<input type="checkbox"/>	
1C	Profiling others	8-9	<input type="checkbox"/>	<input type="checkbox"/>	
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1F	Annotating texts		<input type="checkbox"/>	<input type="checkbox"/>	
1G	Texts and me	17	<input type="checkbox"/>	<input type="checkbox"/>	
1H	Avoiding plagiarism	19	<input type="checkbox"/>	<input type="checkbox"/>	
AT1	Understanding and Creating Texts	20-21	<input type="checkbox"/>	<input type="checkbox"/>	
1.21	Written Text Summary Pro-Forma	22	<input type="checkbox"/>	<input type="checkbox"/>	

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PURPOSES**

Comments:

1.01 Introduction - Civic Participation

Unit 3 Module 1: Literacy for civic participation

Section 1: Civic Participation is the first stage to investigate **Module 1: Literacy for civic participation**. Through this section you will:

- ⇒ suggest a range of life achievements that you would both hope and expect to make over the next few years,
- ⇒ explore the nature and importance of civic participation in a range of life situations,
- ⇒ develop applied literacy skills to enable you to better summarise, understand, clarify, analyse and reference varied texts.

Your teacher will introduce a range of texts and text formats related to civic participation. They may also start to work through longer-form written or videomedia texts to investigate. You should apply your knowledge of varied types of texts to vocational and community situations, as well as to and from, your VET studies.

This section concludes with a graduated assessment task (**AT1**) that requires you to:

- ✓ access and read a variety of written texts and materials
- ✓ prepare summaries of each of these written texts
- ✓ create texts in similar formats to some of those you have summarised.

LER1 Literary Engagement Record for: _____

Describe the main texts and literary materials you used and created this unit.

The main readings I accessed were:

Date	Text/Reading: Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

Introduction - Civic Participation 1.02

LER1: Literary Engagement Record of: _____

2. The main writings I created were:

Date	Topic or theme/ audience	Type of writing/ format	Summary/ main points	Main skills I developed	What I most learned from this is:

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3. The main podcasts and blogging, an video, media communications were:

Date	Topic or theme/ audience	Type of verbal communication	Summary/ main points	Main skills I developed	What I most learned from this is:

1.03 This Is Your Life!

This is your life!

Imagine. You are 25-years old and about to be celebrated for your life achievements thus far. Well done!

People make lots of **achievements** in their **personal** lives, in their **social** lives, in their **educational** lives, in their **community** lives and in their **vocational** lives.

Some of these achievements cross over and drive a person's **civic participation** in life. Active and positive civic participation helps a person to access the **benefits** of living in **society** within their various **communities**. Civic participation also involves a person contributing to communities, and to broader society, in a supportive, inclusive and positive way.

Some of your achievements might be in the civic sphere and relate to your vocational achievements. But other achievements might arise from personal, community or social actions. So, your civic involvements in life may be a part of your work, or may relate solely to achievements outside of your paid employment.

For example, you may be a youth worker who, as well as doing their job managing cases to help and support young people, might also be involved in advocating, advising or campaigning as a spokesperson on a career related to the broader wellbeing and support of young people.

In another example, you may work as a chef, but also be involved as a volunteer in training disadvantaged youth in hospitality skills.

Or you might even be a retail worker who volunteers for an organisation helping people facing homelessness, such as Orange Sky Australia.

Again. You are 25-years old. What have you achieved?

Is your achievement sports-related? Have you created a start-up enterprise? Have you been promoted to the role of manager in a social or community enterprise? Are you working in aged-care, or volunteering in animal rescue? Are you an emerging Indigenous elder, or young leader who is an advocate for a particular community such as refugees, people with a disability, or for people who need special care?

But now, at the age of 25, you are about to be honoured. So whatever you have achieved - it must have been important - and had the power to make change for good.



Dana has just been awarded the Young Community Entrepreneur of the Year for her work in advancing the rights of young people in community leadership.

And you?



Image:
vova130555@gmail.com/
Depositphotos.com

1. Start thinking about what your **achievements** might be by making a **mind-map**, and/or images, a poster and a word chain, that starts to pull some ideas together. Consider:



- What are you **currently good at**?
- What would **you like to be good at** or gain acclaim for?
- What are your **values** and **passions** that might lead you to achieve something big (or even modest but important)?

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2. At this stage, it's about getting a term of ideas into your head and starting to imagine where you might have made a difference and the steps you took towards this. Consider:

- Who **helped you** along the way?
- Did something **change your thinking** as a result of particular experiences you have had?
- Have you always had a sense that you would be a **high achiever** in a particular field, pursuit or hobby? e.g. Are you a whiz at eSport? Gaming? An IRL sport? Cooking? Helping? Speaking? Crafting? Making?

1.05 Civic Participation

The 'word' on civic participation

Civic participation encompasses all of those community involvements, both recreational and systemic, that you might choose to, or need to take part in.

For example, playing sport and voting are two very different types of civic participation. And you might do both on the same day.

Playing sport is **recreational engagement**; as well as being involved **socially** and civically in the community. Voting is **systemic engagement** and is an important freedom for you as a citizen to play a role in Australia's democratic system (hence the term **systemic**).

For the purposes of this unit, civic participation is defined as the active involvement of individuals in the processes and activities of their community, society, or government. It includes a broad range of actions and behaviours through which people can contribute to the betterment of their community, can express their opinions, and can influence decision-making processes.

My civic participation could involve...

Being connected to broader society.

Promoting quality of life within community.

Promoting social cohesion.

Community action or problem-solving.

Mentoring others and being mentored.

Cultural celebration and fostering cultural understanding.

Training and educating others.

Involvement in arts, sporting, hobby or environmental groups.

Voting in local, state and federal elections.

Bridging communication gaps between generations.

Supporting local groups or charities.

Being a member of a faith community.

Joining a local choir or music group

Being involved in a political cause.

Attending a proactive rally or protest.

Helping elderly people with chores.

Attending planting days, rubbish clean-ups or science events.



Image: alphaspirt/
Depositphotos.com

Attending local music festivals, theatre or dance.

Your civic participation 1B

So, what does **your civic participation** currently look like? You might think that it's non-existent but you are probably connected to your community in some way - even if it is currently mainly through school.

1. Make a list of **activities** that **you undertake** that might be considered areas of **civic participation**. Use these headings as prompts, but feel free to change them.

Educational	Cultural	Community
Recreational	Sporting	Arts
Vocational	Systemic	Other

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2. Build word families for the following words. Find as many different word forms as you can. e.g. 'activity' - to act, the action, to activate, to be active

participate				
engage				
community				
culture				
support				
involve				
attend				
mentor				

1.07 Paths to Glory

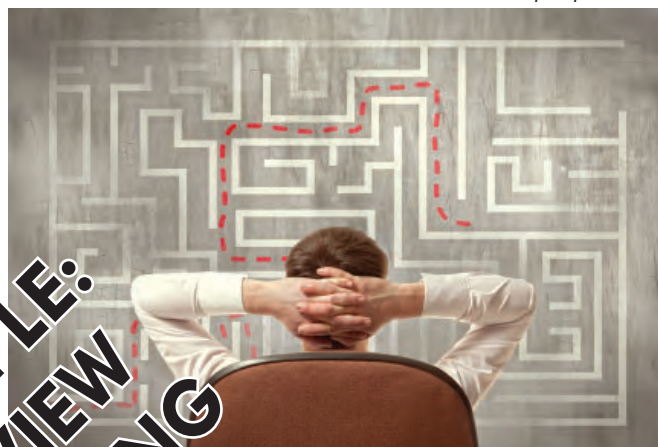
On the right path

Let's return to when you are 25. What have you achieved and how did you get there? So many possibilities! Perhaps it's time to 'dream' a little! Or even better, have a think about the varied paths to success taken by other people as inspiration.

Think of people you know, admire and respect.

- ⇒ What type of actions, outcomes and goals have they achieved?
- ⇒ How did they get there?
- ⇒ What setbacks, barriers and challenges did they have to overcome?
- ⇒ Who helped them?
- ⇒ How did they help others?
- ⇒ Have they received any recognition, commendations and awards?
- ⇒ Where are they headed next?

Image:andreyuu/
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1C Profiling others

1. Choose **2 people** who have achieved significant outcomes. One should be 'famous', or in the public eye, whereas the other should be **someone you know** well, or a family member, or a community (educational leader).

Research information about each person and **their achievements**. Use the questions above to help guide you. Don't forget about the **timelines** of their achievements. Draft your information below.



i.

ii.

2. Using your draft, compile a **concise bio** of each person. Add relevant **image(s)**.
 Select your best information and order your information here. Then complete your final bios in your work folios, or using multimedia, or even a poster or some other display format.

i.

ii.

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Research



At this point, it would be a good time to research some real awards or honours, or you might like to use your imagination to create an honour, award or commendation that you think might suit your 'potential' achievements.

You might be about to be featured on a TV show such as Australian Story, The Project, a podcast, or some other media. Anything is possible.

Ideas/findings

1.09 Paths to Glory

Snakes and ladders

Remember the children's game, Snakes and Ladders? Even now, as you march on into young adulthood, you can still learn some important lessons in life from that game.

No-one in life achieved their goals in just one step. And each new step might send you in a different direction from what you expected.

An important part of civic participation is to find out the 'true' information, seek advice and support, plan and organise, make decisions and build resilience through learning from setbacks.



Image: magemasher/
Depositphotos.com

Snakes and Ladders

So what can we apply directly from the use of helpful ladders and those pesky snakes?

Ups and downs are inevitable

Just like in the game where you encounter both ladders (success) and snakes (setbacks), life is full of ups and downs. If you slip on a snake head, you move backward. This shows that mistakes can send you back, but they also provide opportunities to learn and grow.

You can't always control what happens, but you can control how you respond to these situations. Reflect on what went wrong and use it as a stepping stone to avoid similar pitfalls in the future.

Luck and strategy

In the game, luck plays a role in the outcome, but your decisions also matter. This reflects real life where luck can influence events, but your choices and strategies can greatly impact your success.

Patience and perseverance

Sometimes you might hit a series of snake tiles, causing setbacks. This teaches the importance of patience and not giving up when faced with difficulties.

Just as the game can turn around with the next ladder, life can improve with time and effort.

Risk and Reward

In the game, taking risks (ladders) can lead to rewards, while being cautious can sometimes lead to stagnation. This mirrors real life where calculated risks can lead to personal and professional growth.

Focus on the Journey

The ultimate goal in the game is to reach the finish line, but the journey is just as important. Similarly, in life, it's important to set goals but also enjoy the process of working towards them.

Delayed Gratification

Sometimes you have to bypass a ladder to avoid a snake, teaching the concept of delayed gratification.

Similarly, in life, making short-term sacrifices can lead to long-term gains.

Tell me all about it 1D

Follow the prompts to draft a **creative text** to explain your rise to acclaim.

For this, you could take on a **different character**, or present a **version of your real self**, or **tell your story straight** - warts and all.

You might choose to write a **dialogue**, create some panels of a **graphic novel**, or create a **song lyric** to tell your story.

However, do include something about each of these elements.

- a. Your **background**, telling how you **started** on your **journey** to success.
- b. The **qualities** you have, the **support** you got from others, the **lucky break** you got and the **sacrifices** you might have made to get there.
- c. How it **feels** to be where you are right now.
- d. What you are **hoping** for, or **planning** for the **future**?

a.

b.

c.

d.

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1.11 Paths to Glory

The hard yards

So, you have achieved something notable and worthy of attention. But you didn't get there just wish'n and hope'n!

You used your talents, combined with your superior literacy and communication skills, to propel you forward. And you had to **develop** and **apply** these **literacy skills** across different spheres of your life, including personal, social, recreational, educational, work, community and other activities that you were involved in.

Let's get down to the nitty-gritty. In order to build **competence** in your area of excellence, you did the hard yards - **seeking out** and **understanding** relevant **texts**, and completing a range of **activities** related to civic participation.

💡 A range of possible **civic participation actions** are listed below. Your teacher will discuss these with your class. As you discuss each think about how you would use your literacy skills to access and understand texts related to these for your personal development, and for your longer-term achievement and success.

My applied literacy activities could involve...

- Signing-up and training for a volunteering role.
- Researching government websites and information.
- Keeping up with social media posts of community groups.
- Creating and communicating useful texts for others.
- Using and creating instructions.
- Checking out, understanding and completing a range of contracts and forms.
- Checking timetables for work, community or recreational activities.
- Voting - enrolling and understanding your democratic obligations.
- Researching non-government websites.
- Undertaking vocational learning and work-related training.
- Managing financial literacy information.
- Responding to a call to attend jury duty.
- Joining a club, signing up and understanding rules and regulations.
- Helping and leading others in the community.
- Advocating on behalf of a cause or issue.

Image: kikkerdirk/Depositphotos.com

The hard yards 1E

1. For the areas of **civic participation** on p.12, list examples of **texts** you would likely need to **access** and/or **create** for your **personal development**. Add 2 more.
2. Explain **why** these **texts** would be **important** for your own **personal development**.
3. Now list examples of **texts** you would likely need to **access** and/or **create** as part of you **succeeding** in your '**path to glory**'.
4. Explain **why** these **texts** would be **important** for your **longer-term achievement**.

Activity	Personal example		Achievement example	
	1. Which texts?	2. Why these?	3. Which texts?	4. Why these?
Volunteering				
Government information				
Non-Government websites				
Enrolling to vote				
Vocational training				
Creating communication for others				
Helping others				

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1.13 Annotating and Summarising

Annotating texts

Annotation is a special skill that allows you to keep tabs on a written or visual text without taking detailed notes. Annotation is a key literacy skill that enables you to skim and scan texts. We can say that annotating is like unlocking the key to a text.

You can apply the steps of annotation to develop your literacy skills to better understand varied print, digital, multimedia, visual and filmic texts.

When annotating you should make **marginal comments**, identify **important points** that you have **highlighted**, and **summarise** the key information from a text as you go.

Your teacher will discuss the key steps for annotating using an example.

1. **Scan** the text for main **sections** (such as **headings** or other signposts). This will help you to predict what you will be reading about.
2. Read the text in **chunks** - paragraph by paragraph, or section by section.
3. Highlight **key words/terms** before annotating.
4. Start annotating **after** you have **read the whole paragraph** or section.
5. It is important not to annotate every sentence! It is equally important that you understand the section before you start annotating. This will help you to choose the main points.
6. Use **abbreviations** in your annotations. For instance, you might write **one word** to summarise the section, or jot down **key words**, or add a short-hand **symbol** or **prompt**, to remind you of what you want to **remember**.
7. **Don't** include a lot of **detail**, unless it is an example that prompts your memory.
8. Once you are finished **check over** your **annotations** so that they make sense.

When finished, you should be able to read your annotations in conjunction with your **highlights** to recover the gist of the text.

Guide to Annotating

1. Scan for main sections.

2. Read the text in chunks.

3. Highlight key words.

4. Annotate by paragraph/section.

5. Only annotate important sentences.

6. Use abbreviations/symbols.

7. Keep your details and annotations brief.

8. Check to make sure it makes sense.

Annotating texts 1F

1. Read through this **annotated text** to find its key **elements**. Identify the annotation techniques used. Then in 1 sentence, summarise the text.

just a belief!

Very few online forms are still read 'old-style' by a person and then entered in a database. Most **online forms now enter data automatically into a database.** *data direct into DB*

You have to ensure that you fill in the form **accurately**, including appropriate **capital letters** and **spelling**. And that goes for correct details for **mailing addresses** which are **generated automatically.** *check: caps, spelling, addresses*

Online forms may place **limits** and **restrictions** on the amount of **characters** you can enter, the **format** for **entering numbers** and **dates** and other information that might be restricted by **drop-down lists.** *character: amounts, formats lists*



2. **Annotate** this **text** by applying the skills you have learned. In your work folios identify the **key elements** of the text. Then in 1-2 sentences, summarise the text.

Online forms can sometimes be frustrating and cause you to have to go back and re-enter information. Sometimes hitting the back button on your browser means that you lose all information. Sometimes a browser freeze can cause a crash. Some people opt to use 'Autofill' to enter a lot of data quickly.

When using a tablet or mobile device for a form you have to enter information in a linear manner. This can also cause frustration if there is a window hang or crash. Also many people disregard caps when using portable devices. This can make a job or course application look unprofessional. So make sure you enter information as you would expect it to be printed in hard copy.

You must always check that what you type in is accurate. For example the 'computer database' that reads your form cannot tell your first name from your second name.

1.15 Types of Texts

Texts

As you have seen throughout your lives, there are many different types and forms of texts that you encounter in your day-to-day personal, social, recreational, community, educational, vocational and civic activities.

You are aware that the term 'text' extends well beyond a 'piece of writing', and can include written, spoken, visual, multi-modal and many other types of communication.

You also know that the format of texts may be in hard copy, digital, as video, in audio and many other formats, including those big advertising billboards that you see - all the way through to a slogan on a t-shirt.

Written Texts

Books	Websites	SMS messages	Advertisements
Magazines	Online posts	DMs and PMs	Packaging
Newspapers	Blogs	Letters	Labels
Comics	Announcements	Notes	Signs
Graphic novels	Cyclopaedia	Diaries	Guidelines
Scripts	Biographies	Manifestos	Rules
Poems	Reports	Journals	Warnings
Lyrics	Instructions	Reviews	Codes of conduct
Histories	Handbooks	Cards	Contracts
Recipes	Terms & conditions	Invitations	Legislation


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1G Texts and me

So what **types** of **texts** do **you** commonly **access** and **create** - and **why**?

Texts I access:	Texts I create:


Verbal/Oral Communication Texts

Discussions	Conversations	Songs	
Announcements		Poems	
Presentations		Speeches	
Demonstrations		Podcasts	
Narrations		Soundtracks	
Instructions		Advertisements	
Debates		Performances	
Warnings		Scripts	
Advertorials		Oral histories	
		Phone calls	

What's his work like?

Images: f. everett225/
b. SergeyNivens/
Depositphotos.com

Media and Multimedia Texts

Websites	Broadcasts	Podcasts	Apps			
e-magazines	Digital assistants	Performances	Portals			
e-newspapers	Simulations	Games	Infographics			
e-books	"Remember me? I know even more now, but we all understand far less!"		Media streaming			
e-comics						
Blurbs						
Social media						
Blogs						
Vlogs				Team games	AI bots	Animations
Wikis				Virtual reality	Presentations	Music
Bio-pages				Photo essays	Live streams	Chatrooms

1.17 Your Own Work

Plagiarism

It is expected that when you write, the work will be your own. Remember learning about the need to avoid plagiarism from last year?

If you use ideas, words or information that you have read, seen or come across, that isn't common knowledge or in the public domain, then these must be **referenced** or **cited**.

Just as you write a **bibliography** at the end of a report or other piece of research, you must also cite the **source** of your **information** in the body of your writing.

If you **copy** words directly, you must place them in **quotation marks** and make sure they are accurate in every detail.

But a piece of writing that is chock-full of other people's words is a problem in itself. There is no point just cutting and pasting heaps of other peoples' words, even if they are referenced. This is because you need to show you understand your topic material - by explaining it your way.

Paraphrasing

Paraphrasing for writing is restating an idea in your own words. This can be difficult and involves a number of skills.

1. An **understanding** of the **meaning** of the original text.
2. A **wide vocabulary** so that you can easily re-express ideas in your own words.
3. Good use of **signposting** so you can introduce paraphrases appropriately.
4. An **ability** to **make changes** to the **order** and sequence of ideas, the **vocabulary** and the grammar, without altering the meaning.

But what if you think you can't say it as well as the original author did! This is a common problem. You need to decide whether to use a paraphrased idea or a direct quotation. Your teacher will guide you as to how best to do this.

🔊 It's still not easy. But it is a basic expectation of students and workers. And failure to abide by these rules can have dire ramifications! What might these be?

Referencing

You need to reference whenever you use a **direct quotation**, or when you use a **fact** or **opinion** that you got from reading or accessing **someone else's work**.

Even if you thought of the same idea by yourself, and then you came across it in a book or online, you must still **acknowledge** the published source of the information.

On the other hand, if something is considered to be common knowledge or in the public domain, you don't have to reference it. For example; train timetables, the year of someone's birth, or an indisputable and commonly known fact such as the size of the Earth!



It's now so easy that people often just copy other people's digital content without even acknowledging it!

Image: bloomua/
Depositphotos.com

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1. What is **plagiarism**? **Why** do you need to **avoid** plagiarism?

2. What is **paraphrasing**? **When** do you need to paraphrase?

3. What is **referencing**? **Why** do you need to reference **other people's** work?

Applied

If you were to use some of the writing directly taken from this **coursebook**, how would you **reference** it?

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A bibliography is an academic convention used in education, businesses and in any publication where other people's ideas are used.

When you do any work, either written or spoken, that is based on research, you must provide a list of the sources that you used. This lets people know where you got your information from and allows them to check the sources for themselves.

Being a convention, there are strict rules about how the bibliography should be set out.

Book

A bibliographic entry for a book looks like this:

Chops, S. 2023. *A Beast on My Plate*. Melbourne. Butchers' Press.

For a single author there are 5 elements. What are these?

Notice the punctuation; it's important to get it right. There's a comma and 5 full stops.

Your teacher will show you what to do for multiple authors.

Newspaper/Magazine

A bibliographic entry for a newspaper article looks like this:

Squareeyes, C.J. 2023. "Give Me More Reality TV." The Viewer. 27/3/23, p.6.

This time notice that there's 6 elements as well as all the punctuation.

Sometimes there is no author given for a newspaper article. If so, you just give all the information starting with the title, and placing the year after the title.

"Twittering twits". 2023. The Viewer. 27/12/23, p.6.

1.19 Graduated Assessment

AT1 Understanding and Creating Texts - Literacy for civic participation

Outline

1. For this assessment task, you are required to **access** and **read** a variety of texts and materials related to **civic participation**.
 2. Then you will prepare **summaries** of these texts.
 3. You will then **create** a written **text** of your own (or a **response**), using a similar format to one of those you have summarised.
- Finally, you will **create** a **digital** or **multimodal text** of your own (or a **response**) using a similar format to one of those you have summarised.

1. Texts

Your teacher will either:

- ⇒ provide you with up to 3-5 written, digital or multimodal texts related to different areas of civic participation
- ⇒ encourage you to select written, digital or multimodal texts related to different areas of your own civic participation.



The texts will be chosen from this list.

Your teacher might add one or more suitable texts. If so, list these.

- | | | |
|--|---|--------------------------|
| <input type="checkbox"/> application form | <input type="checkbox"/> legal-related text | <input type="checkbox"/> |
| <input type="checkbox"/> registration form | <input type="checkbox"/> financial-related text | <input type="checkbox"/> |
| <input type="checkbox"/> health/medical text | <input type="checkbox"/> community | <input type="checkbox"/> |
| <input type="checkbox"/> set of instructions | <input type="checkbox"/> announcement | <input type="checkbox"/> |
| <input type="checkbox"/> training text | <input type="checkbox"/> advertisement | <input type="checkbox"/> |
| <input type="checkbox"/> work-related text | <input type="checkbox"/> safety guideline | <input type="checkbox"/> |




2. Summaries

You should use the summary pro-formas on p.22 (text) and p.56 (digital). However, your teacher may provide you with a different guide or pro-forma.

3. Your written and digital/multimodal texts

- ⇒ After you have completed your summaries you will:
 - create a **written text** in a **similar format** to one of the texts
 - create a **digital** or **multimodal text** using a similar format to one of the texts.
 - For some types of texts you might instead create a **response** (e.g. fill in a form).
- ⇒ Your teacher will inform you of the word length and other requirements.
- ⇒ You will need to produce at least one draft. Your teacher will give you feedback and advice to help you improve your draft(s).

Note: In the final column, your teacher might also include an achievement level to indicate your level of performance for each part of the task.

Name:		Key dates:		UNIT 3 MODULE 1	
Tasks - AT1: Understanding and Creating Texts		Must Do?	Due Date	Done	Level
Stage 1: Choosing and reading texts.					
	Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
i.	<u>Text 1</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii.	<u>Text 2</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii.	<u>Text 3</u> :	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iv.	<u>Text 4</u> :	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
v.	<u>Text 5</u> :	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2: Preparing annotations and summaries of the texts.					
i.	Read, annotate and summarise (with guidance), <u>Text 1</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
ii.	Read, annotate and summarise (with guidance), <u>Text 2</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iii.	Read, annotate and summarise (with guidance), <u>Text 3</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
iv.	Read, annotate and summarise (with guidance), <u>Text 4</u> .	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
v.	Read, annotate and summarise (with guidance), <u>Text 5</u> .	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 3: Completing my texts.					
a.	Create my draft written text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b.	Create my draft digital/multimedial text.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c.	Check and revise my draft texts.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d.	Edit hard copies to find other errors and issues.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e.	Get my teacher to check my edited drafts.	 <input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f.	Correct my drafts based on feedback.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Prepare and submit my final text and summaries.					
⇒	Prepare my final texts and my summaries.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	Submit my final texts and summaries to my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	Present or report to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

1.21

Written Text Summary

Title:		My name:
Writer/creator:	Format:	Date of origin:
		Date of access:
Type of text:	Source:	Ease of reading:
Summary/outline of the text.		
Purpose	Audience	Context
Good points of the text.		
Not so good points of the text.		
New vocabulary in the text.		
Description of images, graphics, tables and other information in the text.		
Things I didn't understand in the text.		
What did I learn from the text?		
How did the text make me feel?		
Other information.		

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Forms and Instructions

2

2.01 Introduction	24	2.17 Online Forms	40
2.03 Types of Texts	26	2.21 Instructions	44
2.05 Practical Literacy	28	2.27 Timetables	50
2.09 How's Your Form	32	2.28 Graduated Assessment.....	51

Activities 2: Forms and Instructions		p.	Due date	Done	Comment
LER2	My Literary Engagement Record	24-25	<input type="checkbox"/>	<input type="checkbox"/>	
2A	Purpose of texts	27	<input type="checkbox"/>	<input type="checkbox"/>	
2B	Practical or not	29	<input type="checkbox"/>	<input type="checkbox"/>	
2C	Preferred literacies	31	<input type="checkbox"/>	<input type="checkbox"/>	
2D	How's your form	32-33	<input type="checkbox"/>	<input type="checkbox"/>	
2E	What's on a form?	34	<input type="checkbox"/>	<input type="checkbox"/>	
2F	Developing a form	35	<input type="checkbox"/>	<input type="checkbox"/>	
2G	Biodata and forms	38-39	<input type="checkbox"/>	<input type="checkbox"/>	
2H	Online forms		<input type="checkbox"/>	<input type="checkbox"/>	
2I	Digital alibis	42-43	<input type="checkbox"/>	<input type="checkbox"/>	
2J	Instructions	45	<input type="checkbox"/>	<input type="checkbox"/>	
2K	Instructions in action	47	<input type="checkbox"/>	<input type="checkbox"/>	
2L	Developing instructions	48-49	<input type="checkbox"/>	<input type="checkbox"/>	
2M	My timetables	50	<input type="checkbox"/>	<input type="checkbox"/>	
AT2	Planning and Organising a Trip	51-55	<input type="checkbox"/>	<input type="checkbox"/>	
2.33	Videomedia Text Summary	56	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

2.01 Introduction - Forms and Instructions

Unit 3 Module 1: Literacy for civic participation

In **Section 2: Forms and Instructions**, you will continue to investigate **Module 1: Literacy for civic participation**. Through this section you will explore and unpack a range of forms and instructions by:

- ⇒ clarifying the purpose of varied procedural texts and the applied uses of different literacies
- ⇒ accessing and unpacking the requirements of varied hard copy and digital forms
- ⇒ analysing the suitability of different types of instructions for applied situations.

You will continue to explore a range of texts and text formats related to civic participation including written, digital and videomedia texts. You will also source, examine and complete a range of forms in hard copy and/or digital formats.

You should apply your knowledge of varied types of texts to vocational and community situations, as well as to and from, your VET studies.

This section concludes with a graduated assessment task (**AT2**) that requires you to plan a trip travelling by public transport, research accommodation, and fully organise and communicate your itinerary.

LER2 Literary Engagement Record for: _____

Describe the main texts and literary materials you used and created this unit.

The main readings I received were:

Date	Text/Reading Title & Author	Text type, source & purpose	Summary/ Main point(s)	What I most learned from this is:

Introduction - Forms and Instructions 2.02

LER2: Literary Engagement Record of: _____

2. The main writings I created were:

Date	Topic or theme/ audience	Type of writing/ format	Summary/ main points	Main skills I developed	What I most learned from this is:

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3. The main podcasts and blogging, an video, media communications were:

Date	Topic or theme/ audience	Type of verbal communication	Summary/ main points	Main skills I developed	What I most learned from this is:

2.03 Types of Texts

Purpose of texts

As you already know, we access and create varied texts that have different **purposes**. And the types of texts that we access and create evolves over time as we mature and have different information needs.

For example, a child aged seven might not have much interest in the Road Rules handbook. However, you might have that as your 'go-to' reader every night as you are studying for your driving test.

When we can understand the purpose of a text we are better able to uncover the **meaning** of the text. To do this successfully we need to consider three elements.

1. The **content** of the text.
2. The **audience** for the text.
3. The **type** or **form** of the text.

1. The **content** is what the text is saying or showing.

For example, a person might leave a set of **instructions** for a tradie who is doing work in their home while they are away. The instructions need to be **clear** in their **sequence**, and expressed in a **logical** order so that all the important information is communicated. The instructions have to be **concise** and not ambiguous.

2. The **audience** is who the intended receiver of the text is.

In our example, the tradie is the audience so the homeowner can leave instructions **directly** for them. Because the tradie is **connected** with the house, the homeowner can't take for granted that the tradie will know what they expect. It is useful to go over the instructions **verbally** with the person, if possible, to **check** their **understanding**. "DO NOT unplug the fish tank pump".

3. The **type** of text might be formal (e.g. a work email) or informal (e.g. a DM to a friend). Type also includes the form of the text, e.g. written, digital, video, verbal, etc..

For example, the **instructions** might be quite **formal** because they are communicating important information. But some of the instructions can also be a bit **informal** with some lighter instructions.

In this example, the instructions might be sent **informally** as a **DM** or **text** but set out **formally** with **numbered points**. Applying two communication techniques will ensure that the tradie can always **access** the instructions (with the hard copy left in the house).

When we put these three elements together - content, audience and type - we can better establish the **purpose** as a 'reader', and create better texts as a 'writer'.



Image: levente/
Depositphotos.com

Purpose of Texts

- Communicating
- Socialising
- Sharing
- Helping
- Advising
- Describing



- Informing
- Learning
- Reporting
- Instructing
- Persuading
- Entertaining

Image: iqoncept/Depositphotos.com

Purpose of texts 2A

1. Now that you have revisited the different **purpose of texts**, have a think about **your experiences** with varied **texts** that you **access** and **create**.



Over the last year I mainly **accessed** texts for these purposes: _____

Over the last year I mainly **created** texts for these purposes: _____

2. From your **personal** and your **vocational** experience, describe how you have **accessed** and **created** text for each of these and 1 more purpose.

Purpose	Personal example		Vocational example	
	Accessed	Created	Accessed	Created
Communicating				
Sharing				
Helping				
Describing				
Reporting				
Instructing				

2.05 Practical Literacy

Practical literacy

Your various literacies help you in every aspect of your life. Practical literacy is concerned with **everyday tasks** that you might encounter at **school**, in your **personal** and **social** lives as well as in your **workplace**. Practical literacy allows you to complete essential tasks more easily.

Consider this. If you are not literate in practical ways it is easier for people to take advantage of you and harder for you to defend yourself against injustices that may occur.

When someone has well-developed practical literacy it means that they know what is going on around them and that they can **deal** more easily with any **problems** that might occur. Sometimes they might be said to have good **common sense**.

By being literate you are **empowered** which can help you to get a better job, earn more income and, generally speaking, have a more enjoyable life.

These reasons, and many more, illustrate why practical literacy is so important for effective **civic participation**. So how do you rate in different skills of practical literacy?

- ☹ Are you good at filling in **forms**? (So many people struggle as forms can be very long and complex.)
- ☹ Can you read a **manual**? (Many people find it very hard to follow step-by-step tech-speak!)
- ☹ Can you follow **verbal instructions**? (Sometimes people hear, but they don't listen!)

In this section, you are going to build your applied understanding in dealing with documentation and signs. Then you will look at how to better understand receiving and creating instructions.



Honest self-assessment enables a person to identify their various strengths and weaknesses so that they can develop and apply strategies for improvement.

After all, if we don't get better at managing our civic life as we mature into adulthood, then really, we wouldn't have as much of an inclusive and cohesive society.

Try this quiz and 'judge' for yourself.

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1. I am good at following instructions, such as those that come with digital communication devices.
 agree 50/50 disagree
2. When I need to travel to somewhere unfamiliar I prefer to use a GPS.
 agree 50/50 disagree
3. I'm good at taking accurate phone messages for other people.
 agree 50/50 disagree
4. I get confused when people tell me more than one course of things at a time.
 agree 50/50 disagree
5. I quite often find it hard to fill out forms accurately and neatly.
 agree 50/50 disagree
6. If I can't find my friend I call them and get them to direct me to where they are.
 agree 50/50 disagree
7. I am good at taking notes when someone is dictating.
 agree 50/50 disagree
8. If people talk too quickly I cannot follow what they are saying.
 agree 50/50 disagree
9. I often can't easily work out what many visual signs are communicating.
 agree 50/50 disagree
10. If someone is saying something unfamiliar, then my mind starts to wander or go blank.
 agree 50/50 disagree
11. I know 5 or fewer phone numbers by memory.
 agree 50/50 disagree
12. I write texts and emails that use good grammar and are easy to follow.
 agree 50/50 disagree

Discussion: There is no scoring component to this quiz. Instead, discuss the results as a class and say whether each question suggests someone with well-developed or not so well-developed practical literacy. Also discuss whether modern technological devices are making us more or less practically literate.



2.07 Practical Literacy

Types of literacy

It is important to understand that people tend to apply **varied types** of **literacy** when communicating and accessing texts. At times, people will naturally **combine** one or more of these literacies. And sometimes a preferred or **expected type** of literacy will be **different** for **personal**, **social** and **vocational** situations.



Types of Literacy

Verbal literacy

- ⇒ Some people rely on verbal literacy through talking, listening and communicating with others either face-to-face or via digital communication such as phones.
- ⇒ Much of our day-to-day communication is verbal, including a lot of personal and vocational communication, even despite the growth in digital messaging.
- ⇒ Good listening relies on active two-way feedback as part of a conversation.
- ⇒ So does this 'sound' like your preferred literacy?

Non-verbal literacy

- ⇒ As people we rely on non-verbal communication to make sense of what people are saying or doing; and to help us read emotions.
- ⇒ Some people are really good at using physical gestures and other non-verbal cues such as facial expressions and body language. And they can read the non-verbal communication of others.
- ⇒ Non-verbal communication supports us when we are speaking and listening.
- ⇒ So does this 'appear' like your preferred literacy?

Written literacy

- ⇒ Some people like to communicate with others by producing thorough written texts including instructions. They also prefer to get their information in a written format.
- ⇒ A lot of contemporary written communication is more formal and complex than when speaking. It is very important for professional, regulatory and work communication.
- ⇒ However, people are increasingly using non-formal types of communication when writing digitally, or relying too much on digital assistants, predictive text and sloppy dictation of messages.
- ⇒ So does this 'read' like your preferred literacy?

Visual

- ⇒ Some people respond better to images and visual information. These might combine text, numbers, diagrams, images, animations and even video. They see pictures in their mind and use this to guide their understanding.
- ⇒ Signs and symbols convey a lot of meaning; and are easily, and universally, recognised and understood. Pictures and images can be powerful and create an emotional response.
- ⇒ In the digital age, we have seen video and multimedia become dominant forms of communication by combining different literacies.
- ⇒ So do you 'see' this as a preferred literacy?

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Technological literacy

- ⇒ Naturally, many people are relying heavily on technological literacy to take in information, make sense of the world, and communicate with others. Many younger people are developing high-level digital reliance and acuity meaning nearly all their preferred texts are digital.
- ⇒ The use of ICT devices, modern digital platforms, and AI is changing how we 'talk' with each other.
- ⇒ But people are increasingly using less formal digital language and getting into online fights with others due to miscommunication!
- ⇒ So does this 'scan' like your preferred literacy?

Numerical literacy

- ⇒ Some people have well-developed numerical literacy and apply their skills in a variety of personal, social, community, recreational and work-related situations.
- ⇒ Numerical literacy refers to the ability to understand, interpret, and apply numerical information in various contexts.
- ⇒ It involves skills such as collecting and understanding data, making decisions based on numerical information, communicating ideas using numbers, graphs and tables, and effectively managing financial information.
- ⇒ So does this 'count' as one of your preferred literacies?

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Preferred literacies 2C

Rank these 6 literacies in order of preference for your communication and list them in the table. Describe brief examples of how you use these literacies in personal and vocational situations.

1.		3.
4.	5.	6.

2.09 How's Your Form

How's your form?

You will have noticed by now that a lot of activity around civic participation, actually starts with having to fill out forms.

This seems like a relatively simple skill, since all the fields have been created for you. However, people invariably make mistakes when form-filling and this can cost them job opportunities, lead to loss of eligible rebates, or result in fines for failure to respond to official correspondence. Ouch!

Forms are a big part of our everyday lives. In our society, you can't even get born without filling in a form. Of course expecting a person to be literate at that stage of life is a bit excessive, so it's left to the parents to do this task by registering a child.

However, many an over-excited new dad has been accused of getting a name 'wrong'.

At every important stage in a person's life, many really irritatingly unimportant forms appear to clutter our lives. Kitchen bin-lies, driveway gloveboxes and computer memos.

Some forms get lost down the back of the couch and never get filled in, leading to all sorts of trouble.

Other forms are impossible to understand and seem to be written in their own special language.

Many official forms are required by government

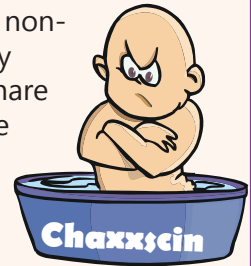
organisations and agencies and must be filled in exactly and precisely. Have any of

 you ever tried filling in a taxation return form without help?

Too (tired) and emotional?

- ⇒ Jamie and Jools Oliver have Petal Blossom Rainbow, Daisy Boo, Poppy Honey and Buddy Bear Maurice.
- ⇒ Beyoncé & Jay-Z have Blue Ivy, Rumi and Sir.
- ⇒ And that media-shy former couple 'Kimye' started with North (we get it, North West) and then Saint, Chicago and Psalm.
- ⇒ But perhaps it's Elon Musk who tops the cake with his 2 kids to Grimes (of his brood of 10) named X AE A-XII or just X for short, and Exa Dark Sideræl or Y as a nickname.

Go online and see if you can find more 'bad' celebrity and non-celebrity baby names and share them with the class.



"Don't I get a say in this?"

2D How's your form

1. List the forms you had to fill in this year as part of your school and VET enrolment, work placements, or for your employment and taxation

Education forms	Vocational forms

2. Here are the names of some **commonly used forms**. **Survey** the **class** to find out if anyone knows what they **are used for**. Fill in the details in the space provided. Add 3 more common forms that you are aware of.



Form	Description
Medicare form	
accident/incident report	
employment contract	
Tax File Number Declaration	
timesheet	
tax return	
job application	
statutory declaration	
requisition form	
registration form	
marriage certificate	
ballot paper	
course application form	

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2.11 How's Your Form

2E What's on a form?

1. List **20 items** of **information** that you think you would be **commonly asked** for on **forms**.
2. Fill in the **correct information**. (Look at your forms from Activity 2D for ideas.)
Note: Don't list any secure or private information unless this will only be seen by your teacher.

What's commonly on a form?	
Information	Example of this information
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	

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Applied

- a. You are required to develop a hard-copy version of an application form. This form should be an application for potential members of a club or special interest group, or an information form associated with school/course enrolment or for a job application.
- b. Use the space below to start to draft the layout, required information, fields and any other issues you need to consider.
- c. Develop a final draft, make copies and then get some people to trial the form. Note any problems. If needed make changes to the form and then produce a final copy.
- d. After you have finished, collect real examples of these types of forms, compare them and identify strengths and weaknesses in your form and these existing forms.
- e. Use visual aids to give a report to the class on these forms, and suggest improvements.



Draft

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2.13 How's Your Form

Why so important?

The main reason that forms are used is because they summarise important information in an easy-to-read format.

The purpose or reason for a form will give you a good indication of the kind of information that you will be required to give.

Forms might require personal, legal, financial, medical or some other types of information; or even all of these combined!

Consider the different types of information that might be required by an online auction site, as compared to a patient information form. But they both still require due care.

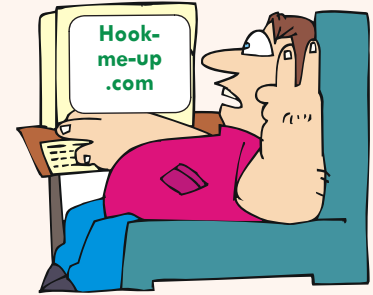
What about if you get information wrong on your driver's license form or an insurance policy form? There might be serious ramifications!

Many forms require you to enter **biodata**. This is about you so you have to take responsibility for getting it right.

Biodata usually takes a standardised form and is the essential component of information collecting, organising and analysing.

Common biodata

- ⇒ family name
- ⇒ other names
- ⇒ address
- ⇒ suburb
- ⇒ postcode
- ⇒ state
- ⇒ date of birth
- ⇒ marital status
- ⇒ phone BH
- ⇒ gender
- ⇒ next of kin
- ⇒ emergency contact numbers
- ⇒ relationship of next of kin.



Age: "21"
 Build: "Slim"
 Hair: "Blonde"
 Dress sense: "Stylish"
 Lifestyle: "Active"
 Occupation: "PT"

DRAFT SAMPLE FOR PREVIEW AND PLANNING PURPOSES

Purpose of Forms



Image: Ron Chapple Stock/Thinkstock

Why are forms so important?

Whether you like it or not forms are an important part of your everyday life. When you fill in a form the user can only rely on exactly what you have written. They cannot guess or infer anything. So if you have a good reason for filling in the form then you should take due care. You need to fill in a form as neatly and accurately as possible. Remember, if you make careless mistakes on a form it will make you look sloppy. The person reading the form can only rely on what you have written. They do not know you or your details and shouldn't have to work out what you are writing.

If you are completing an online application for a job you want, then you should ensure that you fill this in accurately. You should expect to devote a fair amount of time and effort into getting this form right. Many employers will also use how accurately you fill in a form as a test of your attention to detail. They might also use hard copy forms to assess your handwriting, neatness and grammar.

Imagine you are completing your weekly employment timesheet. You need to be very committed to accurately calculating, even down to the last minute, how many hours you had clocked up for the week. It's your money at stake.

And what about your responsibility in filling in allergies on medical and other forms? Ask your teacher about some of the potential issues surrounding anaphylactic shock.

Some forms are read by OCRs (optical character readers) that try to recognise and decipher your handwriting.

If your handwriting isn't clear then the OCR will make 'mistakes'. Most online forms are collated into databases without human involvement. What you write is what they get!

Most forms require simple biodata. This is the basic information that identifies you and includes names, date of birth, address and contact numbers. This biodata can sometimes be referred to as demographic information.

Although you know your biodata backwards, the person reading the form has no idea. So be careful not to take for granted that they can easily interpret and understand what you write.

When filling in forms you should aim to fill in biodata as quickly and accurately as you can. But check the form to make sure that you understand the questions.

Remember, in summary, how well you complete a form is up to you, because in essence, the form is useful about you anyway! Don't make the mistake that you read the instructions and that you take the time to fill in all the details as accurately as possible. Otherwise, you might just end up with a bad form.

Hard copy forms: Top tips

- Always read carefully and follow any instructions given.
- Many forms are read by OCRs. OCRs cannot distinguish mistakes.
- Most online forms are collated by automation without human editing.
- You may be asked to place a tick or a cross in a box. Check which one.
- You will probably be asked to write or print neatly and clearly.
- You are likely to be asked to use a black ink pen.
- You may be asked to write in block letters. These are PRINTED CAPITAL LETTERS.
- Pencil is not only hard to read but can also be erased and changed!
- A form only 'says' what you put on it.

2.15 How's Your Form

2G Biodata and forms

Part A: Fill in this form with **your biodata** as quickly as you can. (Check first to make sure that you understand the questions.)

PERMISSION FORM

Personal Details

Family Name

Other Names

Address

Suburb Postcode State

Date of Birth (DD/MM/YYYY)

Phone (BH)

(Mobile)

email

Next of Kin

Family Name

Other Names

Address

Suburb Postcode State

Emergency contact name

Number Relationship

Signed: Date:


If you are under 18 years of age, this form must be witnessed by a parent or guardian, and when filled in correctly will be approved, given a tick and signed by your teacher.

Witnessed by:

Approved by:

**DRAFT SAMPLE:
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Think before you fill!

- ⇒ Forms are used because they summarise important information in an easy-to-read format. Essentially, forms standardise information. The information in forms is collated and stored in databases.
- ⇒ Some official forms such as employment, medical and government forms ask for required information (or biodata) such as name, address, age, contact details, emergency contacts and next of kin.
- ⇒ It is OK to fill out sensitive information on these official forms. A lot of the information is required by law. Your privacy is also protected by law as well!
- ⇒ Some forms may not be official at all. Yet these forms may ask for sensitive, personal or private information.
- ⇒ Some of the information these forms ask you to provide is really none of their business at all.
- ⇒ In some cases, providing this information is actually a significant risk to your personal safety.
- ⇒ These 'dodgy' forms can include expressions of interest for a vague employment or business opportunity, online competitions and multi-step registrations for some digital sites and platforms.
- ⇒ So you have to think very carefully about what you provide on these forms, unless you are absolutely sure that the 'asker' is legit and that they are not exploitative, or even a scammer.
- ⇒ For tips you should visit: www.cybersmart.gov.au 

Part B: Analysis

In pairs, discuss what is happening to Rennie. What did he **do 'wrong'**? Would **you fall** for this type of **digital bait and hook** - bait and hook - business (many people end up with broken hearts and broken wallets with online tricks)! Report back to the class.

Rennie sees a flashing pop-up online saying, 'Hurry now, you have been chosen to go into the draw to win a new iPad. Click here. Enter now - you are just 2 minutes away from being one of the lucky ones.'

Rennie follows the prompts, autofills some personal biodata including his age, email address and phone, clicks some survey boxes about his job, educational status, income and personal brand preferences, no big deal really - just 5 minutes of his time (and not 2 - but no biggie!).

The final screen tells Rennie that he is now entered in the draw for the cool new iPad, and that all he has to do is wait to see if he wins.

Over the next week Rennie gets lots of targeted emails asking him to do courses, buy products, make donations and so on.

His user feed on social media is also feeding him similar posts, stories and vids that look legit, but when he clicks in them they are just ads.

And then the SMS's start coming through asking him to download apps (which have in-game purchase options) and that he needs new digital subscriptions.

Then he starts getting calls from people trying to get him to do a training course, or invest money and other such pushy requests. Someone even asks for his PIN.

Months pass and he never does hear about that iPad. But he is getting sick of all the people pestering him! So much so that he is thinking of changing his number!

2.17 Online Forms

Online forms 101

As technology plays an ever-increasing part in our civic lives, people are having to complete many of their forms **online**, rather than on paper.

You may need to fill in an online form when applying for a **job**, applying for a **course**, or when dealing with **government authorities and agencies** such as VicRoads and the ATO. Many online portals encourage you to enter online **competitions** and to sign-up for special **clubs, deals and sites**.

With online forms, you have to ensure that you fill in the form accurately, including appropriate **capital letters** and **spelling**. And that goes for correct details for mailing addresses which are generated automatically.

Online forms may place **limits** and restrictions on the amount of **characters** you can enter, the format for entering numbers and dates, and other information that might be restricted by **drop-down lists**.

Sometimes hitting the back button on your browser means that you lose all information. This can be frustrating and means that you have to go back and re-enter information. And as you have experienced, a browser freeze can cause a **crash**.

Some people opt to use 'Autofill' to enter your data quickly. But this can create **security** problems, especially with sensitive information and financial details.

Devices

When using a tablet or mobile device for a form, you have to enter information in a linear manner. This can cause frustration if you get a window hang or crash.

Also many people regard steps like using portable devices. This can make a job or course application look unprofessional. So make sure you enter information as you would expect it to be printed in a desktop. And when using a portable device, your visual interface is very small. This makes it **hard to see** whether or not you've entered the correct information.

You must ensure that what you type in is **accurate**. For example, the 'computer database' that reads your form cannot tell your first name from your second name.

And of course, as more and more people opt to use **predictive text** or **dictation** to complete online forms, well, you really have to check that the 'computer' is inserting the correct information and data.


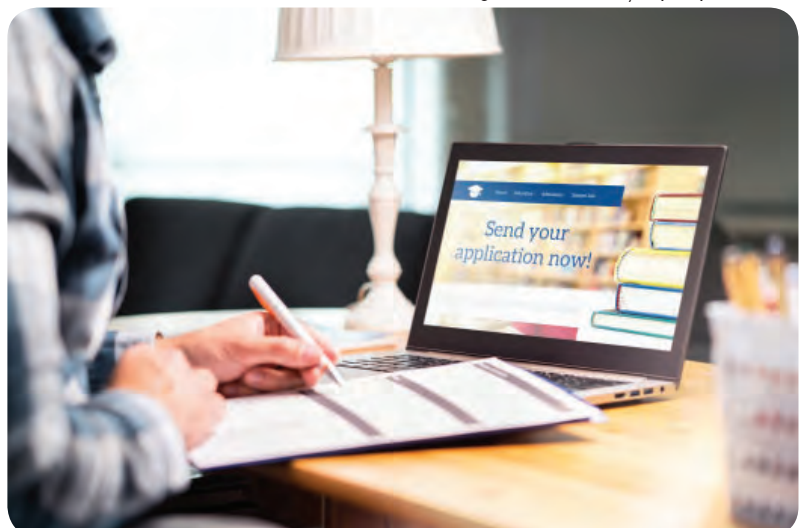
 **For important or complex forms it's a good idea to first fill-in information on a hard copy form, work out just what you need to include, and then enter this into your online form.**

Image: terovesalainen/Depositphotos.com



Online Forms are often used for...

Applying for job opportunities

"I'm only as 'smart'; as my user!"

Applying for training courses

- Dealing with government
- Joining groups, sites or clubs
- Entering competitions
- Booking travel and accommodation
- Making online purchases
- Making online enquiries
- Joining online clubs
- Lodging complaints
- Registering with organisations
- Signing-up for downloads
- Doing banking transactions
- Booking and ordering services
- Placing business orders
- Entering competitions
- Joining social networking sites
- Developing online profiles

Image: bloomua/Depositphotos.com

Online forms 2H

List 5 online forms you have completed and describe the type of information you had to provide for each. What type of device did you use? Did you type all the information, use autofill, predictive text and/or dictation, and why was that?



Online form	Information	Device	Method/Why?

2.19 Online Forms

Digital diligence

Many online sites that want you to sign up with them are trying to 'sell' you something. This is OK if you know what you're buying and exactly how much it will cost.

However, some of these companies have been criticised for using **ambush marketing** to entice young people and children to register, sign-up and use their services.

Some sites are **illegally** trying to extract **personal information** from you such as your credit card number or personal banking details. These e-crimes often involve '**phishing**' and other dubious techniques. They often result in you receiving a lot of spam emails and fake texts.

For example, they might try to get you to fill in a form on a '**look-alike**' website, such as a close copy of a bank website, so that they can extract information. They often send SMS messages pretending to be someone from the bank or ATO and asking you to reply with personal and financial information. The real organisations NEVER do this so don't reply to these types of messages.

Digital alibis: The dog ate my homework

In the old days, students were known to blame their missing homework on their hungry puppy. But in the digital age, we know better. Now we realise that all along, it must have been aliens kidnapping students' homework. Baka!

People have always found ways of blaming others for what they

do or don't do. More frequently, people want to have it both ways - they let their devices **autocorrect** for them, but don't want to take **responsibility** when the overworked digital assistant gets wrong.

So we urge you - ditch the alibis and be the human in the relationship - and train your darn device, don't let it train you!

And remember - you can live without a device but a device can't live without you.

Image: youloveben/
Depositphotos.com



"He, he , he... they always blame the dog!"

21 Digital alibis

1. For each of these **alibis**, predict what a **teacher** would **do** or **say** in response. Then think of an appropriate **punishment**.

Situation	Teacher's response	Suitable punishment
It's on my laptop - it's too heavy to bring!		
I can't find my photo of the notes!		
The computer lost my assignment!		

Situation	Teacher's response	Suitable punishment
But I sent it to you!		
I accidentally deleted my draft!		
It's on my phone/iPad/laptop ... at home.		
I've got no charge.		
The computer changed the spelling!		
My friend/cousin/brother borrowed my computer.		
I can't find/and or open the file!		
I sent you my Numeracy homework by mistake!		
The formatting got lost when I saved it in Word.		
I sent it to you but it bounced back.		

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- Rate the popularity of each alibi among your class members.
- Rate the effectiveness of each alibi.
- Add any other popular or common digital alibis you have come across. Award prizes for the:
 - most common
 - most convincing
 - most desperate
 - most 'transparent' alibi.
- How would you feel in the following situations?
 - ☹ Your boss 'lost' your timesheet.
 - ☹ Your boss couldn't tell you your roster for next week because their battery was dead.
 - ☹ Your friend missed your birthday because they didn't 'get' your Facebook invite.
 - ☹ Your teacher couldn't open your email request for a work reference because their computer kept crashing.
 - ☹ A potential employer couldn't open your CV attachment in a job application.

2.21 Instructions

Instructions

As part of your civic participation you will have to follow and create many instructions. Instructions help and guide you to navigate life's responsibilities. Instructions can teach and support you to learn and work. Some instructions are **cautions** or **warnings**, or even **legal requirements**. Of course we might also follow instructions for navigating, when cooking and even when planning a date!

🧠 So what does the word '**instructions**' mean to you? Are you good at giving instructions, or at following instructions, or at reading instructions, or even at drawing instructions? Or do instructions just bamboozle you?

Instructions **communicate** knowledge so that everybody does not have to work out everything for themselves, over and over again!

Instructions may make use of verbal, written, visual, numerical and other forms of communication. This means that you might need to utilise a range of different **literacies** to both read and write useful instructions.

Instructions are vital because they:

- ⇒ explain how to do something
- ⇒ explain to someone else how to do something
- ⇒ help us to deal with difficult tasks and activities
- ⇒ help to build skills and competencies
- ⇒ set out the steps in completing a task
- ⇒ make sure that tasks are done in the correct order
- ⇒ ensure that tasks are done safely.

Image: 6kor3dos/
Depositphotos.com

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Types of Instructions

Orders & directives

Manuals & handbooks

Recipes & prep sheets

Signage & symbols

Video tutorials

Computer programs & apps

'How to' guides and FAQs

Travel directions

Operating procedures

Safety and warning signs

Patterns & templates

Physical modelling

Guided simulations

Laws & legal guidelines

1. Use the table below to list **2 difficult tasks you have done today**.
2. For each task you need to outline **how long you have been able to do this task**. (i.e. When did you learn this?)
3. For each task you also need to describe how **you learned to do this task** and **who instructed** you in the first place.

Tasks I have done competently today.	How long have I been able to do this task?	How did I learn to do this task & who taught me?
i.		
ii.		

4. Choose **3** of the types of instructions listed on p.45. For each one **explain** how **you use** (by following or giving) these types of instructions. Describe or illustrate an **example** of each one as relevant to you.

5. As a class, discuss the importance of **orders** and **directives**. Share examples of when it might be necessary to give orders and directives. Also explore what might happen if people don't follow orders and directives.



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2.23 Instructions

Effective instructions

Being able to give and receive instructions depends on a range of **varied literacy skills** that need to be combined and applied depending on the situation.

The development of effective instructions illustrates the importance of the three components of the communication process.

1. The sender
2. The message
3. The receiver

So when you develop instructions you need to:

- ⇒ clearly identify just what you (the sender) are trying to 'say',
- ⇒ work out how you can communicate what you are saying (the message), and
- ⇒ properly communicate the message so that it suits the audience (the receiver).

💡 So what can you do to improve your ability to create effective instructions?

Consider the audience

When you give or receive instructions you need to consider that the person (or audience) that you are giving instructions to might have different communication skills to you.

People might have specific communication needs reflective of a **diverse** world. For example, different:

- 😊 ages
- 😊 languages
- 😊 cultural backgrounds
- 😊 physical abilities and disabilities
- 😊 learning abilities and disabilities
- 😊 educational and/or skill levels
- 😊 experience
- 😊 technical ability.

So, just as you don't know how to do everything (for various reasons), you also can't expect everyone else to!



1. Organise your instructions into easy to follow and logical steps.

2. Keep your language simple and clear to suit the target audience.

3. Introduce steps with a number or an enumeration marker: e.g. first, next.

4. Eliminate any unnecessary information.



Giving instructions

- ✓ Use short sentences.
- ✓ Give one instruction per sentence.
- ✓ Use numbers or 'enumerators' to put the instructions in order.
- ✓ Use language that is easy to follow.
- ✓ Translate technical terms and jargon.
- ✓ Consider whether a picture, diagram or visual aid is better to support an instruction.
- ✓ Make sure the potential reader/listener can follow the instructions.
- ✓ Try out the instructions to test if they can be followed.

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Instructions in action 2K



Working in pairs discuss each of these situations.

1. Identify examples of **good** and **not-so-good instructions** for the people involved.
2. Suggest ways to **improve** how **these instructions** might be better communicated.

Situation	Examples of good or not-so-good instructions	Improvement suggestions
<p>A person who is not local asking for directions. "It's just up the road. Not far. After Mrs. Tap's house. Er. You can see it on my phone."</p>		
<p>A computer application instruction for a competent user. "Do it in preview, then click on tools, then annotate. Got that? Then go to signature. Now you've got to take a photo of your signature - write it on a bit of paper. You with me..?"</p>		
<p>Someone helping a visually impaired person to find a seat. (Taking their arm). "Take two steps forward. Just a little further. Right. Now it's in front of you. Okay. Move half a step forward. Great. Can you feel the edge of the seat? Put your hands on the arm rests. The seat is quite low. Are you OK from here?"</p>		
<p>A new worker being inducted into safety regulations for their workplace. "Here is the manual that explains everything, if you have any questions please ask. There are warning posters on all the walls too, so make sure you check these. By the end of your first week, you need to log on and do a quiz to make sure you understand."</p>		

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2.25 Instructions

2L Developing instructions



For this activity, you are required to **develop a set of instructions** for a particular task.

You will **swap** your instructions with another person and assess how well they go at using your instructions to complete the task.

Use one of these tasks or one of your own choosing.

- How to make pesto.
- How to retrieve a lost password.
- How to plant a seedling.
- How to fix a punctured bike tyre.
- How to unsubscribe from a social media site.
- How to cook a _____.

1. In pairs or a small group, spend 15 minutes working out the best way to instruct someone on one of the tasks above. Refer to the range of instruction types on p.44 and make your choice. List reasons for your choice.

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2. Create your instructions using written words, visuals, spoken words or other means.

Your instructions (cont')

3. Join with another pair/ group to test out the clarity of your instructions. Make notes about the effectiveness of these.

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4. Improve your instructions, and have the final draft checked by your teacher.

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5. Try out your instructions. (You could video people trying to do the tasks.) As a class review the strengths and weaknesses of each.

2.27 Timetables

Timetables

You already know from Numeracy, and from organising your own personal, educational, social, community and vocational commitments, the importance of timetables for civic participation.

A timetable is a **plan** or **schedule** that sets out various times and durations for a particular activity. All of us within society must plan and organise our activities and actions to fit in with the timetables of institutions, transport, services, organisations, businesses, schools, recreational activities, even private parties; and in reality - just about everything!

The most common timetables that you use include:

- ⇒ your **school** subject timetable
- ⇒ your **VET** timetable
- ⇒ public **transport** timetables
- ⇒ **work** timetables (rosters)
- ⇒ **government services** timetables such as 'Centrelink';
- ⇒ **services** appointment timetables such as a doctor or dentist, hairdresser or barber, and many others, and
- ⇒ any other activity that uses set times and time durations.

Within organisations, one person's, group's or department's timetable is designed to **fit in** with all the other timetables that are part of the same activity, network or system.

Rosters often come in to play to help organise staff.

This is also the case with major **infrastructure** such as road, rail, bus, tram and air transport, with social services such as hospitals and education, and with commercial trading and operating hours and availability.

As a result, timetables must be designed to meet very **rigid time** schedules. They're not going to be flexible and change just for you. You must fit in with them.

2M My timetables

Which **timetables** do you currently **use**, for what **purpose** and in which **format**?

Timetable	Purpose & format	Timetable	Purpose & format

Planning and Organising a Trip AT2
Module 1 - Literacy for civic participation



Stage 1: Planning and organising your trip

For this assessment task, you will **plan a trip**, travelling approximately **four hours** from where you live. You may choose to travel **alone** or take a **friend**.

For the purposes of this activity, you must travel by **public transport** and will most probably choose to **stay the night** due to the distance you are travelling.

- a. You must be able to demonstrate an understanding of **timetables** and accurately stay up to date with any last minute **changes**.
- b. You must **co-ordinate** any **transfers** of train, tram or bus lines and allow for **missed** or **cancelled** services.
- c. Check for **closures** or **track works**, trains replaced by buses and anything else that might frustrate your journey.

If you live in the regions, you might like to plan a trip to a major event, for example AFL Grand Final day, or you might want to soak up some culture with a visit to a ballet opening night!

If you live in the city, you might need a bit of fresh air by the beach or in the bush. Maybe a visit to one of the famous regional breweries for your cup of tea? What about a music festival or a major regional sporting or cultural event?

- d. Wherever you choose, you must carefully check all relevant timetables to ensure a trouble-free and timely arrival at your destination.

Don't be tempted to follow someone's advice or line based on their experience, unless you do your own due diligence and also consult the relevant timetables.

- e. You need to find out ticket prices, travel times, and even trip availability (V/Line can often be booked out!).
- f. Find out the forms you will need to complete, and in which formats.
- g. Use online resources, and check if these have easy-to-use and informative apps.

www.ptv.vic.gov

www.vline.com.au



Ideas and information

DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES

2.29 Graduated Assessment Task



Stage 2: Booking accommodation for the night

In reality, if you were going to the AFL Grand Final, you would need to know that you had tickets for sure, and then get in early enough for a decent accommodation deal.

Let's just say, that you have nabbed your tickets for this, or another event you are going to, and that accommodation is available.

- a. Decide on your location and budget.
- b. Check more than one online booking site to make sure you are getting the best deal or call the accommodation.
- c. Be clear about check-in and check-out times.
- d. Find out about:
 - i. extra charges you might incur for a late check-out, or if staying in an Airbnb or similar host service,
 - ii. what cleaning charges and fees you might be hit with if you leave the place too messy,
 - iii. how much deposit you have to lodge when booking or checking-in, and
 - iv. other potential costs and charges (e.g. parking, breakfast, etc..)
- e. Be clear about digital keys, or code numbers, or where and when to pick up keys.
- f. Check as to whether you will be charged for cancellation, and what your window is for a refund.
- g. Ensure that the property is safe and suitable if you have special needs - accessible showers, lack of clutter, appropriate colour contrast for vision impairment, etc..
- h. And again, find out the tasks you will need to complete, and in which formats.

Ideas and information

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Stage 3: Organising your itinerary

Now that you have completed all the activities, it’s time to collect and organise all the documents that you have accessed, used and created so that you can create and communicate a clear, structured and ‘easy’ to follow itinerary.

Checklist

- a. Locate all of the documentation that you have used or created. These should already be in a folder and saved to a place where they are easily accessed.
These might include forms, instructions, links or copies of timetables and booking sites used, food and beverages purchased, accommodation contracts, etc..
- b. Label and number the documents in a logical sequence that reflects the processes that you followed.
- c. Make any final formatting decisions (i.e. digital and/or hard copy).
- d. Add annotations, or a legend, or a description, so that any reader is able to understand your process. Consider a diagram, mind-map or flowchart.
- e. Identify examples of potential road-blocks or decisions that might need to be made.
- f. Do you have digital documentation that needs to be printed out, or hard copies that need to be digitised? How will you include these?
- g. Finalise your itinerary in a clear, structured and easy-to-follow summary.

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Stage 4: Communicating your itinerary

Consult your teacher about what form the final assessment submission will take.

- 1. Make sure you understand the instructions on how to present your work. It might be as a folio, or an oral report, or a meeting with your teacher.
- 2. You might be required to present all or some of the texts, documentation and forms you used and created. Or you might just select a sample of the most important texts, documents and forms that together, tell the story of your learning.
- 3. What other things might you need to consider when preparing for this assessment?
- 4. Submit and/or report your itinerary and supporting documentation.



2.31 Graduated Assessment Task

Name(s):		Key dates:		UNIT 3 MODULE 1	
Tasks - AT2: Planning and Organising a Trip		Must Do?	Due Date	Done	Level
 Negotiate the task details with my teacher.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Destination:					
Stage 1. Planning and organising your trip					
a. Source and use timetables.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Co-ordinate transfers for journeys and transport modes.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Check closures, track works, replacements, etc..		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Check relevant timetables for your timely arrival.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Find out ticket prices, travel times and trip availability.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Forms required and formats.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. Use online resources, and check for stops.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Use feedback to refine and improve plans.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 2. Booking accommodation for the trip					
a. Decide on your accommodation and budget.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Compare booking sites and conditions.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Clarify check-in and check-out times.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. i. Extra charges and booking fees.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. ii. Cleaning charges and fees.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. iii. Deposit needed to lodge.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. iv. Other potential costs and charges.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Keypad code and/or keys.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Cancellation fees, and window refund.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. Property safety, suitability and accessibility.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
h. Forms required and formats.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
		<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
 Use feedback to refine/improve accommodation plans.		<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Graduated Assessment Task 2.32

Name(s):	Key dates:	UNIT 3 MODULE 1		
Tasks - AT2: Planning and Organising a Trip	Must Do?	Due Date	Done	Level
Negotiate the submission details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Destination:				
Stage 3. Organising your itinerary				
a. Locate all of the documentation I have used and created.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Label and number the documents in a logical sequence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Make final formatting decisions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Add annotations, or legend, or description, or 'diagram'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Examples of potential road-blocks or decisions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Organise digital and/or hard copies of documentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
g. Finalise itinerary.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Stage 4. Communicating your itinerary				
a. Clarify submission requirements and reporting format(s).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Identify the extent of inclusions for submission.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Consider other inclusions for submission/reporting.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit and/or report your itinerary and documentation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present to your class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____
Date: _____

Videomedia Text Summary

Title:		My name:
Creator:	Format:	Date of origin:
		Date of viewing:
Type of videotext:	Source:	Ease of viewing:
Summary/outline of the videotext.		
Genre/Style	Theme	Main Plot
Good points of the text.		
Not so good points of the text.		
New vocabulary in the text.		
Description of images, graphics, film clips and other information in the text.		
Things I didn't understand in the text.		
What did I learn from the text?		
How did the text make me feel?		
Other information.		

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It's a Part of Life

3

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3.03 Who Are You?	60	3.27 By Hand	84
3.07 Who Are They?.....	64	3.31 Module Assessment Task.....	88
3.13 Texts For Life.....	70	3.33 Review and Reflection	90

Activities 3: It's a Part of Life		p.	Due date	Done	Comment
LER3	My Literary Engagement Record	58-59	<input type="checkbox"/>	<input type="checkbox"/>	
3A	Am I 100?	61	<input type="checkbox"/>	<input type="checkbox"/>	
3B	Hitting the 'ton'!	62-63	<input type="checkbox"/>	<input type="checkbox"/>	
3C	Organisational - Identity texts	67	<input type="checkbox"/>	<input type="checkbox"/>	
3D	Good, better, best?	68-69	<input type="checkbox"/>	<input type="checkbox"/>	
3E	Community involvement		<input type="checkbox"/>	<input type="checkbox"/>	
3F	Government and official		<input type="checkbox"/>	<input type="checkbox"/>	
3G	Service breakdown	74-75	<input type="checkbox"/>	<input type="checkbox"/>	
3H	Legal documents and contracts		<input type="checkbox"/>	<input type="checkbox"/>	
3I	Money and finance	79	<input type="checkbox"/>	<input type="checkbox"/>	
3J	Words about me	80	<input type="checkbox"/>	<input type="checkbox"/>	
3K	What about them?	81-83	<input type="checkbox"/>	<input type="checkbox"/>	
3L	Running dictation	84-87	<input type="checkbox"/>	<input type="checkbox"/>	
AT3	This is Your Life!	88-89	<input type="checkbox"/>	<input type="checkbox"/>	
3.33	Review and Reflection	90	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

3.01 Introduction - It's a Part of Life

Unit 3 Module 1: Literacy for civic participation

Section 3: It's a Part of Life is the final stage to investigate **Module 1: Literacy for civic participation**.

Through this section you will explore the importance and requirements of a range of different texts including personal identification requirements, organisational texts, community, official and government documents, and legal and financial documents.

You will then return to personal biographies to finish your 'Moment of glory' from Section 1.

Your teacher will continue to present a range of texts and text formats related to civic participation and relevant for navigating different personal, vocational and other life contexts.

You should apply your knowledge of varied types of texts to vocational and community situations, as well as to and from, your VET studies.

This section concludes with a module assessment task (**AT3**) that requires you to create a mock-up or finished version of your 'Moment of glory' (from Section 1) to present to an audience.

LER3 Literary Engagement Record for:

Describe the main texts and literary materials you used and created this unit.

The main readings I received were:

Date	Text/Reading Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

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LER3: Literary Engagement Record of: _____

2. The main writings I created were:

Date	Topic or theme/ audience	Type of writing/ format	Summary/ main points	Main skills I developed	What I most learned from this is:

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3. The main podcasts and blogging, an video, media communications were:

Date	Topic or theme/ audience	Type of verbal communication	Summary/ main points	Main skills I developed	What I most learned from this is:

3.03 Who Are You?

100 points

You probably already know that there are many examples of civic participation whereby you need to establish your identity using the 100-point ID check system. When you register or apply for varied services and activities, you have to establish who you are by presenting **original primary documents**, as well as **secondary documents** or **certified copies** of documents.

It is important to realise that the points system is not applied universally. The amount of points allocated to an ID document is likely to change in different states, for different organisations and agencies, and for different purposes. e.g. In some applications, a passport might only be worth 50 points! So in those cases, you are going to need another 2 documents to get there! Also some of the secondary documents might have lower point allocations. The basic requirements are as follows.

- ⇒ Your **proof of identity** must add up to at least **100 points**.
- ⇒ You can only use **any document once**.
- ⇒ One of your proofs of ID must be a **Primary proof** of identity document showing your **photograph** and **signature**. Only one of these can be used.
- ⇒ Your other ID documents can come from **Secondary proof** of identity documents.
- ⇒ The **40-point** documents must have a **photograph** and a **name**.
- ⇒ **35-point** documents must have a **name** or **address**.
- ⇒ Many of the **25-point** documents must have a **name** or **address**, or a name or **signature**, or name and **date of birth** (you can **only use one** of these from **each sub-category**).
- ⇒ Your **name** must be **the same** on all of the documents. Otherwise, you will also need a change of name certificate.
- ⇒ Your documents must be **current**. The only document that doesn't have to be current is an Australian Passport that has expired in the last 3 years.

Table 1: Common Primary proof of identity documents

Points	Document type
70	Australian birth certificate
70	Australian citizenship certificate
70	Australian residency status certificate
70	Australian visa
70	Certificate of Evidence of Resident Status (CERS) issued by the Department of Immigration and Border Protection
70	Certificate of Identity (COI) issued by the Australian Passport Office
70	Document of identity (DOI) issued by the Department of Foreign Affairs and Trade
70	Australian Passport (current or up to 3 years from the expiry date)
70	Foreign Passport (current only)
70	Shooter or firearm licence
70	Security protection industry or crowd control licence
40	Australian driver's licence

Table 2: Common Secondary proof of identity documents

Points	Document type
70	Australian birth certificate
70	Australian Defence Force discharge papers
	Document - must have a photograph * and a name
40	Australian Defence Force identity card
40	Centrelink card e.g. health care (* no photo/ has a reference number)
40	Child's birth certificate with your name as parent/guardian (* no photo)
40	Department of Veterans' Affairs gold card
40	Driver's Licence issued by an Australian state or territory
40	Licence or permit issued under a law of the Commonwealth, State or Territory Government (e.g. boat licence)
40	An identification card issued to a student at a tertiary institution
	Document must have a name and address
35	Mortgage documents including your current address
35	Land Titles Office record including your current address
35	Records from a current or previous employer (within the past 2 years) that confirms your name and current address
	Document must have a name and signature*
25	Marriage certificate (for maiden name change)
25	Credit Card
25	Foreign Driver's License
25	Medicare Card (* signature not required on Medicare Card)
25	EFTPOS Card
	Document must have a name and address
25	Electoral roll completed by the Electoral Commission and available to public scrutiny
25	Records of public utility such as phone, water, gas, electricity bill
25	Records of a financial institution
25	A record held under a law other than a law relating to land titles
25	Council rates notice
	Document must have a name and address
25	Rent/Lease agreement
25	Rent receipt from a licensed real estate agent.
	Document must have a name and date of birth
25	Record of a primary, secondary or tertiary educational institution attended by you within the last 10 years
25	Record of professional or trade association of which you are a member.
Note: there may be some other 25 point documents permitted.	

Am I 100? 3A

Quickly now, what ID documents have you currently got to achieve 100 points?

3.05 Who Are You?

Certified documents

When you are applying, registering or completing another similar process that requires you to **prove** your **ID** to an external organisation or agency, you will need to make **copies** of documents. You don't lodge the originals of those very important documents as this will result in you losing them forever.

Normally **primary documents** such as your passport, birth certificate and so on need to be seen and witnessed physically in person as part of the application process.

But for many of your **secondary documents** you will need to supply **certified** copies. A certified copy means that any copy of a document has to be **witnessed** by an **authorised professional** such as:


- ✓ a school principal
- ✓ certain medical professionals including pharmacists
- ✓ a police officer
- ✓ a Justice of the Peace
- ✓ a judicial officer
- ✓ a minister of religion authorised to celebrate marriages
- ✓ a Notary Public,
- ✓ and a range of other official positions and roles.

Now there are certain exclusions on who can certify documents that might apply depending on the function of the document being witnessed and the jurisdiction for use e.g. a particular state vs the whole of Australia, or overseas use.

Image: AndreyPopov/Depositphotos.com

And many professionals working in their normal roles just indicate that they do not 'witness' documents due to overwhelming demand that impacts on their ability to perform their usual job.


But as you can see, there's one 'person' on that list who can set this right before

 you leave school. Who is that?

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3B Hitting the 'ton'!

 As a class, identify the main **types** of **primary** and **secondary documents** that young **people your age** are likely to **have**. How many **points** are they usually, (but not always), worth? Have you got these?



Applied investigation

Now split into pairs. Investigate the type of ID documents that people your age could supply for 3 of these situations. Your teacher might add others. (Use your state or Australian sources.)

Allocate all situations across the entire class, with each situation researched by at least 2 different pairs. Feed back to the class to cross-check for accuracy.

- applying for a Tax File Number
- opening a bank account
- getting a driver's license
- TAFE/course enrolment
- starting a new job
- applying for a passport
- registering with the NDIS
- registering with Services Australia
- getting your own Medicare card
- a Working with Children check
- renting a property
- mobile phone plan
- getting a loan
- a license for _____
- joining a(n) _____
-

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3.07 Who Are They?

Cutting through the information overload

In the contemporary digital age, most people access information about different organisations and agencies involved in civic participation, including government organisations, through online interactions. But truly, there is a lot of digital information to unpack!

It is important to know who these organisations are, what they stand for, and what they do. Knowing this information helps guide us as to the:

- ⇒ **validity** of their information
- ⇒ usefulness of their **services**
- ⇒ extent of their potential **support**, and
- ⇒ **importance** of these organisations for our personal, social, community, educational, vocational and other life situations.

Identity organisational texts

The first step in understanding the role and importance of these organisations is by accessing their **identity texts**. Identity organisational texts refer to a range of texts in different media formats, that are created by an organisation to communicate about itself.

It is not only interesting, but also very instructive to have a look at the type and tone of identity texts produced by an organisation. These can tell you a lot about how they see themselves within the industry and in society more broadly.

For the private sector (i.e. businesses) these often aim to communicate a corporate **image** or **brand** to the broader commercial world. But **public relations** copy and **marketing** spaces can make up a large proportion of the information that is communicated.

It's not easy to sort out the truth from the **'brand'**. So let's take a look at how organisations do most of their communication in the digital age.

Organisations: Digital Communication Methods

Web pages and portals

Naturally we start with website content. This includes:

- ⇒ the homepage
- ⇒ 'about us' page
- ⇒ product or service pages
- ⇒ sales and service portals, and
- ⇒ other web pages that provide information about the organisation.

This can also extend to product sites that give a product or product line its own brand or identity.



Social media sites and posts

In the digital age, many people access an organisation’s online content through its social media communication rather than through the traditional website format.

Social media sites and posts involve establishing a corporate or brand presence across social media platforms.

Once established they usually involve short messages or posts to quickly connect, engage and inform followers on social media platforms, such as Twitter (X), Facebook, TikTok, Instagram, and LinkedIn.

When the viewer is engaged, then they might click on a link or QR code into a sale or service ‘shop’.

SMS

Text messages or **SMS** have become a prolific and efficient way to communicate brief information, as well as to service customers and clients with push notifications, order confirmations, QR and barcoded ticketing, reminders, tracking and other communication.

Government agencies use SMS to communicate weather alerts, health reminders and disaster warnings.

And of course, text messaging enables business operators and workers to be instantly connectable on-the-go, wherever they are - for better or for worse!

Information on jobs/blogs

Another type of digital communication used by organisations is **blogs** and **vlogs**. These online articles, posts and videos provide information about:

- ⇒ the organisation
- ⇒ its products or services
- ⇒ tutorials, or
- ⇒ industry-related topics.

Sometimes these can be instructional with user-support. But many are advertorial and persuasive. They can offer a call to action, i.e. Click to find out more (to buy!)

Online videos

We can move from vlogs into the general format of **online videos**.

Online videos have become the prominent form of contemporary communication used to engage and inform the audience.

Common themes include how-to/explainer videos, product demos, brand stories, public relations, recruiting PR, product ‘drops’, celebrity tie-ins, etc..

email newsletters

These digital ‘mailouts’ are a vital communication text for business operations.

They usually involve regular emails sent to existing customers and subscribers on a mailing list.

They provide updates on the organisation’s activities, products or services, and sales and offers; and again offer the opportunity for a call to action, delivered directly into an inbox.

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3.09 Who Are They?

I'm the best, just ask me

When you access organisational identity texts, you need to remember that these texts are created by the organisation themselves (or by a PR firm) to talk about themselves.

Identity texts might include websites, videos, infographics and virtual tours showing various aspects of the business that the organisation is proud of.

With **private sector**, profit-oriented **businesses**, you will naturally see an element of 'spin' in their external texts, as they create these to represent the stated values, culture and goals of the organisation.

In contrast, **government** departments and agencies have to follow **strict rules** and **guidelines** about how they **communicate** about themselves - and should avoid PR and spin as much as possible.

Image: maxkabakov/
Depositphotos.com



Organisational Identity texts

Corporate identity/branding

- ⇒ This involves establishing a corporate or brand presence across social media platforms.
- ⇒ Once established, they usually involve short messages or posts on social media platforms to engage followers.

Marketing communications

- ⇒ These promotional materials advertise and promote the organisation's goods or services.
- ⇒ e.g. Advertisements, eCatalogues, videos, influencer partnerships, viral marketing, brand sites and content, and social media posts.

Public relations

- ⇒ These texts focus on managing and/or protecting the organisation's reputation and image.
- ⇒ e.g. Press releases, media interviews, advice and updates, and crisis communication.

Internal communications

- ⇒ These texts are for employees within the organisation.
- ⇒ e.g. emails, memos, reports, policy updates, rostering, newsletters, learning materials and intranet sites.

Corporate social responsibility

- ⇒ These texts promote their commitment to social and environmental responsibility.
- ⇒ e.g. Sustainability reports, community support programs and charitable contributions.

Investor relations

- ⇒ These texts are aimed at shareholders and investors as part of accountability to 'owners'.
- ⇒ e.g. Annual reports, financial statements and investor presentations.

Below are different types of **organisational identity texts** that you will see online.

Find **examples** for each of these from profit-oriented businesses; and then from **not-for-profit** enterprises and/or **government** agencies.

Note: The 'titles' of this content might vary in different organisations and sectors.



Vision statement	<p>Outlines the organisation's long-term goals and aspirations for the future.</p> <p>e.g. What the organisation wants to achieve and how it intends to do so.</p>		
Mission statement	<p>Defines the organisation's purpose and reason for being.</p> <p>e.g. What the organisation does, who it serves, and what makes it unique.</p>		
Values statement(s)	<p>Describes the organisation's core values and beliefs.</p> <p>e.g. Values that the organisation prioritises, such as integrity, accountability, innovation or teamwork.</p>		
Culture statement	<p>Defines the organisation's culture and work environment.</p> <p>e.g. Its values, traditions and practices, as well as the expectations of employee behaviour.</p>		
Brand promise	<p>Defines the organisation's unique value proposition or promise to its customers.</p> <p>e.g. A slogan or a description of the benefits of the products for the customers.</p>		
Diversity, Equity, and Inclusion statement	<p>Outlines the organisation's commitment to promoting diversity, equity and inclusion, and creating a welcoming and inclusive workplace.</p>		
Sustainability statement/commitment	<p>This outlines the organisation's commitment to sustainability, including its environmental governance practices.</p>		

3.11 Who Are They?

3D Good, better, best?

You are going to investigate the identity texts of the 4 big supermarket retailers in Australia: Coles, Woolworths, IGA and Aldi. (Note: Your teacher might add another retailer if they play a significant role locally for your community.)

Split into pairs or groups so that each retailer is investigated by 2 groups.

My/our retailer is: _____



1. Website

View its website to find out the key information that it is communicating about itself. Look for these types of identity texts. (Note: These text headings might have slightly different names.)

Annotate these texts and make summary notes where needed.

Vision statement	Mission statement
Values statement(s)	Culture statement
Brand promise	Diversity, equity & inclusion statement
Sustainability statement/commitment	Other

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2. Social media

Examine the **communications** and **posts** used by the retailer on varied **social media platforms** (at least 3). Analyse and summarise the **content** of these according to the **criteria** below. Add others as relevant.

Social media platform	1.	2.	3.	4.
Helpfulness/ usefulness of content.				
Communication of price/ service/ quality.				
Communication of values.				
Extent of branding.				
Quality of engagement.				

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3. Advertising

In your work folios, summarise any other content you have seen in advertising and promotion campaigns on TV, online, in print and other media. Does this vary from their social media communications?

4. Reporting

In your work folios, collate and **summarise** your information into a brief 10-15 point **presentation**.

Organise your information including a conclusion, and report back to the class. Keep it brief and to the point.

5. Discussion

So **who** is **better**? And **what** actually constitutes **better**? And **who said so**? **How** will your **class decide**?

Have you **changed your mind**? **Why** is that?



3.13 Texts For Life

Community events and volunteering

In Personal Development Skills, as well as in Literacy, you have been encouraged and expected to actively engage with various communities. This civic community involvement might include organising or participating in a range of community events or volunteering opportunities. And your community engagement will go on long after you finish your VPC and live your adult life.

Community involvement and engagement activities can:

- ⇒ be **satisfying** and **rewarding** for the participant
- ⇒ build social **connections**
- ⇒ give you **network contacts** within a community
- ⇒ develop **transferable** work-readiness **skills**, and
- ⇒ be of great **support** and **help** to **others**.

If this kind of civic participation interests you, then you will need to know how to connect with the various organisations, and where to find the text information that you need.

So perhaps it's time to find out!

Volunteering for events and activities with kids is a great way to give to the community and is very rewarding.

But there are strict rules, processes and legal procedures that you must fully satisfy all the time!



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Investigate. Community connection resources

Here are some online resources to help you get started:

<https://www.volunteeringvictoria.org.au/for-volunteers/search-for-volunteer-roles/>

<https://www.volunteer.vic.gov.au/>

<https://www.melbourne.vic.gov.au/community/strong-communities/funding-grants/pages/community-events-grants.aspx>

Choose one of these resources, or another suggested by your teacher, to investigate information about types of volunteering opportunities and what you need to do to get involved. This will require you to access and complete various texts.

- ⇒ Are you surprised by any of the requirements?
- ⇒ Are these things you think you could organise on your own? (e.g. Working with Children, police check, insurances, etc.?)

Look at your local council's social media posts and then its website to find out about permits for hosting community events.

- ⇒ What is required? (e.g. event permits, risk assessment documents, funding, etc..)
- ⇒ How do you apply?

Community involvement 3E

Prepare to **apply** for a **volunteering position**, or to **organise** a **community event** (arts, entertainment, fund-raising or other event) that appeals to you.

You will probably complete this activity in pairs or small groups.

- a. Research and list a **range of ideas** and **options** for someone wanting to **apply to be a volunteer** or organise a **community event**.
- b. Make an **infographic**, digital **poster** or other **visual ‘text’**.
- c. Make sure that you include all of the **safety** and **legal requirements** and **responsibilities** involved in undertaking your chosen activity.
- d. Have a **mini-poster session**. This is a way of **displaying your work** and **explaining** each **stage** in the process **to classmates** as they circulate to look at all the visuals and ask questions.



Ideas and key information

Process

- 1. **Source appropriate texts** for your volunteering or event from community groups, charities or local councils.
- 2. **Speak to people** with experience of running similar events. **How will you find them?**
- 3. Research the **processes** involved in each stage of the event **planning** and/or the **application** process.
- 4. Find out if **funding** is available for your event. Check local council sites.
- 5. If applying to **volunteer**, find out what the **process** is.
 Is it a **formal application** with an **interview**? If so, do you have the **skills** and **capabilities** stipulated in the application form?
 Are you **available during the times** needed? Do you **have to commit** for a specified **amount of hours** per week or fortnight?
- 6. If you are **over 18**, you will likely need a **Working with Children check** and possibly a **police check** for running an event or volunteering. (**Find out** how to **apply** for these, their **cost** and who will **pay**.)
- 7. Design your **visual** and **plan** your **mini-poster session** by making sure that you can explain each element of your graphic.



Ideas and key resources

DRAFT SAMPLE: FOR PREVIEW AND PLANNING PURPOSES

3.15 Texts For Life

Government and official texts

We all engage with government and official texts as part of our day-to-day lives. Although some are reasonably straightforward, many others are complex and not always clear, making them quite difficult, or even scary, to navigate.

An added problem is that some of the government departments or agencies do not give useful, timely or appropriate advice or help.

However, many government **departmental websites** and **agencies** do offer their information in **different languages** and usually have good **accessibility** features.

It is important that you can correctly understand and complete government texts, such as forms, because these will become **legal documents** and must be filled out completely and correctly.

Some of the key government departmental and agency texts are listed below. But there might be many more depending on your own circumstances. And **myGov** is

now a key part of everyone's lives. Which ones are also part of your life?



Government Departmental & Agency texts

Centrelink

NDIS

Employment documents

Youth allowance

Child support

Penalties and fines

Police checks

Building permits

Educational documents

Job Services Australia

Driver & other licenses

Tax returns & TFN (ATO)

Medicare

Rates notices

Passports and visas

Births, deaths & marriage

Business permits

Registrations (lots!)

Aged, disability and caring pensions



Image: kritchanut/
Depositphotos.com

About myGov

“myGov is a simple and secure way to access government services online in one place.

myGov gives you access to a range of government services online.

When you create a myGov account you can link to Medicare, Centrelink and Child Support, and a range of other government services.

With a myGov account, you can:

- get messages sent to your secure myGov Inbox
- update your personal details
- be confident your personal information is secure
- access your online accounts overseas
- link to other government services.” (as at Dec. 2023)

Source: <https://www.servicesaustralia.gov.au/about-mygov?context=64107>

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Government and official 3F

Find out from your **family**, and from your own experience, the official government **texts** you need to **access** as part of your personal, recreational, social, educational and vocational **activities**. Identify the department or agency responsible.

Rate these according to importance, ease of access and ease of understanding. Also identify the **frequency** of your use of these, e.g. daily, weekly, monthly, etc..

Text	Department/Agency	Importance	Ease of access	Ease of understanding	Frequency

Applied: What role does myGov play in your life? Will this role grow?

3.17 Texts For Life

3G Service breakdowns!



Read these two real **case studies** and **discuss** the steps **you could take** to resolve the problems with government and government agency text communication failures. Report back to the class.

Case 1: Old lady - Do you know who you are?

Patricia is an aged pensioner. She received the following communication from Centrelink concerning her pension payments.

Dear Mrs. 'Patricia'

Centrelink has tried to contact you by telephone on a number of occasions. We have not been able to speak with you. If you do not call Centrelink within two weeks, your pension payments will be stopped.

Regards ...

The letter from Centrelink did not mention the reason why Patricia's pension was going to be stopped. Upon receiving it, Patricia was very worried and repeatedly tried to contact Centrelink by phone. On each occasion that she called, the automated service put her on hold and she had to start again. Patricia couldn't even get into a waiting queue.

Eventually, Patricia asked her daughter to take her to a Centrelink office to deal with the problem directly.

When they arrived, Patricia was told that she had to prove her identity, although there was no mention of this in the letter.

She was required to show 10 points of proof. But Patricia had only brought her usual forms of identification - she had her driver's license and her debit card. Therefore, another appointment was made for the remaining documents to be shown.

So, another trip to Centrelink. Patricia also brought her birth certificate, since her passport was well out of date. The Centrelink officer took one look at that and said "I can't use this - it's not an Australian passport". Poor Pat. She then had to answer a raft of questions about her past residences (going back to prehistoric times) and various other things that she couldn't remember.

1. Wouldn't it have been useful to let poor old Pat know in advance what she had to do?
2. Why do you think this happens?
3. Have these types of issues ever happened to you or your family members?
4. How might this have impacted on Patricia's daughter?
5. What do you think are some of the issues that older folks, and other marginalised people, face when dealing with government texts?

**Case 2: Who needs a cashcow when there are cats and dogs**

Tiff and Caz (not their real names) have four cats which they register with their local council each year for the modest sum of \$35 each. So it came as quite a shock when a penalty notice arrived telling them that they owed \$390 for not paying on time. Feeling pretty annoyed, Tiff paid the fine.

Over a number of weeks, three more identical letters with the same reference number arrived. “Darn Council! I paid that weeks ago” said Tiff to Caz.

Time passed until one Saturday morning Tiff got a phone call from a debt collector saying that she had outstanding fines and would be taken to court by the council if she didn’t pay immediately. Apparently, the \$390 was for one cat only and Tiff still owed almost \$1,200 in outstanding fines!

Soon after, they came home on another Saturday to find (a not-too-professional looking) card in their security screen from that same debt collector who had now paid the house an unexpected visit.

Tiff and Caz started reading stories in the paper about many pet owners who were being fined or taken to court for late payment of registrations, although they had never received any original notice. It seems that the renewal notices were sent via email with many being blocked (spam filters).

Most people paid up because, who wants to go before a Magistrate? Tiff and Caz were made of sterner stuff and with some advice from an online group, they won their case without the need for court. That \$390 fine still hurts though.

1. Look up some news stories from 2023 about the registration penalties being issued. What happened?

(Note: The State Government sets the fine amount and the date. But it is wholly the local government’s responsibility to administer the system and they get the revenue.)

2. Is this happening again this year? The cut-off date for pet registration in Victoria each year is around April 9 to 10 (ish).
3. One of the issues was the switch from paper letters to emails. How could this tech-upgrade cause problems like this?
4. One council made \$600,000 from this. And although it sounds like a scam, it was perfectly legal! Go figure. How do you feel about this?

Many people reported that they were made to feel like they were deliberately rorting the system - like criminals. They said that they do the right thing and register their pets whereas other residents don’t. Yet they are paying the price for being responsible citizens.

5. Do you think that community leaders (the councils and shires) should treat their community members (residents) that way?
6. How would you go about handling an unfair fine or penalty? Is there any support available to help you? Find out where you might go to get support and backup.



**DRAFT SAMPLE:
FOR PREVIEWING
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PURPOSES**

3.19 Texts For Life

Legal documents, contracts and essential paperwork

There is a significant amount of paperwork that presents itself when you need to take out insurance, enter into a legal agreement, or commit to a contract.

There is also a dizzying array of choices for some essential products and purchases. And for these you need to at least attempt to understand the basics of the **terms and conditions**. But in the digital world, many people do not read the T&Cs, they just click 'accept'.

From insurances to purchase contracts, mobile plans through to loans, these texts are a potential minefield. And don't be embarrassed if you come out with a sore, confused head. More experienced people than you get bamboozled by legally-binding documents.

There are many, many complaints cases before VCAT (Victorian Civil and Administrative Tribunal), the Office of Fair Trading, various Ombudsmen, Magistrates courts and other bodies, put by citizens or groups who believe that some of this 'paperwork' is not transparent, or is unjust.

The fact is that this paperwork (or digital docs) is all around. So we have to deal with these as best we can. And most of these essential commercial texts are binding legal documents. So what you sign is what you get - whether you've read them or not - and whether you understand them. Not! So how do you go navigating this space?

Some of these texts are listed below but you will know of many more based on your own personal, social, recreational, educational, and vocational experiences.

Common legal documents and Contracts

Licenses

Phone & internet plans

Buy-now, pay-later agreements

Warranties/guarantees

'Free' downloads

Streaming services

Hotel/stay contracts

Superannuation

Memberships

Employment contracts

Insurance contracts

Loan contracts

Police checks

Credit cards

Vehicle registrations

Course enrolments

Rental agreements

Tax returns

Passport applications



Image: alexraths/
Depositphotos.com

Trade or professional registration & licensing

Part A

You will source **examples** of **contracts** for **necessary products**. (This example is for car insurance.) Work in groups of 3 to identify different **parts** of the **contract**.

Each person should first find their own example and then **share** and **compare** your **understanding** of the document. Look for:

- Product disclosure statement.
- The 'small print'.
- Covered or not? Check categories you think are important.
- Value for money of comprehensive vs third party fire or theft.
- How do you make a claim?
- How do you make a complaint?
- Premiums - they are not called 'premium' for nothing.
- What is an authorised person on a policy?
- Is policy renewal automatic?
- Find the Glossary of terms. How helpful is it?

Process

1. Each person in the group should look up a different **car insurance contract**.
2. Take **notes** and then **share** the information you have found.
3. Compare the **3 contracts** and assess for each for **understanding**. Do you consider that it is written in 'plain English'?
4. Premiums are not called 'premium' for nothing. Insurance policy premiums go up every year. Yes, every year! The one you choose may be cheaper in the first year and then it will increase. Talk about some **things** that **you can do** to continue to **get a good deal**. List some ideas.
5. Most people **don't change** their **insurance providers regularly**. Why do you think that is?

Part B: Extended warranties - Worth it or not?

When you buy technology products, whitegoods, furniture and other types of 'big-ticket' items, you will generally be offered an extended warranty at extra cost.

How do you know whether they are worth the digital receipt they are printed on?

Well, you always have a right for the product to be 'of merchantable quality'. If it isn't, it must be fixed at no cost to you, or else replaced. So you are actually covered for the normal warranty period for any defects or lack of durability, or if the item is not fit for the purpose it was sold for.

Extended warranties are generally sold based on a consumer's fear that something might go wrong with an expensive purchase, and not because they offer extra value or benefit. So what do you think about this?

Go online, research these and report back. Start with www.choice.com.au



DRAFT SAMPLE:
FOR PREVIEW
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3.21 Texts For Life

Financial services

Everyone uses financial services such as loans during their lives. That's because over a lifetime we purchase and invest in **big-ticket** items that are not instantly affordable (to most people) in 'cash' or from current **savings**.

Think about buying a house. It is usual to take out a **mortgage** (home loan) for up to 30 years. What about a car? Will you be able to purchase a car outright, or would you need to enter into an arrangement with a **financier** or take a **personal loan**?

And what choices will you make when choosing how to finance these 'big-ticket' purchases? As you know from Numeracy, you will have to balance your need or desire for something, against your **available funds** and **ability to repay a loan**. You also need a **credit rating**, or proof of your ability to pay back a loan (such as proof of employment and your annual income) to gain eligibility.

If you need a vehicle for work (such as a ute for an apprentice tradie), your decision might be more urgent than if you simply want a car for personal use. In the latter case you might (or might not) choose to save for a little longer and remove some of those painful interest payments. But the apprentice might need to get their vehicle immediately.

Or would you consider a rental arrangement? Generally, these involve you paying a specified monthly amount to **lease** a vehicle, which never becomes yours. You just keep renting more vehicles over the years.

So how do you find out your rights with regard to financial services? It's especially important to know what happens if you default on a payment, and what **hardship arrangements** might be available.

Note: The Bank of Mum and Dad is not an accredited financial service!

Image: ARudolf/
iStock/Thinkstock



Beware: Easy money is fast debt!

Sources of Money and Finance

Savings

Phone plans

Personal loans

Buy-now, pay-later
agreements

Course fee loans

Trade support loans

"I should have read the small print!"



Image: Wavebreakmedia/Depositphotos.com

Family support

Vehicle financing

'Payday' or instant
loans

Credit cards

'Interest-free' finance

Home loans

Many of you will be very familiar with the idea of ‘buy-now, pay-later’ products. Generally, they work by charging you four equal payments over a 6-week period (the first payment is made immediately). These have become one of the most common types of purchase finance for people aged under 30. Which ones do you know of, and have you used any of these?

It is often believed that this form of finance is cheaper than ‘old-school’ credit cards because they are interest-free. They might be interest-free, but they are certainly not ‘fee-free’.

Another problem is that some people use multiple buy-now, pay-later products and get into financial strife. They just keep rolling over their spending and fall further into debt by incurring lots of fees.

So now it’s time to find out the real ‘facts’ about these financial products. Work in pairs or groups to check on a range of buy-now, pay-later products.

Compare the terms and conditions of use for each of them, and decide whether you would, or even should, use this type of financial product or not.

You will explain your choice to your group members and advise them on either:

- how to **use** these buy-now, pay-later finance products **safely**, or
- why and **how** to **avoid** this financial option.

[Research](#)

Process

1. Locate terms and conditions for a range of buy-now pay-later products.
2. Who is the market for these products? What language and visuals indicate this?
3. Do you think the information from these finance providers is trustworthy? Explain your answer with examples.
4. Find out if all these finance products work the same way, or whether there are some that do it better (in terms of financial safety of users and clear disclosure of terms and conditions).
5. Determine some strategies for selective use, or avoidance, of these products.
6. Decide on how best to advise others.
7. Schedule a meeting to share your advice; set a loose agenda for how it will run.
8. Report back to the class on what your group learned.

3.23 This is Their Life

Finding your voice

Your personal communication style is all about balance. Saying enough without saying too much. This can involve speaking in a common language and **idiom** to those around you, while still sounding like you.

We all have a kind of **language signature** or 'voice'. It shows something about who we are or who we want to be - a bit like the clothes we wear - but even more personal and more permanent. So it's worth being conscious of how our speaking (and writing) style speaks for who we are.

There are a number of theories about how language evolved. Interestingly, one of the reasons that different cultures have developed such varied language systems and rules is to define themselves as a group. We use language to invite people in and keep others out. What do you think about that?



3J Words about personality

1. Brainstorm words that describe your personality.

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

2. Brainstorm words that **describe what you think you're not**. These are some words that you wouldn't like to be described as.

1.	2.
3.	4.
5.	6.

For the following task, your class will be divided into two groups, A and B.



1. Group A will read biography A, **highlight, annotate** and take **brief notes** on a separate page. Group B will read biography B, highlight, annotate and take brief notes on a separate page.
2. Both groups will be given a few minutes to **review their notes** and **check against someone else** who is in the same group.
3. Now **pair up** with someone who **read the other biography**. Tell your partner the **details** of the biography you read.
4. Tell your partner a **second time**, allowing time for them to **make notes** based on your biography.
5. Finally, **compare** your partner's **notes** with **yours**, and with the **original text**.

Reflection

Now reflect on the task with your partner.

- a. How close was their information to the original?
- b. If there were differences, what were they, and were there a pattern?
- c. Looking at your partner's highlighting, annotating and notes. Can you track the accuracies and inaccuracies?
- d. What advice would you give your partner on each of the skills of highlighting, annotating and note-taking?
- e. Reflect on your own skills. What strategies can you introduce to make your skills better in each of these areas? (Do not miss one could be to read more carefully.)

DRAFT SAMPLE:
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3.25 This is Their Life

Biography A

Cheng Ja Min was born in a town just outside Shanghai in 2000. She was brought up by a businessman father and a school teacher mother.

As a small child Ja Min studied gymnastics and piano. Her natural musicality gave her an advantage in these pursuits.

As Ja Min got older, she participated in school choirs, piano recitals, gymnastics competitions and other performances, while achieving academic excellence.

At the 13, Ja Min started posting online vids of mash-ups of her performances with feel good, life-affirming messages. As her videos gained more followers, she started writing and singing melodies and lyrics as soundtracks for her footage.

Before long, Ja Min had a really substantial following and she decided it was time to put all her hard work to the test.

At age 15, she auditioned for China's Got Talent. She was billed as a 'multi-threat', given the range and depth of her skills.

Unsurprisingly, the judges were impressed. In fact, judge Li Quan describe her as 'representing all that was good in China, and showing a bright future for her country's emerging leaders'.

Ja Min got very close to winning the season, but was edged out only by the seasoned Cici and her Amazing Singing Cordles. Ja Min was delighted with the feedback of the judges and the love that her audience showed. But the best was yet to come.

At age 16, she was approached by an agent to audition for PinkPink, the internationally acclaimed K-pop group. This was a dream come true but a slight departure in the trajectory that she expected for her career. And it meant a lot of change, if she was successful.

Ja Min, with the full support of her parents and teachers, travelled to Seoul in South Korea, for the audition. There she came into contact with a whole new world - other very talented auditionees as well as the world-famous kids from PinkPink.

After a gruelling series of auditions - both alone and with the group - and a number of interviews and security checks and investigations into her background and connections, Ja Min finally learned that she had been successful and was offered a contract.

To this day Ja Min performs, tours and records with PinkPink. Now a 24 year-old woman, we wonder what Ja Min's next move will be. Whatever it is, we really can't wait!

DRAFT SAMPLE:
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Biography B

Andre Labouche was always interested in all things automotive. As a young child he played with cars and trucks like lots of other kids; but he was more interested in taking them apart and rebuilding them than racing them.

In early high school, Andre's older sister got an automotive apprenticeship, and she used to come home and talk about what sorts of jobs she was doing and the things she had to do to solve problems on the job. This fascinated Andre, but he didn't think that he wanted to follow his sister's path.

As Andre got older, he started to make custom parts for popular cars in model form. His models were a bit fanciful, but were quirky and interesting - and his hobby kept him busy. Andre started a vlog to share his 'inventions' and got some encouraging feedback, as well as connecting with some creators doing things at the edge of automotive and design.

When it came to finding work placements Andre tried a variety of occupational areas. But he was not really sure where his passion fitted in; and he certainly didn't know how his interests and skills could fit into an employment. By chance, Andre found himself doing a work placement for a business that made 3D-models of jaws and teeth for the dental profession. At first, Andre didn't see how this fitted with any of his interests. I mean, cars don't have teeth (do they!).

After a couple of weeks, and when reflecting on his experiences in the placement, Andre came to an obvious conclusion! Of course 3D-printing was a perfect fit for his vehicle enhancement interests. And once there, he has never looked back.

It was at this stage that he really knew he had to do some work. 3D-printing was inaccessible to Andre. It was expensive, needed skill and tech-nous. Someone even mentioned that making such enhancements to a real car might make it unroadworthy, not able to be registered, and uninsurable.

Knowing that this wouldn't work unless he enlisted lots of help, support and funding, Andre organised a meeting with his work placement boss. With the help of a small grant, and in-kind support from that boss (including legal advice), Andre was on his way to solving some of the obstacles that such an ambitious business plan required.

Eventually, after taking business partners on board, The Car Anatomist was born. One arm of the business focuses on imaginative custom models; while the other creates 3D-printed customised parts for real cars, but which can be only driven with club plates and in certain places like conventions. It has been quite a journey from Andre's early reassembling of toy cars to his niche business, given all the unforeseen legal and safety hurdles that had to be resolved. And Andre secretly gives a nod to his big sister for exposing him to all those problem-solving strategies.

DRAFT SAMPLE:
FOR PREVIEW
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3.27 By Hand

The lost art of handwriting

In this age of digital communication many students (and even teachers) cringe at the thought of having to write by hand. They actually panic! Is that you?

Some schools have even gone 'paperless'. But perhaps this is not such a good idea if their students will be entering vocations where handwriting is a key skill. What do you think?

You might say that handwriting is a dead skill that isn't relevant any more. But quite apart from being useful in the advent of a zombie apocalypse (where no technology works) writing by hand does have some real benefits. Can you think of any of these benefits? Discuss the following prompts and see what you come up with.

- ✓ For writing and remembering.
- ✓ For correct spelling.
- ✓ For visualising.
- ✓ For cutting down on re-reading.
- ✓ For retaining a complex skill.
- ✓ For identifying key steps.
- ✓ For listening to and 'recording' others.
- ✓ For taking control of your own words and their meaning.



3L Running dictation

-  To test some of these ideas, you will do the following activity, using handwriting only. What will you need to complete this task? Paper, pen and your wits!

The set-up

Your teacher will stick a hard copy of a text around the room, but split into four coloured sections. It will be in large print, but too small for you to read from your desk. Your teacher may also put a piece of paper over the text so you cannot peek.

Your class members will each be given one of four colours corresponding to one of the text's sections.

1. When your teacher gives the word, you will go to your allocated part of the text. You may not take anything to write with, and you cannot use a device to photograph the text.
2. You should first read your allocated part of the text through to make sense of the meaning, and also to get an idea of where it might belong in the whole text. Also notice any words you don't understand.
3. This is a different kind of dictation. You do not have to memorise every word but you do have to retain the meaning. Mentally break the text into chunks that you can make sense of. When you are confident that you have got the first idea, go back to your desk and write it down on your paper.

4. You can re-visit your text as often as you need to, but you mustn't take your paper or pen with you.
5. When you have finished, get together in a group with students who have read different parts of the text.
Someone should nominate themselves as the first speaker (based on feeling that theirs is the start of the text).
Others should go according to what seems like a logical sequence.
At no time are you permitted to show your part of the text to the others.
6. Student number one will now dictate their text slowly to the other three. They should talk slowly and repeat each sentence two or three times.
The students who are listening should take notes. They may ask for repetition, explanation or spelling of unfamiliar words or names.
7. When everyone has had their turn, you should put all the 'pieces' together in sequence.
8. Check through the whole text to make sure you have sequenced it correctly and that it makes logical sense.
9. Check all the texts together to see how accurately you got the ideas. Finally, look at the originals for confirmation.

**DRAFT SAMPLE:
FOR PREVIEW
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Reflection on task

Discuss these questions.

- a. How easy/difficult was this task for you individually; and for you as a group?
- b. How accurately did you note down the information in the texts?
- c. How clearly did you/your group members speak?
- d. Did you experience any frustrations in doing this task?
- e. Do you think that your note-taking skills are improving?
- f. Are there any other observations you would like to share?

Note: To make this more challenging, your teacher might ask you to treat this as a true dictation. In that case, you will be required to memorise and write down your part of the text verbatim!

3.29 By Hand

- 1 -

Christos Christopoulos loved drawing and painting when he was a child. As a young boy, he found it very comforting to get lost in his art, especially when his home life felt a bit out of control.

At school he happily sketched away, finding it helped him to concentrate and feel calm during lessons.

High school art classes really galvanised his interest in creating and making art, since he was introduced to so many media and ways of approaching making.

From early on, he started projects that were mini bodies of work - series of small pieces that cohered to make a bigger meaning.

Through this early practice, Christos was able to not only express his feelings but also make sense of his life and family situation.

He also connected with other kids who found an outlet through making art in different media. He suggested that an art club be set up at lunchtime for kids who were into art to share their work and appreciate what others were making.

A small but dedicated group of kids met regularly to share and talk about what they were making.

He even discovered that his cousin's friends attended a private art school on the weekend. That seemed incredible to Christos and he was fascinated to learn how the classes were set up and what the students got out of them.

- 2 -

The group decided to take turns to run mini art classes for each other, working on different skills and using unfamiliar media or even found objects - stuff they just came across in everyday life.

They often chatted about showing their work to a larger audience and someone suggested that maybe they could set up a gallery for open day.

The teachers were impressed by the students' initiative and guided them with ideas about choosing a theme and installing their work so that it told an overall story.

In senior high school Christos studied art more seriously and continued to meet with his friends. Although he didn't want to do a traditional VCE, he did do units in Art Making and Exhibiting to give him extra insight into creative practices.

Having a life-long immersion in making art gave Christos the confidence to apply for TAFE, and he worked on his folio with pride.

- 3 -

While studying at TAFE, he wondered how he could take his art out of the studio and give others the gift of creating.

Christos came up with the idea of setting up art clubs, similar to what he had experienced at school.

One of his teachers told him about how book clubs ran, and that seemed to Christos a good model to apply to art. He started one group and then reached out to his former school friends to see if they were interested in setting-up their own.

The clubs were a great success. So Christos started extending his reach beyond his friends and worked on a structure and ideas to hand over to art club leaders.

Everyone loved this addition to the clubs. Pretty soon Christos was running something like a modest franchise, charging some setup fees for creating the clubs, connecting people in similar areas, and providing guidance and suggesting session plans.

By the time Christos had finished TAFE he had a large number of groups running in Melbourne under his ArtClub brand. He had registered his business name and even employed a friend part-time to do the admin.

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But Christos kept thinking about what had got him into art in the first place and decided that he wanted to do more.

That's when he came up with the idea of Art With A Heart.

He earmarked some of his profits to set up an ArtClub for a group of kids who were struggling at home with family issues.

He contacted his old high school art teacher for help in recruiting interested candidates.

This was such a success that Christos sought funding to start more groups.

Now at 25, Christos has his own art practice and a studio to work from.

He also runs ArtClub as a successful small business and Art With A Heart as a small not-for-profit social enterprise.

Who would have thought that this kid with a chaotic home life would have used his creativity in so many ways?

3.31 Module Assessment Task

AT3 This is Your Life! - Literacy for civic participation



Overview: This is Your Life!

For this assessment task, you will create a mock-up or finished version of your 'Moment of glory' (from Section 1) to present to an audience

Your presentation may involve going 'live', a video, a podcast, a song or performance, or other similar 'to audience' format approved by your teacher.

You have probably already decided on the form that you would like your presentation to take. Now it's all about bringing that to life.

Process: This is Your Life!

1. Choose the format. Will you be interviewed, speak directly to camera, or make a podcast?
 - ⇒ You might choose to present at a live Q&A to an audience, or make a video distillation of your life to date, highlighting key events and achievements..
 - ⇒ You might create an image-based collage that you talk your audience through.
 - ⇒ You might host an event, or be the special guest at an event, to celebrate your life achievements.
2. Your teacher will tell you whether you will be forming production groups to help each other with filming, interviewing, production work or any other roles.
3. Once you are confident of the main points, storyboard your ideas. Be prepared to make adjustments to create a better sequence or flow. Alternatively, sometimes a contrast or disruption can have a dramatic effect.
4. Remember that this does not need to be an exact imagining of what you want for your life (it might take until you are 50 or even older to know that!). So feel free to be creative.
5. You will be assessed on:
 - a. the quality and coherence of the thoughts behind your ideas
 - b. appropriateness of what and how you communicate to your audience
 - c. your description of your progress toward realising your 'Moment of glory' outcome, and
 - d. the execution of the final presentation product.

Note: Your teacher might add other specific evaluation criteria.

Advice, timelines and other important task information

Module Assessment Task 3.32

Name(s):	Key dates:	UNIT 3 MODULE 1		
Tasks - AT3: This is Your Life!	Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
1. Format:				
Complete AT1: Understanding and Creating Texts (or similar).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Complete AT2: Planning and Organising a Trip (or similar).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Process				
2. Plan and organise production tasks and details.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Storyboard my ideas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Create appropriate sequence and flow.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Use feedback to refine and make adjustments.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Apply creative touches to my 'story'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Presentation and assessment				
a. Quality and coherence of ideas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Appropriateness of communication to audience.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Description of progress toward my 'Moment of glory'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Execution of the final presentation product.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of written materials.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of multimedia materials.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Submit my 'Moment of glory' works to teacher.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present my 'Moment of glory' to appropriate audience	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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Additional information:

Signed: _____ Date: _____

3.33 Review and Reflection

Review and Reflection

Which Literacy skills did I develop during this unit?

→ _____

→ _____

→ _____

How have the skills of Literacy helped to improve my personal life?

→ _____

→ _____

→ _____

How have Literacy skills helped in improving my work related skills?

→ _____

→ _____

→ _____

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My performance in developing my literacy skills this unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
-----------------------	-----------------	------------------------	------------------	-----------------------	-----------------------

What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____

Career Pathways

4

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4.03 Where Are You Headed94	4.21 Work Settings and Environments . 112
4.07 Laying Out Your Pathway98	4.25 Career Life Cycle 116
4.11 Analysing Information 102	4.29 Graduated Assessment..... 120

Activities 4: Career Pathways	p.	Due date	Done	Comment
LER4 My Literary Engagement Record	92-93	<input type="checkbox"/>	<input type="checkbox"/>	
4A Career pathways	95	<input type="checkbox"/>	<input type="checkbox"/>	
4B Pathways journeys	97	<input type="checkbox"/>	<input type="checkbox"/>	
4C Which way do I go?	99	<input type="checkbox"/>	<input type="checkbox"/>	
4D Planning a pathway	100-101	<input type="checkbox"/>	<input type="checkbox"/>	
4E Career information sources	102-103	<input type="checkbox"/>	<input type="checkbox"/>	
4F Workplace ICT	107	<input type="checkbox"/>	<input type="checkbox"/>	
4G Effective communication	109-111	<input type="checkbox"/>	<input type="checkbox"/>	
4H Work settings and environments	113-115	<input type="checkbox"/>	<input type="checkbox"/>	
4I Career life cycle	117	<input type="checkbox"/>	<input type="checkbox"/>	
4J Where to next?	119	<input type="checkbox"/>	<input type="checkbox"/>	
AT4 Giving and Getting Advice	120-122	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

4.01 Introduction - Career Pathways

Unit 3 Module 2: Literacy for pathways and further learning

Section 4: Career Pathways is the first stage to investigate **Module 2: Literacy for pathways and further learning**. Through this section you will:

- ⇒ investigate your pathways options and skills required to establish learning and employment goals,
- ⇒ develop skills to find, select and analyse sources of information about further learning options and vocational pathways,
- ⇒ develop an understanding of applied uses of workplace-specific communication.

Your teacher will introduce a range of written and digital texts related to exploring career pathways. They may also lead you through different work and career-related online resources and videomedia texts.

You should apply your knowledge of varied types of texts to vocational and community situations, as well as to and from, your VET studies.

This section concludes with a graduated assessment task (**AT4**) that requires you to undertake a role-play activity by applying effective communication skills to give and get advice related to career pathways planning.

LER4 Literary Engagement Record for: _____

Describe the main texts and literary materials you used and created this unit.

The main readings I received were:

Date	Text/Reading: Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

LER4: Literary Engagement Record of: _____

2. The main writings I created were:

Date	Topic or theme/ audience	Type of writing/ format	Summary/ main points	Main skills I developed	What I most learned from this is:

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3. The main podcasts and blogging, an video, media communications were:

Date	Topic or theme/ audience	Type of verbal communication	Summary/ main points	Main skills I developed	What I most learned from this is:

4.03 Where Are You Headed

Where are you headed?

In this module, you will investigate your pathways options and discover the skills you need to develop to forge a path toward your learning and employment goals.

You will, by now, have some idea of where you are headed. But over the course of this year, you will still need to refine your understanding of what **pathways options** are available to you.

You might also discover some new pathways that you haven't yet investigated, or that are unknown to you.

You may also like to look at some pathways that are related to your **interests**, but which haven't been within your career focus so far.

As you commence your journey towards **further study** and/or the **world of work**, one of the most important things to remember is that this is not your only chance to plan out a future for yourself.

People change, situations change and opportunities change. As you are exposed to various study and work situations, your interests might shift. The economy and society are also in flux, creating new **opportunities** in emerging industry and occupational areas.

It is also true that at your life stage, you may not really know what you would like for your future of work. That's okay.

Right now, you are going to plan the possible pathway for yourself. But what you see as your future options at this moment in time might change. As time passes you will become more **experienced** and gain even more of an **insight** into yourself and how the world works.

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Career Pathways

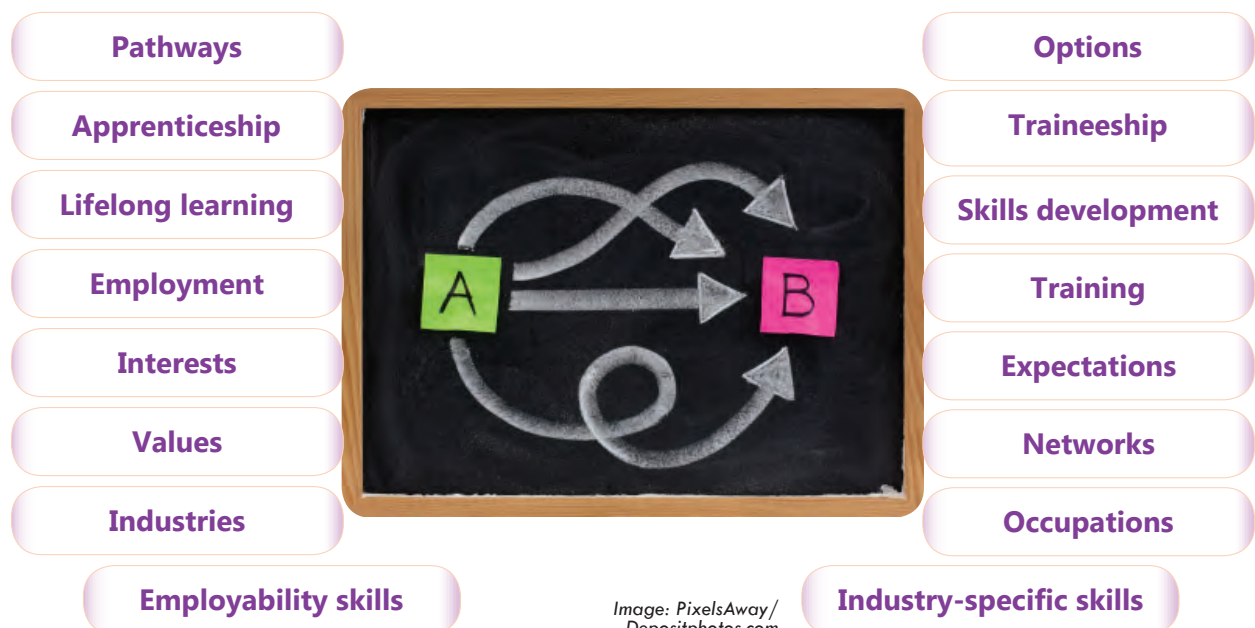


Image: PixelsAway/
Depositphotos.com

Career pathways 4A

1. Consider these **terms** from the diagram on p.94 that apply to your career pathway. Explain the **relevance** of each as part of **your future study** and/or **vocational choices**. Add 1 more.

Career Pathways	Relevance for my career pathway
Options	
Skills development	
Training	
Employment	
Apprenticeship	
Traineeship	
Lifelong learning	
Interests	
Expectations	
Values	
Networks	

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2. Interview a **full-time worker aged over 25**. Ask them which **terms apply** most to **them** and **their career pathways development**; and why?



Name:	Occupation:
Key terms	Relevance for their career pathway

4.05 Where Are You Headed

What do you want to be?

What you wanted for your life as a **vocation** when you were a young kid might be very different from what you want now. However, for some of you - it might be the same!

Life **experience** changes us. In response, we might **modify** our **dreams** and our **goals**.

Sometimes life's harsh **realities** also kick in to gently prod us in different directions.

There's some jobs you will not be cut out for. Some people hate indoor work while others can think of nothing worse than working outdoors in all weather.

Some people don't have the patience for a lot of people contact, whereas others can't focus for long periods if working solely on their own.

Some people don't want a lot of responsibility and pressure. Others aren't able to use tools and equipment well enough to be a tradesperson.

And sometimes we don't just have the skill level required to turn a hobby or interest (i.e. sport, music or art) into a profession.

So one way to explore potential pathways is to rule out what you don't want to do for a career.

Another way is to be honest about what you can't do well enough to make a living from (save that for 'hobby'). The very best way to explore potential pathways open to you is to focus on:

- ✓ what you like to do
- ✓ what you are good at doing
- ✓ what you could learn to do better in applied work-related situations, and
- ✓ what you will be prepared to do, day-in, day-out, in a vocational role.

So, how close are you to your formative notions of what your vocational future will look like? How often have you changed your mind about what you want to be or do? And are you, like many young people, currently in a moment of flux?

Do you reckon all these workers got to where they wanted to be in just one step, or did their career pathways evolve over time?



Image: RawPixel/
Depositphotos.com

Read these **case histories** and **discuss** them in pairs or small groups.



Odette wanted to be a ballerina when she was a child. But genetics (and possibly insufficient talent) got their way and now she is a VPC teacher! Oh well, it still requires good timing and a lot of physical expression. But kind of coming full-circle, Odette is now also writing for a dance magazine (when not preparing lessons for school) and has completed a Master's degree in dance.

Life is not always linear!

Bluto wanted to be a train driver when he was a child and then a pharmacist when he was a bit older. More than anything, he really wanted to run his own business.

He ended up as an accountant for five minutes, hating every one of those minutes, moved on to being a tram conductor (in the olden days) and finally wound up running his own business.

He now works 7 days a week as a writer and researcher. What went wrong!!!!

So, what's your story?

- Write some notes for a **short biography** of your journey so far.
- Start with the **first thing** you remember wanting to do.
- Describe how this ambition made you feel and how it affected your **sense of self**.
- Describe **any ambitions** that caused your **deviation**, even if they were transitory.
- Did you **do anything** to **find out more** about those **transitory pathways**?
- Did you **switch** to this **pathway**, goal or did you **'drop'** it? **Why** was that?

Ideas and notes

- Create a **short history** of **your journey** so far. Your teacher might get you to present these.



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4.07 Laying Out Your Pathway

Twists and turns and fact-finding

You know that the most important plans in life don't always run in a linear fashion. So, you should investigate alternative routes to take along your career pathway.

Sometimes a pathway is more like a maze, with twists and turns. And there are many ways to reach your goals - and these are not all the most obvious or direct.

Do not underestimate the importance of past **experience** and **wisdom**. Somebody who has walked the path before may have carved out a way for you to follow, or at the very least have some valuable insights you can learn from.

You can collect information from a number of people to get a range of lived experiences.

Consider **interviewing** someone who has taken a **pathway** similar to the one you would like to pursue. How did they get there? Did they take the tried-and-true route, or did they do something different?

Develop a set of structured **questions** with space for the person to add informal advice and reflections. What would they do the same? What would they do differently? What would they emphasise as most important to do?

Approach your career pathways exploration with **openness** and without too many assumptions or pre-conceived ideas as to what answers you might get. After all, everyone has different experiences.

And when you do create questions, be willing to change and modify these based on what the interviewee has to say.

Identify a possible person (a **career mentor**) to interview and start planning what you'll ask. Remember to plan uses of open and closed questions. Here is a quick review.



Image: Valerii_Honcharuk / Depositphotos.com



Open and closed questions

Closed questions usually require yes/ no or one-word answers.

- ⇒ "Are you hungry?"
- ⇒ "Can I go now?"
- ⇒ "Was playing in a grand final amazing?"
- ⇒ "Do you enjoy your current vocation?"

They are good for clear, simple information gathering.

Open questions draw out an opinion, an elaboration or an explanation.

- ⇒ "Tell me about your experiences playing for Geelong."
- ⇒ "Describe your feelings about AI."
- ⇒ "Why do you believe that Pork Scratchings should be banned?"
- ⇒ "What was the most difficult part of achieving your career goals?"

They are good for eliciting detailed responses, reasons and opinions.

Which way do I go? 4C

1. Below is a range of different **pathways options**. Add **1 more** in each column.

Study	Combined	Work
Certificate 2,3,4	apprenticeship	entry-level job
diploma	traineeship	work placement
micro-credentials	part/full-time work & study	casual work
short courses	on-the job training	internship
TAFE	casual work & study	volunteering

2. Which **combination** from above, do you think best **suits your goals, values, life preferences and financial situation**? Why might this be?

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3. In pairs or small groups, discuss how you would see **your life** in the following **situations**. Make secondary notes in your workbooks.

- a. Doing an apprenticeship.
- b. Undertaking a traineeship.
- c. Studying towards a certificate level qualification at TAFE or at an RTO.
- d. Entering full-time employment.
- e. Entering part-time employment.
- f. Doing casual work only.
- g. Doing a short course.
- h. Studying in a bridging course.
- i. Acquiring some micro-credentials.
- j. Volunteering
- k. _____
- l. _____

Discussion

Can you think of any less traditional or less common forms of work preparation? What might these be? How might you find out and access opportunities for an alternative way of entering an occupation?



4.09 Laying Out Your Pathway

4D Planning a pathway



Part A

Before you undertake detailed research, create a plan of action for finding out the steps and skills needed to successfully navigate a path for the next stage of your learning or vocational pathway. Make notes in the following categories:

1. What are my **general study** and/or **vocational career pathway goals**?

2. What are my **specific study** and/or **vocational career pathway goals**?

3. What **information** do I need to find out about my pathways goals?
(Start with what you already know and identify any gaps.)

4. **Where can I find out** this information?

(Who can help, where should I go, how do I access this?)

5. Who can be my **career mentor** to give me **industry** and **pathways advice**? Why?

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6. What **specific steps do I need to take** to bring me closer to achieving my study or vocational goals? (e.g. To complete all documentation, understand course guides and position descriptions, applications etc..)

7. Which of my **employability skills** still need development?
(Start by identifying the skills you already have.)

8. Which of my **industry-specific skills** still need development?
(Keep a folio of skills needed and your reasons for developing these.)

9. What is the **timeliness** to complete my plan?
(e.g. When are applications due, etc.?)

10. What **else** do I need to do?

Part B

Develop some **open and closed questions** to ask your **career mentor**.



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4.11 Analysing Information

Analysing career information

When you are exploring potential pathways choices you need to investigate sources of information about further learning options and vocational pathways.

But as always, you have to critically analyse the quality of the information, as well as the source of that information.

There's a lot of competition to attract students in the post-secondary training sector. So make sure you can sort out the facts from the spin.



Image: Photobeps/
Depositphotos.com

Here are some possible sources, can you add any others?

Online/social media: But check the validity of the posts. Are they fact, anecdote, opinion or even advertising (dressed-up as 'real')?

Personal: From someone who has undertaken the course or training program (and preferably not someone who is a habitual career-poster/reviewer).

Information sessions: Run by industry recruitment, or institution representatives (again, be aware that they are selling their 'product').

Career fairs/expos: Talk to a range of providers at the same place and ask them the same sticky questions and see how they perform.

Dig a little deeper if an answer doesn't seem clear or sounds too good. Ask for examples, e.g. '97% of graduates attained employment within a month of completion'. What percentage completed? Did they get jobs in a relevant industry or are they still working their high-school job?

Open days: Rock up and take a first-hand look at the place you will be studying. Notice the facilities, spaces, people, classrooms or workshops, and transport options.

Brochures: Again these will likely be spin-jobs, but they will familiarise you with some of the basics of the course, as well as how and where you will be studying.

Course outlines: Find out the content, unit by unit, of the course. Get to the nitty-gritty of what you will be studying. Who are the teachers/instructors? What are their qualifications? What are the assessments like?

Training opportunities: Get some hands-on industry training or online micro-credentials to add to your VPC qualification.

Work placements: Jump in there and make yourself known to employers that interest you. Find out what it is really like on the ground and whether the work environment would suit you.

Analysing information

It is important that you can analyse facts and information so as to cut through the ‘spin’ and arrive at an **unbiased** and **balanced** point of view.

In the digital age, one of the main problems that you have to deal with is that **claims** are presented as ‘facts’ when they are really just advertising, spin, opinion, anecdote, misinformation or in some cases, downright lies.

When analysing information, it is important that you can identify and deal with **persuasive language** and **bias**.

A lot of media and online information carries a bias, as does information communicated by stakeholders who have an interest in distorting the facts.

It’s not always easy to spot the difference. So always ask yourself these questions.

1. **Authority:** Are they in a position to know?
2. **Vested interest:** What’s in it for them?
3. **Independence:** Who’s ‘voice’ is being used?
4. **Evidence:** Are real statistics or facts provided or just anecdotes?
5. **Verification:** Has it been, or can it be proven, disproved?
6. **Media:** How is it being communicated?

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Work trials: A short-term ‘try-out’ can help you and the organisation find out if the fit is right. Think about what you are and are not willing to do, and also how much time you are prepared to give without pay (i.e. **responsibility vs. exploitation**).

Comparison of course content: Check out a few different course handbooks etc. for what you will be actually doing. Ask a friend who has done a course for a look at their course materials. Find out the proportion of theory or prac content-delivery, and how much ‘hands-on’ is involved.

Comparison of prices: Oh yeah, they can vary a lot! Determine whether higher prices bring value for money, or give other advantages such as more intensive face-to-face support. And what about online options - are they worth it?

And by the way...

If you are planning for further study, how far have you investigated the particulars of your proposed course? Have you looked at the course guide or handbook to see what you are up for? Or are you vaguely thinking “I’ll get into X and just go with the flow”.

Discuss the roles of **personal responsibility** and **self-advocacy** in your decision-making.



Image: AntonioGuillemF / Depositphotos.com

“Let’s see - the course costs - how much!!!”



4.13 Analysing Information

4E Career information sources



Part A



Follow up on **5** of the **career information sources** from pp.102-3 and **document your actions** over a number of weeks. Answer the prompts in the table, and/or add more information of your own.

Source/Actions	Weeks 1-2	Weeks 3-4	Week 5-6
<ul style="list-style-type: none"> - What I did. - Who I approached. - Outcome - how useful? - What's next? 			
<ul style="list-style-type: none"> - What I did. - Who I approached. - Outcome - how useful? - What's next? 			
<ul style="list-style-type: none"> - What I did. - Who I approached. - Outcome - how useful? - What's next? 			
<ul style="list-style-type: none"> - What I did. - Who I approached. - Outcome - how useful? - What's next? 			
<ul style="list-style-type: none"> - What I did. - Who I approached. - Outcome - how useful? - What's next? 			

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Part B

A lot of pathways information is communicated in video case studies and interviews of workers. Go online and source 4 videos and then complete the summaries below. (They must be sourced from Australian organisations.)

- 1 video from an organisation that employs a lot of younger workers such as Coles, Woolworths, McDonald’s, etc..
- 1 from the police force, emergency services, or the ADF.
- 2 more of your own choosing.

<p>Organisation:</p> <p>Occupation/position:</p> <p>Details of interviewee:</p> <p>Key points:</p> <p>What I most learned from this:</p>	<p>Organisation:</p> <p>Occupation/position:</p> <p>Details of interviewee:</p> <p>Key points:</p> <p>What I most learned from this:</p>
--	--

<p>Organisation:</p> <p>Occupation/position:</p> <p>Details of interviewee:</p> <p>Key points:</p> <p>What I most learned from this:</p>	<p>Organisation:</p> <p>Occupation/position:</p> <p>Details of interviewee:</p> <p>Key points:</p> <p>What I most learned from this:</p>
--	--

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4.15 Workplace Communication

Workplace ICT

You have used a lot of varied technology as part of your life and education so far, and in some situations, you might have become very competent at using these. But many of the **applications**, **programs** and **portals** you are familiar with are probably related to personal, recreational and social situations.

In your future studies and work, you are likely to encounter a range of very **specific** applications, computer programs and digital platforms that are used in particular **workplace**, **industry** or **educational** settings. You generally will have no choice but to use whatever is mandated in your future school or workplace.

For example, your school might use Google Classroom or another collaborative workspace-style app. But next year, in your post-secondary education or workplace, you might have to use apps, programs and platforms that have some similarities to what you are currently using, but are being used differently. Added to this is the very real likelihood that you will be expected to use entirely new software programs, apps and platforms with which you are totally unfamiliar.

As a student or new worker, trainee or apprentice you should get help, training or induction about using these technologies. But in reality, not every college or workplace is equally good at providing the support and training that you need.

When starting a new job, you might be instructed or trained by someone who is not a teacher nor a training professional. In your future career, you will encounter many people whose main skill-set is knowing about the technology. However, they may be lacking the skills to actually pass on that knowledge, or they might not have the patience and communication skills to help new users get accustomed to new technologies. Knowing isn't enough. That's just step one! That's why being a teacher is hard. Just ask your teacher.

💡 So, which of these are you familiar with? Do you know of any industry-specific technology? Add 2 more to the diagram.

Image: VadymPastukh/
Depositphotos.com

(Some) Workplace ICT Programs

Word		CAD	
Canva		HP5	
PowerPoint		TouchBistro	
Teams		Zoom	
Google Docs		Lightspeed	
Office 365		Zero	

Write short summary **statements** of **your technology skills** with applied **examples**. You can use this later to help develop your **résumé** or a statement of skills.

e.g. I possess a range of capabilities in the use of ICT including:			
Microsoft Word 11	I am able to properly set up and format business documents.	I have demonstrated this by producing... /in my work as.../I have...	(links to examples)
HP5	I am competent at using the H5P plugin to create a range of interactive documents.	I have created animations for my badminton club's promotional videos.	(links to examples)
Canva	I am able to create slides and newsletters.	I have used Canva in school assignments and to advertise events at my youth group.	(links to examples)

Name: _____ Date: _____

I possess a range of capabilities in the use of ICT including:

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PURPOSES

4.17 Workplace Communication

Personal communication skills

Did you realise that most employers hire people first, and skills second? So this means that it doesn't matter how brilliant you are with your **technical skills** or in **specific work-related tasks** - if workers can't **communicate** with others, then they will struggle in the workplace as well as struggling to be employed in the first place.

Communication is said to be a '**soft**' skill. Whereas technical and other **industry-specific practical** and **manual** skills are often labelled as '**hard**' skills.

Now, take a moment to reflect on the use of the words 'soft' and 'hard'. The use of the term 'soft' seems to suggest that this type of skill is less important in the real world of work. However, without well-developed communication skills it is very hard for workers to complete work tasks correctly. It will also be very difficult to effectively deal with a **diverse** range of **workplace stakeholders** who are an important part of day-to-day work interactions.

Now, you don't have to be as erudite as Shakespeare nor do you have to be a non-stop talker. Both of these will present problems in the workplace. Boss: "Are you ready to be part of our work team". Worker: "To be or not to be. That is the question!" Boss: "Isn't that what I said?" But you do need the basic skills of friendly **informal conversation**, as well as many other specific **formal communication** skills.

Here are some of these skills, how do you stack up?

- ⇒ Asking **questions**, clearly and concisely, being as specific as possible about what information you need.
- ⇒ **Listening** attentively (as part of active listening).
- ⇒ Asking for **clarification**.
- ⇒ Showing that you understand by **paraphrasing**.
- ⇒ **Etiquette** and skills in **polite** and context-appropriate use of language.
- ⇒ **Accurate**, concise **written** communication.
- ⇒ Neat **handwriting**, including making **notes** and taking **messages**.
- ⇒ Appropriate level of **formality** in **person**, and when using **digital** communication.
- ⇒ Appropriate choice of **media formats** to communicate various information.
- ⇒ Abiding by mandated **policies** and **standards of behaviour** when using technologies, or by applying respectful communication with various colleagues or co-learners, departments, instructors, course leaders, administrators and so on.

How's your handwriting?

Good handwriting is becoming a lost art as people increasingly tap and tap away at their screens and keyboards.

But there are many personal and vocational situations that require neat writing and accurate handwriting skills. Writing by hand:

- *is often faster*
- *helps to increase retention*
- *is good for taking messages*
- *is important for completing forms*
- *is still widely used in hospitality, health and medical, community services and educational roles.*

1. Use examples to explain the **difference** between ‘soft’ skills and ‘hard’ skills.

2. Which might be **more important**, and **why**? Ask an **employer** or **manager**.



Part B

Consider the following **scenario**. What is **going on** and what is **going wrong**? Suggest ways in which the communication could be **improved**.



1. Billi wants a change of timetable for her work. She tells her tutor her problem and is told to email the timetabler with a formal request and evidence of the clash. Billi looks up where the timetabler's office is and waits outside until they arrive at work. The timetabler arrives looking a bit stressed and doesn't seem to know why Billi is there or who she is. Billi explains she needs to change her timetable.

What has gone wrong?	What would you do in this situation?	Can Billi rescue this failed communication? How?
Create a more successful scenario for Billi.		

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4.19 Workplace Communication



2. Knedd passes a hairdressing salon on his way to school. He thinks it looks cool and a good place to do a placement before deciding whether hairdressing is really for him - and whether he is willing to shell out the money for course fees.

He heads there on a Saturday morning to talk to the owner but the owner is very busy and thinks Knedd wants a hair appointment.

Knedd feels embarrassed and knows that he has made a bad impression.

What has gone wrong?	What would you do in this situation?	Can Knedd rescue this failed communication? How?
<p>Create a more successful scenario for Knedd.</p>		

DRAFT SAMPLE:
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3. Trey is new to their new placement and has to tell their boss that prior to starting work, they had booked a holiday, which will occur in two months.

Feeling a bit embarrassed, they try to work out what the best way of communicating this will be.

In the end, they decide that a face-to-face meeting would be too awkward and an email would be too formal.

So Trey decides to send a text with a link to their calendar, to prove that the holiday is legitimate.

What has gone wrong?	What would you do in this situation?	Can Trey rescue this failed communication? How?
<p>Create a more successful scenario for Trey.</p>		



4. Scaramoushe is having trouble with a workmate who she feels is treating her in a condescending manner by the way he talks to her.

She doesn't know whether to stay silent or bring up the problem. She also doesn't want to upset her colleague or seem like a whinger.

Although hard, Scaramoushe asks to talk to her colleague privately to explain her feelings.

The co-worker seems mortified and says that he thinks that Scaramoushe is being sensitive.

Disappointed, Scaramoushe drafts an email to her manager, outlining the issue, action taken, and asking for a three-way meeting to discuss the matter.

What has gone wrong? Has she taken the right steps?	What would you do in this situation?	Can Scaramoushe rescue this failed communication? How?
Create a more successful scenario for Scaramoushe.		

DRAFT SAMPLE:
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Applied



Choose an occupation within a workplace in which you are interested. Find out about the types of texts that workers use to communicate on a daily basis. Look for hard copy, digital texts, video and oral communication texts.

Workplace:		Occupation:	
Text	Explanation	Text	Explanation

4.21 Work Settings and Environments

Work settings and work environments

As you know from your investigations in Work Related Skills, where you work can be just as important as what you do. So it is important that you unpack some of the **influences** that the **work setting** and its associated **work environment** might have on your enjoyment of your future career.

It is important to think carefully about the 'where', as well as the 'what,' and the 'how', of work settings and work environments to help you better define your work and study goals. Let's consider these work situations.

Some people are perfectly happy sitting in front of a computer all day while others would struggle in the same situation.

What about outdoors? Do you sizzle in the sun, or suffer in the wind, cold and rain? If so, roof plumbing or gardening might not be for you.

How are you with noise? That job on a building site might be less attractive than it appeared. But what about a cool bar with lots of noisy music, or the coffee machine going non-stop in the local café?

Allergies or sensitivities? House painting, working with animals, or running a cleaning business may get you all choked up.

Like the idea of controlling traffic, but hate standing for long periods? What about being on your feet all day as a chef, a check-out operator, a nursing aid, a dog-walker or even a personal trainer?

Well, you get the picture. Even within your class, some of your peers will jump at some of these work environments, whereas others will balk at the thought of doing these

types of jobs all day, every day. So let's do them now!

"What types of settings and environments are these young workers working in? Which do you have any interest in these?"



Images: (l) mangostock/Depositphotos.com, (t) SergeyVButorin/Thinkstock, (b) photobac/Depositphotos.com, (r) Cathy Yeulet/Thinkstock

Work Settings and Environments 4.22

Work settings and environments 4H

1. He's a list of **jobs**. Brainstorm the kinds of **activities** performed by **workers** in these roles, and **where** the **work** is likely to **take place**. Add 3 more.

Job	Activities	Where?
Jet ski mechanic		
Office manager		
Bookkeeper		
Retail buyer		
Vet nurse		
Ride-share driver		
Flooring installer		
Florist		
Hotel receptionist		
Police officer		
Park ranger		
Disability support worker		
Windscreen fitter		
Cashier		
Plumbing assistant		
Youth worker		
Chef		
Traffic controller		
Masseur/masseuse		
Arborist		
Barista		

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4.23 Work Settings and Environments

2. Which of the jobs on p.113 have the **most flexible work settings**?
3. Can any of these be done '**working from home**'? Explain.
4. Which have more **fixed work settings**?
5. Are there **any jobs** that **you would not want to do** purely based on their **work setting** and **work environment**? Explain your answer.

2. Flexible work settings	3. Work from home?	4. Fixed work settings
5. Jobs I would not want to do based on work setting/environment, and why not?		

Problem-solving

In the following case studies, try to match the people with occupations or study options based on their interests, and their preferred work setting/environment.

a. Susan likes to be active but gets fidgety when she has to sit still for too long. She likes numbers and has always thought that a career in accounting might be a good fit.
Can you find Susan a work setting so she can use her skills, while accommodating her preference to be active?

b. Silph likes wildlife but doesn't like wilderness.
Being a park ranger just isn't for them.
Can you think of any occupations that might suit Silph's passions and their disposition?

c. Egbert loves driving and would like to be a driving instructor.

However, to undertake the *Cert 4 in Transport and Logistics - Driving Instructor*, Egbert will need to have a full license.

He has only just got his Ps so this is going to take a while!

Can you help Egbert to marry up his goals with his current situation?

d. Tran has a real eye for detail and is into fashion.

They have set up a part-time formal hire business but this requires lots of ongoing investment in new pieces, and won't cut it full-time.

Retail is a possibility for Tran except that they really do not like interacting face-to-face with people.

Can you suggest some work settings to suit Tran's talents and temperament?

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Applied:

So what about you? Which type of work setting and work environments would you prefer and why? Which would you not like to work in and why not?



4.25 Career Life Cycle

Career life cycle

You will develop your career pathway over the course of your life. This will see you move from school and into **further study** and **training** leading to **entry-level employment**.

Your **career life cycle** will force you to consider new options that complement the **values** that are most important to you at that particular stage of your life.

Over time you are likely to progress through to management-level occupations, or even into starting your own enterprise. Many people return to study as an adult as they mature and seek new skills and experiences.

Your career status will also be impacted by **family responsibilities** and children. Then of course somewhere down the track (actually way down the track) you might enter into semi or full retirement.

What you want from your career, and what you value in life will change as you age.

Image: adapted from Lomachevsky/Depositphotos.com



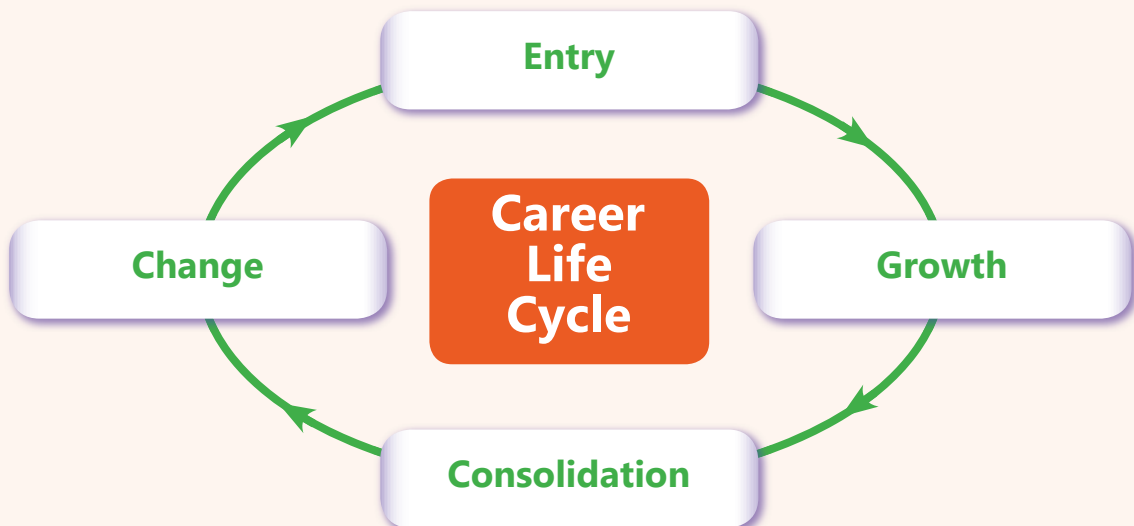
A quick online search will turn up hundreds of different career life cycle 'models'. The model we will use in the VPC involves the 4 phases that keep cycling and re-cycling through out one's career (c.40-50 years).

Entry: Learner - starting out in first job, first career job or a new job.

Growth: Developer - building skills, experience and networks, looking for advancement.

Consolidation: Practitioner - has established expertise so where can I go from here?

Change: Can happen at any time, and is increasingly happening in mid-career to people as they seek to match their changing values and interests.



Multiple career pathways

These days, very few people experience a linear career pathway. Instead people develop multiple career pathways.

Many people change occupations and develop different careers throughout their working lives. Most modern pathways branch off in different directions supported by **lifelong learning**. These changes reflect changes in **personal values** associated with the stage of one’s life.

Sometimes a sideways or even a backward step can advance a person along their career pathway. This can involve opening yourself to **new opportunities**; or **switching jobs** or industries so as to achieve a greater long-term investment in your career.

And in recent years we have seen many people need to actively alter their career pathway, as a result of the pressures and opportunities brought about by the COVID-19 pandemic.

Career life cycle 41

A career life cycle simply means that you will experience different changes depending on the stage of life you are in. These changes will vary depending on the individual. However, general types of changes are common to most people such as leaving home, lifestyle, relationships, family and working interests.

What might **change for you** at each of the stages of your career life cycle? What **age ranges** are you likely to be at that time?

<p>Ent</p>	<p>Growth</p>
<p>Consolidation</p>	<p>Change</p>

4.27 Career Life Cycle

Your Career Pathway

Your career is part of your pathway to future success. People work for a variety of reasons and it is important that you develop a pathway that best matches your own reasons. A **career pathway** is a series of steps that enable you to get to where you want to be in life. You will develop your career pathway over the course of your life moving from school into further study and training leading to **entry-level employment**.

Your **career life cycle** will force you to consider new options that complement the **values** that are most important to you at that particular **stage of your life**. The demands of working life will dictate how much family, personal and leisure time is available. You must strike a **work/life balance** between career demands and your personal life because at different stages of your life, your personal and family **responsibilities** will influence your **career pathways choices** that you make.

Lifelong learning is all the different types of study, training and learning you might participate in throughout your career. You need specific **entry-level qualifications** to enter certain occupations. The world of work changes so you will need to maintain and **upgrade your qualifications**. As your career progresses into more senior positions you might be faced with a new set of entry-level requirements.

You have various skills that you can contribute to work-related situations. Some of these are **generic skills** expected of all employees; whereas others are **industry-specific skills** that suit a particular occupation within an industry.

Focusing on your **personal attributes** enables you to develop certain skills and abilities that you can apply to work-related situations. Make these **transferable skills** the foundation of your career.

Your varied **multiple intelligences** will also influence the type of tasks, **work environment** and jobs you might be suited for.

People are more likely to seek and undertake work that satisfies their **values** towards work. Choosing a suitable occupation may help your expectations of work be fulfilled. Your **interests** are the things that **motivate** you which will help provide **job satisfaction**. You can apply your skills, or satisfy your values, by working in a job role or an industry setting in which you are interested.

Career development is an ongoing process and involves **personal development, professional development, training and networking**.

Career management initiative involves you being prepared to **proactively** turn pressures for change into opportunities for growth. **Career management flexibility** involves you being willing to learn and acquire new skills; as well as being willing to work in varied work settings and changing work environments.

Career management involves the **management of risks**. This risk is related to choosing between options. So carefully research information to guide your **decision-making**. The type of risks will also likely change depending on the stage of your career life cycle.

People are increasingly using **social media** to help manage their careers, but you must do so safely and professionally. This is part of having a responsible **digital footprint!**

What is important to realise is that every step you take in the development of your career pathway involves applied **literacy skills**. You will have to **communicate** information, find information, evaluate information and create **information**.

You will need to **communicate** effectively with varied **workplace stakeholders face-to-face**, over the phone, through SMS, using emails, creating documents, via video and so many other methods, including the evolving use of **digital ICT**.

So what literacy texts can help you right now for your pathways journey?

1. The text 'Your Career Pathway' has a lot of **key words**. List these in the **order** they appear in the article.

Consolidation

2. Use these key words to develop a series of **action statements** you need to do next to **find out** about your **career pathways options**. Include **sources of information** and **people** who could **help** and **advise** you.

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4.29 Graduated Assessment

AT4 Giving and Getting Advice - Literacy for pathways and further learning



Overview

For this assessment task, you will prepare for and undertake a role-play activity based on your research and understanding of good communication skills related to career pathways.

Process

- ⇒ You will prepare advice on matters related to planning a career pathway.
- ⇒ Half of the class are 'advice-givers' and half are 'advice-seekers'.
- ⇒ Advice-seekers will be randomly paired with an advice-giver and will ask for information about planning a career pathway.
- ⇒ Advice-seekers will ask questions and seek clarification on particulars of planning a career pathway' and also identify any missing information or knowledge.
- ⇒ Alternative pathways to goals should also be explained.

Your teacher will instruct you on the duration of each advice session and any other activities to complete during the role-play (e.g. note taking, practising non-verbal communication and active listening, showing encouragement etc.). You will both give and receive advice.

1. Questions to ask: Compiling the list of questions

Use these prompts to create your own questions from scratch.

- How can I achieve...?
- What advice can you offer about...?
- What are the first/most important steps to take when...?
- Can you explain two possible ways to get to...?
- What type of information do you recommend that I research?
- What tips can you give me on comparing training providers?
- How do you get a taste of the possible courses being offered?
- Are fees the most important thing to consider when choosing a course?
- Do courses vary in duration? Tell me more about this.
- What can you tell me about paid and unpaid internships?
- Are there any alternative ways of entering? Please outline these for me.
- What role do personal contacts or networks play in following this pathway?

Note: Also use key terms and abbreviations for your industry and study pathway.

2. Advice-giver

- a. Carefully prepare your information and have back-up facts and references ready as needed.
- b. Write a list of questions that you predict might be asked and make sure that you are able to clearly answer them.
- c. Practise talking about aspects of your own research of a pathway.
- d. In the role-play, welcome your advice-seeker.
- e. Make sure that you respond to the actual questions asked.
- f. Be confident in your knowledge but be ready for questions you might not know the answers to. Make a note of these for follow-up.

3. Advice-seeker

- a. Plan carefully to prepare key questions to ask.
- b. Introduce yourself; and then ask your questions clearly and concisely.
- c. If your questions are complex, break them down into parts.
- d. Don't rush a response. Wait for your advice-giver to talk about and respond fully to your questions before moving on.
- e. Don't be afraid of asking for clarification on anything you don't understand.
- f. Thank your advice-giver for answering your questions.

4. Conduct the role-play

Allow enough time between your advice-giver and advice-seeker roles to reflect and debrief on how it went. Make notes of things that went well; and things that you didn't quite follow, understand or clarify.

5. Reflect and use

Make a list of the advice, resources and other information that you could make use of and apply to your own career pathways exploration.

6. Undertake any additional tasks as directed by your teacher.

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4.31 Graduated Assessment



Names:	Key dates:		UNIT 3 MODULE 2	
Tasks - AT4: Giving and Getting Advice	Must Do?	Due Date	Done	Level
Process: Prepare advice related to planning a career pathway.				
1. Develop suitable questions to ask and respond to.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Participate as 'advice-giver'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
a. Prepare your information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Write potential questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Practice talking about your pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Welcome your advice-seeker professionally.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Respond to questions being asked.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Make notes of questions you couldn't answer.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Participate as 'advice-seeker'.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
a. Prepare key questions to ask.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
b. Introduce yourself; and ask suitable questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
c. Break down complex questions.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
d. Wait for your advice-giver to think and respond fully.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
e. Ask for clarification where required.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
f. Thank your advice-giver professionally.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Participate confidently in the process.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Make notes of successes.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Make notes of information not fully understood.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. List advice, resources and information you could apply.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6.	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate questioning techniques.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Effective use of oral communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Effective use of non-verbal communication.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clear and coherent career pathways information.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Selection of suitable examples of career pathways.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Applied advice and feedback to own pathways goals.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

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My Career Pathway

5

5.01 Introduction	124	5.19 Employment Contracts.....	142
5.03 Navigating Texts - TAFE	126	5.21 Job Advertisements.....	144
5.07 Investigating TAFE Information..	130	5.29 Module Assessment Task.....	152
5.13 Navigating Texts - Work.....	136		

Activities 5: My Career Pathway		p.	Due date	Done	Comment
LER5	My Literary Engagement Record	124-125	<input type="checkbox"/>	<input type="checkbox"/>	
5A	Close to me	127	<input type="checkbox"/>	<input type="checkbox"/>	
5B	Unpacking TAFE terminology	128-129	<input type="checkbox"/>	<input type="checkbox"/>	
5C	Investigating TAFE information	131-133	<input type="checkbox"/>	<input type="checkbox"/>	
5D	Summarising course information	134-135	<input type="checkbox"/>	<input type="checkbox"/>	
5E	Workplace texts	136-137	<input type="checkbox"/>	<input type="checkbox"/>	
5F	Starting work	139-141	<input type="checkbox"/>	<input type="checkbox"/>	
5G	Employment contracts	142-143	<input type="checkbox"/>	<input type="checkbox"/>	
5H	Sources of jobs	145	<input type="checkbox"/>	<input type="checkbox"/>	
5I	Unpacking job ads	148-149	<input type="checkbox"/>	<input type="checkbox"/>	
5J	Responding to job ads	150-151	<input type="checkbox"/>	<input type="checkbox"/>	
AT5	My Career Pathway - Visual Representation	152-155	<input type="checkbox"/>	<input type="checkbox"/>	
5.35	Unit Review and Reflection	156	<input type="checkbox"/>	<input type="checkbox"/>	

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Comments:

5.01 Introduction - My Career Pathway

Unit 3 Module 2: Literacy for pathways and further learning

Section 5: My Career Pathway is the final stage to investigate **Module 2: Literacy for pathways and further learning**. Through this section you will:

- ⇒ explore the nature of the TAFE system, key terminology, course information and the relevance of different study options for your career pathway,
- ⇒ develop your understanding of work-related texts including the importance of literacy for job contracts and when preparing for work,
- ⇒ investigate sources of job opportunities as well as the type of information contained in job advertisements.

Your teacher will continue to help you analyse written and digital texts related to exploring career pathways and the world of work. They will also lead you through online further study and pathways resources and videomedia texts.

You should apply your knowledge of varied types of texts to vocational and community situations, as well as to and from, your VET studies.

This section concludes with a graduated assessment task (**AT5**) that requires you to research your career pathway, and create a visual representation about what you have found out and the steps you plan to take.

LER5 Literary Engagement Record for:

Describe the main texts and literary materials you used and created this unit.

The main readings I focused were:

Date	Text/Reading: Title & Author	Text type, source & publication	Summary/ Main point(s)	What I most learned from this is:

LER5: Literary Engagement Record of: _____

2. The main writings I created were:

Date	Topic or theme/ audience	Type of writing/ format	Summary/ main points	Main skills I developed	What I most learned from this is:

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3. The main podcasts and blogging, an video, media communications were:

Date	Topic or theme/ audience	Type of verbal communication	Summary/ main points	Main skills I developed	What I most learned from this is:

5.03 Navigating Texts - TAFE

Course information

There is so much to know before you choose or enrol in a course of study. There are so many courses out there competing for your business. Yes, education in these contemporary times is a **product**, and there are a lot of **choices**.

You are going to investigate some texts used by TAFEs related to finding out about courses.

TAFE

TAFE is the **government-funded** and operated system that provides vocational training and skills-development in a wide range of industry and occupation areas. TAFE courses are nationally accredited courses.

Vocational training and education offered through TAFEs is generally more skills-based and provides great **entry opportunities** into the workforce.

Most TAFEs offer courses from **certificates** I to IV, through to **diplomas** and **advanced diplomas**.

Some of the most common areas of training include:

- ⇒ cooking, food and beverage, hospitality and tourism
- ⇒ retail trade and wholesale trade
- ⇒ ICT, technical, engineering and electrical
- ⇒ manual and practical including construction, hairdressing, automotive and so on
- ⇒ business and management
- ⇒ child-care, aged care, community services, health, nursing, etc.
- ⇒ art and design, fashion, multimedia and so on
- ⇒ and many, many other generalist and specialist areas.

TAFE courses are usually delivered at institutes and campuses across metropolitan and regional Australia. In Victoria, training is offered by TAFEs such as Kangan Institute, Box Hill Institute and Federation TAFE, as well as many others. Some courses can be completed partly, or even wholly, online.

Many TAFE courses are **government-subsided** so that eligible students can pay less for their training. In Victoria, look for these named as **Skills First** courses.

There is also a large range of courses offered as **Free TAFE** courses for industries and occupations that the government has recognised are facing **skills shortages**, and in which the state needs more skilled workers.

Image: photography33/Depositphotos.com



The 13 Victorian TAFEs	
TAFE Victoria portal	https://tafe.educationapps.vic.gov.au/s/
Bendigo TAFE	https://www.bendigotafe.edu.au/
Box Hill Institute	https://www.boxhill.edu.au/
Chisholm Institute	https://www.chisholm.edu.au/
TAFE Gippsland	https://www.tafegippsland.edu.au/
The Gordon (Gordon Institute of Technical and Further Education)	https://www.thegordon.edu.au/
GOTAFE (Goulburn Ovens Institute of Technical and Further Education)	https://www.gotafe.vic.edu.au/
Kangan Institute	https://www.kangan.edu.au/
Holmesglen Institute	https://holmesglen.edu.au/
Melbourne Polytechnic	https://www.melbournepolytechnic.edu.au/
South West TAFE (South West Institute of Technical and Further Education)	https://www.swtafe.edu.au/
SuniTAFE (Sunraysia Institute of Technical and Further Education)	https://www.sunitafe.edu.au/
William Angliss Institute (William Angliss Institute of Technical and Further Education)	http://www.angliss.edu.au/
Wodonga TAFE (Wodonga Institute of Technical and Further Education)	http://www.wodongatafe.edu.au/
The 4 Universities TAFEs	
Federation University Australia (Federation University Australia)	https://federation.edu.au/
RMIT University (TAFE)	https://www.rmit.edu.au/
Swinburne University of Technology (TAFE)	https://www.swinburne.edu.au/
Victoria University Polytechnic	https://www.vupolytechnic.edu.au/



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Close to me 5A

Applied investigation

Which is your closest TAFE? Do you know what type of courses it offers?
Go online and find out. Does its course range suit you?



5.05 Navigating Texts - TAFE

TAFE Terminology

Certificate

Core subject

Short course

Delivery methods

VET

Apprenticeship

Free TAFE

Course fees

Prerequisites

Training plan

Diploma

Electives

Pre-apprenticeship

RPL

RTO

Traineeship

Skills First

Tuition Hours

Private providers

Pre-training review



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5B Unpacking TAFE Terminology



1. Pair up. Based on your knowledge of how, provide a **definition**, or describe the **relevance**, of each of the terms above. Add any **other terms** that are more related to your career pathway preferences.
2. From **where**, or from **whom** could you **find out** about **those** that you are **not sure of**?

TAFE term	Definition/Relevance	Finding out - Where/Who?

5.07 Investigating TAFE Information

5C Investigating TAFE information



Now it's time for you to undertake an applied investigation into the type of information and texts that TAFEs use to communicate to prospective students.

Although at first this might seem like a lot of steps, your TAFE investigation process has been broken down fully. Once you apply this process, you will then know where to look, what to search for, and the key information to find out.

It is strongly recommended that you use a **laptop** and not your mobile device. You might pair up and use two 'sets of eyes'!

Part A: TAFE courses available

1. Search online for **TAFE Victoria**, <https://tafe.educationapps.vic.gov.au/s/> You will find a list of TAFE colleges and their locations. (Click: Find my local TAFE)
2. Navigate to the TAFE and Training Line through the Get help menu option. Which 3 ways can you access this help?

3. Go to the **Victorian Skills Gateway** at <http://www.skills.vic.gov.au/s/> There are a number of ways to navigate the information. You can free-range or follow these steps.
4. Scroll through the first page. How is the information displayed? Tiles, text or in another way? Note each, to follow.

5. What is the first piece of information displayed on the home page?

6. What are the search modifiers?

7. Find 3 more pieces of information that are relevant to you on the home page. Note them down.

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Part B: Free TAFE courses available

8. What is **Free TAFE**? Click through the [Free TAFE](#) links. How is the information on this page organised?

9. Click any links relevant for you. Note down 5 courses that reflect your areas of interest.

10. Click through to see where these courses are located by entering your postcode. Select a distance radius that you are willing to travel to (the default is 100 km, so make sure you modify this field!) Note these down for later.

Part C: Broader TAFE courses available

11. Are there fields or areas of study that you are interested in, but which are not included in the Free TAFE courses? (Note: There are 1,000s of these available as part of Skills First.)

12. Go to the **TAFE Victoria** home page to search for these courses. Search on the home page using the [TAFE only](#) (tick option). Scroll through the results to identify potential courses that might suit your pathways goals. List some courses.

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5.09 Investigating TAFE Information

13. Choose a potential course and click through. What introductory and summary information is presented to you about the course?

14. Is this a **Skills First** subsidised course? What does Skills First mean?

Part D: Investigating specific courses

15. Scroll down to see course providers available, or click through to see where these courses are located by entering your postcode (remember the 100km default).

16. Click through to a TAFE. Now you are most likely to be on the TAFE's home page. Use the search function to find the course.

Note: Some of the organisation information on the pages and the exact title of links may differ on different TAFE websites.

17. Find out the level, location and duration of the course. Where is this information located?

18. Go to the Units of Study and note down how many core subjects you must study for this course. List these.

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Investigating TAFE Information 5.10

19. Check out some of the electives. List these or annotate a hard copy.

20. Click on or navigate down to the Fees and Costs information. Outline the basic fees and costs for different eligible students. Where do you fit in?

21. What information is communicated in Requirements? What do you have to do?

22. Click on the Contact information and/or Education and Course Advisors links. What kind of help can you get?

23. Are there any videos you can access to find out more information?

24. Is there information available in different languages?

25. Is any of the information available using accessibility features for people with special access needs (i.e. vision impairment)?

Repeat this process (steps 17-25) for other potential course options and/or TAFEs. Note down the main differences you find out.

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5.11 Investigating TAFE Information

5D Summarising course information



1. Complete these tables to help you make your **comparisons**.
2. You might then form into **small groups** of students who have intersecting interests to **compare** and reinforce what you have found out.

TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

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TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

Investigating TAFE Information 5.12

TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

TAFE:				Location:		
Course title:				Level:		
Duration of study	Delivery method	Key core subjects	Key elective subjects	Fees & costs	Student services	Transport options
Other info:						

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3. So, what do you need to **do next**?

5.13 Navigating Texts - Work

Employment texts

Just as there is an array of learning-related texts, there are many, many **employment texts** that need to be unpacked.

Some of these will be the **same** for each job (because they are government forms), whereas some will be **specific** to your employer and workplace.

There are **contracts, agreements, policies and protocols, codes of behaviour, terms and conditions**, online **training modules** and more!

Some of these texts play an essential role before you start work, or commence an apprenticeship or traineeship.

Other texts are mandated and must be read or viewed, and understood. These include internal policy documents relating to workplace safety, anti-harassment, anti-bullying and anti-discrimination.

Even if you don't actually read some of these more obscure or complex documents, your employer and your workplace will assume that you have engaged with them.

So too will the Australian Tax Office, your bank, your Super fund and other important agencies and organisations.

It is your duty to access, read, view and understand these texts. At times, you will be 'signing' that you have done so. And once you lay your signature down on the page or e-document, you then have to meet the **rights and responsibilities** to which you have agreed.



5.15 Navigating Texts - Work

Employment contracts

You already have had to understand and fill-in a range of **administrative** and **legal texts** as a school student, especially in Years 11&12.

But as soon as you hit the world of work, you might find yourself overwhelmed with a much greater range of paperwork (or in digital formats).

When starting any employment, including an apprenticeship or traineeship, you must complete and sign an **employment contract** prior to commencement of work. Without this contract, you will be unable to legally start work.

You should look carefully at your contract, and also get someone experienced with the world of work to check it through.

As you learned back in Work Related Skills - Unit 1, the terms, **pay** and **conditions** in your contract will be based on an **award**, or a **registered agreement**, or on the national **minimum pay rates**. And all contracts must deliver on the 11 **National Employment Standards** minima.

As an **entry-level employee**, you will not be in a position to change the contract. So at this stage of your working life, it will be a matter of making sure that there is nothing **unreasonable** (or **unlawful**) included in this right in a contract:

- ⇒ incorrect **employment classification**
- ⇒ incorrect **rates of pay**
- ⇒ lack of proper **rest breaks**
- ⇒ unreasonable **work hours**
- ⇒ intrusions into your **unpaid time**
- ⇒ requirements to work at **unreasonable short notice** (if not a casual), and
- ⇒ other inclusions that could be deemed being **unsafe**, unduly **stressful** or **unfair** for you.

e.g. Imagine being a sole retail worker in a small business within a large and busy shopping centre, and being told that for your 8am-6pm shift that you cannot close for a toilet break, and that no food can be consumed on the premises! Both of these contract stipulations would be unlawful.

“So what we’ll do first-off is get all the paperwork sorted out and signed. Feel free to ask any questions about your contract.”



Image: monkeybusiness/Depositphotos.com



Consider this scenario

It's November, and you have just completed a work placement with an employer (organised through the school so that all legals and safety issues are covered).

At 5pm on Friday the boss shakes your hand and says, "You know what, you did much better than I expected, and you were a very quick learner. Not only were you reliable, but you were very good with customers. And you also seem to know more about the world of work than many youngsters your age and ask the right questions to learn more. (That's your VPC training kicking-in there!)

"How about a job with us? But we are coming up to the busiest time of the year, so you get all the documents together and get back to me."

What would you do? Where would you start?

Look up 'What documents do I need to get working?' and go to the **Fair Work Ombudsman** and download the Starting a new job checklist at:



<https://www.fairwork.gov.au/tools-and-resources/online-learning-centre/starting-a-new-job>

1. What are the key section headings on the checklist?

Note: Some extra spaces have been included in the table just in case new sections get added to the checklist.

Checklist for starting a new job		

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5.17 Navigating Texts - Work

2. So, from where **do you get** the **important paperwork** that you need?

Note: Your **employer** is the only person who can give you an **employment contract**, but you can download the other forms.

3. You will also need to present the following **documents/paperwork** to your employer. Have **you got these**?

- Bank account details
- Tax file number
- Licences e.g. Driver's licence, forklift licence, RSA
- Passport and visa (if you are visiting and working in Australia)
- Proof of age (if you are under 21)
- Qualifications and/or school records
- Apprenticeship or traineeship papers
- Emergency contact details
- Other: _____

4. Why are **these** documents necessary? In what **formats** do you need to **supply these** documents? Are **copies**, **certified copies**, or **originals** needed?

Important document/paperwork you will need?		
Bank account details	Tax file number	Licences
Passport and visa	Proof of age	Qualifications and/or school record
Apprenticeship or traineeship papers	Emergency contact details	Other?

5. According to the **checklist**, **what else do you need** before starting work, and when commencing work?
 - a. What will be the **format** of any **texts** related to this (hard copy, digital, verbal, etc.)?
 - b. Is this **information likely** to be, clear, **straightforward** and **easy to understand**?
 - c. If **not**, who can give you **help** and **advice**?

Checklist for starting a new job		
Your first day	Paperwork	Uniform
Tools	Award/agreement	Employment type
Probation	Duties	Pay
Hours and shift	Meal and rest breaks	Fair Work Information Statement
Flexible work	Leave entitlements	Things to find out on your first day at work
Other:	Other:	Other:

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Applied

Interview 3 different workers about when they started work. Which documents did they need before starting work, what did they need to bring, and what advice can they give you? Report back to the class.



5.19 Employment Contracts

Who to go to for help?

Official documents have a real impact on your working life. So it is really important to understand the basics of what you are signing up for, especially with **employment contracts**. But what if you don't understand everything - which can very much be the case when you are first starting out in the world of work?

The first rule of legal life is that you should never sign anything you don't understand. But some documents, complex texts and especially contracts can seem complicated. So here's some tips to apply.

- ⇒ Don't be afraid to ask your **employer, HR, union rep** or someone in **authority** to explain elements of your employment contract to you. (Not just your colleague or direct manager.)
- ⇒ Get a trusted, **experienced person** to help you decipher the key documents that outline your rights and responsibilities.
- ⇒ Use **online tools** and **guides** that break down the components of the documents such as those at the **Fair Work Ombudsman**, etc..
- ⇒ **Trade teachers** or trainers can help you understand the basics of contracts.
- ⇒ **Careers counsellors** at your TAFE or FEU will be able to help.
- ⇒ Contact the **Fair Work Ombudsman** for any advice. They're there to help - that's what they do! (13 13 94)

Sign away - now or never?

One other thing to remember is that no employer can be forced to sign an **employment contract** immediately when you're there, right on the spot.

Everyone has the right to take the contract away and get **help** if they don't understand it. Even if this means taking the contract **home** for the night and asking a **family member** to give you a hand or contacting the **Fair Work Ombudsman**.

Good **employers** will be happy to **explain** any nuances in the contract as most of the pay, details and conditions will be straightforward and set down according to an award, or an agreement, or the national minima, etc.. And they will likely have no issue waiting a day or two. But don't delay for too long! Find out and clarify what you need to know. Then if happy, sign away.

However, if you are **pressured** to sign immediately (i.e. "If you don't sign now I can give your job to the next person...") - and you don't know the job classification, or rate of pay, or whether covered under an award/agreement or minima, or something else seems not quite right - then really, this might not be the best, and safest place for you to work anyway.





Part A: Employment contract

Get hold of an example of a work contract for a job in your area of interest. You might ask for a sample from an employer you have done a work placement with, or download examples. (Make sure they are current and Australian.)

Your teacher might make a sample contract using the [Employment Contract Tool](https://employ.business.gov.au/) from business.gov.au at <https://employ.business.gov.au/>

It will be better to annotate a hard copy at this stage.

List key information in your work folios in response to these prompts.

1. What are the key details of the contracts? (e.g. employer, job, award, pay, etc..)
2. Look at the various sections. Mark each separate section with a Post-it or by highlighting its beginning.
3. Go back over the contract and mark any parts you don't understand.
4. Have a Q&A session with your teacher, or invite an employer to answer questions.
5. Collate any documents you need such as to complete the requirements of the contract form. Make sure you have a place where you can store these documents for other occasions, with certified copies where applicable; or a folder on your computer.
6. What are you still not clear about?
7. Who can you ask for help and advice?

Part B: Australian Apprenticeship

An employment contract for an Australian Apprenticeship will differ in some ways from a standard employment contract. Some of the requirements associated with this involve the following.

1. Rates of pay (1st year, 2nd year, 3rd year, 4th year).
2. If the employer is not using a **Group Training Organisation**:
 - a. Completion of a training contract with the apprentice or trainee
 - b. Agreeing on a **Registered Training Organisation (RTO)** to deliver the training
 - c. Developing a training plan with the RTO and the apprentice or trainee.
3. Submitting the training contract and training plan to an **Australian Apprenticeship Support Network** provider who will lodge these with the relevant Training Authorities (**STAs**) for registration.
4. Completing the probation period; apprenticeships (90 days) and traineeships (30 days).

Applied: Find out more about Australian Apprenticeship contracts from an **Australian Apprenticeship Support Network** provider or from an employer.

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5.21 Job Advertisements

Job advertisements

It is important that you are aware of the main sources of **job opportunities**. You then have to determine which combination of these sources is best suited to your career pathway, something you'll further explore in Unit 4 of Work Related Skills.

Job advertisements can 'appear' in a range of different places. Most are advertised **online** through job-seeking **portals** such as:

- ⇒ www.seek.com.au
- ⇒ www.adzuna.com.au
- ⇒ www.careerone.com.au and
- ⇒ <https://au.jora.com/>

There is also a range of **specialist**, industry, specific and agency web portals including www.ethicaljobs.com.au as well as sites related to **NDIS** positions.

The **Commonwealth Government** funds a network of employment agencies to find jobs for the unemployed. Start with: www.workonaustralia.gov.au

There are also a range of providers funded by the **Job Access** scheme for people with **disabilities**.

Most large organisations have dedicated **online careers pages** and **application** portals that enable you to directly apply for employment.

Increasingly, employers looking to fill casual or lower-level jobs are using their digital platforms to reach potential applicants. This is complemented by many smaller employers posting 'staff-wanted' **call-outs** on **social media**.

In recent years, (due to labour shortages), we have also seen a return of '**staff-wanted**' **ads** appearing in the windows of local retailers and hospitality venues.

Sometimes it's not always easy to find entry-level positions advertised formally. This is where **networking** (including social media networking), **cold-calling** and previous **work placements** can assist you to source potential job opportunities. Networking can extend to the use of **LinkedIn** as you build your career.



Image: RawPixel/Depositphotos.com

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Image: Rawpixel/Depositphotos.com

Sources of Jobs

Online employment jobsites & portals

Online employment advertisements

Business websites & online applications

Work placements and trials



Direct approach/ cold-calling

Local newspapers and/or digital sites

Social media call-outs & community pages

Volunteer work opportunities

Workforce Australia (Aust. Government)

Professional and personal networks

Specialist and support agencies

Employment agencies

Image: lisafx/Photos.com

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Sources of jobs 5H

1. Which of these sources of jobs have you ever used? Why was that? What was the outcome?



2. Interview 6 different people **who are working**. Ask them how **they** found out about their **jobs** and **where** the jobs were **advertised**.

5.23 Job Advertisements

Unpacking job ads

Once you find an ad you like the look of, how do you read it? Well, most jobs that are **advertised formally** will communicate similar information. Jobs for **government departments and agencies** will follow **stricter rules** of communication.

Informal job advertisements (i.e. call-outs on social media) will contain some of this key information. The rest you will find out when you make a connection with the employer.

So when you are browsing job advertisements, look at the headings and find these parts within the text.

⇒ **Name of the enterprise**

The organisation, business or 'brand' name (e.g. Woolworths Supermarkets, Sunnings Sunbury, McKaffe, Department of Animal Affairs, etc..)

Sometimes jobs handled through agencies will not name the employer at first (e.g. A large caravan manufacturer in St. Appartons, Stockport for...)

⇒ **Position title**

The name of the occupation or job title. (e.g. wanted: Pastry Chef/ Plumber's Labourer/ Postal Delivery Officer/ Disability Support Worker, etc..)

⇒ **Employment status**

(e.g. Full-time ongoing/ part-time ongoing/ casual/ fixed term contract.)

⇒ **Time-fraction**

The percentage of a standard week worked for non full-time work. (e.g. Part-time 3 days (or 0.6)/ part-time 5 half-days/ casual 20-25 hours a week.)

⇒ **Occupation level**

The level of the job classification. (e.g. Retail employee Level 2/ 2nd year apprentice, trainee/ tanker driver with endorsed license & ADR.)

⇒ **Location**

Usual place of work (e.g. Working onsite in Cheltenham/ located in the CBD office/ stationed in the Yarra Valley and surrounds/ Pilbarra region - FIFO.)

Image: Vladimir Nenezic/
Depositphotos.com

REAL ESTATE
MORTGAGE SOLUTIONS!
ATTENTION: HOME OWNER
EXCELLENT INVESTMENT
COMMERCIAL LOANS
NO MONEY DOWN
OFFICE AVAILABLE
WEEKEND RECEPTION
GENERAL MANAGER
LOOKING FOR INVESTORS

CAREERS
FREE PROPERTY SEMINAR
GENERAL HELP WANTED
RECEPTIONIST WANTED
SALES ASSISTANT
WORD PROCESSING SPECIALIST
EDUCATION
TUTORS NEEDED

SERVICES
MEDICAL ASSISTANT TRAINING
ENGLISH CLASSES
GARDEN MAINTENANCE
STUDENT LOANS
MORTGAGE EXPERT
BOOKKEEPING SERVICES

HOUSES WANTED!
SENIOR ADVISOR ASSISTANT
RECEPTIONIST WANTED
CALL NOW
NEED A SMALL LOAN

Most (but not totally) gone are the 'olden' days of print job classifieds.

Image: Devon/
Depositphotos.com

You must check the location, or you might end up somewhere unexpected!



⇒ Position within the workplace structure

The responsibility of the job role, the departmental team, the level of management 'superior' to the job role, the levels of workers below (subordinate) the job role. (e.g. Reporting to the Finance Manager/ working in the procurement team/ responsible for Grade 5&6 speciality support.)

⇒ Pay/remuneration

Wage or salary or retainer/commission or piece-rate, plus other conditions and allowances. (e.g. Award rate of \$25.64 per hour/ an annual salary of \$75,000 plus super/ to be negotiated based on experience/ and so on; or pro-rata pay if part-time.)

⇒ Normal hours of work

(e.g. Between 8am and 6pm with options for flexibility/ Mon-to-Fri with some weekend overtime/ 2am start in the bakery/ split shift of 11 to 2 and 2 to 9/ or the hours normal business is conducted.)

⇒ The role

The position description outlining the main expected tasks, roles and responsibilities, sometimes including safety and quality behavioural expectations. Detailed for government-type jobs.

⇒ You

Your qualifications, personal attributes and experience the business is looking for. (e.g. Commerce degree plus 3+ years experience/ at least 6 months in a face-to-face retail role/ in the nursing plus direct practice experience/ entry position requiring good ICT skills, punctuality and reliability.)

⇒ Other requirements

Any special qualifications for the job. (e.g. Being legally able to work in Australia/ Working with Children check/ having a (manual) driver's license/ meeting minimum literacy and numeracy standards/ vaccination status/ and anything else pertinent to the job.)

Further information

Usually a contact number or email to ask specific questions, or to register an expression of interest, or to request a position description and formal application. Might include links to information videos hosted online; could also be a QR link.



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5.25 Job Advertisements

5I Unpacking job ads

1. Match the **explanations** below with the **13 sub-headings** that are usual parts of a job advertisement, and listed in 'Unpacking job ads' on pp.146-7.

Parts of job ad	Explanation
	Business name.
	Wage, salary or other.
	Usual place of work.
	Percentage of the week worked.
	Who they report to.
	Qualifications & attributes the employer is looking for.
	Name of the job.
	Contact number to ask specific questions.
	Extra requirements, skills and qualifications.
	Part-time, part-time or casual or contract.
	The hours business is conducted.
	Job tasks and responsibilities.
	Job classification.

2. Look through the **job ad** on p.149. Answer these questions in your work folios.
- How is the job ad **laid out**? Is it **clear** and easy to follow?
 - Describe the **position** and its **key responsibilities**.
 - What '**type**' of **person** is the enterprise looking for? Explain using examples.
 - How would you describe the **culture** of the **enterprise**? Does this **suit you**? Why/why not?
 - Would **you meet** all the **required skills** and **attributes**? Why/why not?
 - Would **you still apply** even if **you didn't meet** some of **these** skills and attributes? Why/Why not?
 - Find **another job ad** and outline if it follows a **similar pattern**. What do you notice that is the **same** or **different**?



KB Home-Fi**Job title:** Sales Associate**Location:** City CBD - Lonsdale Street**About us**

At KB Home-Fi, we are passionate about providing the latest and greatest in-home electronics to our customers. Our store is a hub for innovation and cutting-edge technology. If you're tech-savvy and ready to kickstart your career in the world of home electronics, we have the perfect opportunity for you!

Job description

As a Sales Associate, you will play a crucial role in assisting our customers with their home electronics needs. This includes providing product information, recommendations, and ensuring an exceptional shopping experience. You will also be responsible for maintaining the store's appearance, processing transactions and assisting with inventory management.

Key responsibilities

- **Customer Assistance:** Assist customers in selecting the right home electronics products, answering their questions, and providing guidance.
- **Product Knowledge:** Stay up-to-date with the latest technology trends and product features.
- **Sales Goals:** Meet and exceed sales targets by offering excellent customer service and upselling.
- **Merchandising:** Maintain the store's visual appeal by arranging products and displays.
- **Inventory Management:** Assist with receiving and organising inventory.
- **Cash Handling:** Process transactions and provide cash receipts.

Attributes

- **Tech-Savvy:** Passion for and knowledge of home electronics products.
- **Customer-Focused:** Friendly, approachable, and dedicated to excellent customer service.
- **Team Player:** Willingness to work as part of a dynamic team.
- **Communication Skills:** Strong verbal communication and active listening skills.
- **Adaptability:** Willingness to learn and adapt to changing technology and industry trends.

Requirements**Education:** Year 12 completion.**Hours:** Must be able to work some evenings and weekends (on a rotating basis).**Age:** We also strongly encourage juniors who are enthusiastic about technology to apply.**What we offer**

- Competitive hourly wage.
- Employee discounts on home electronics.
- Training and opportunities for career development.
- A fun and supportive work environment.
- Flexible scheduling to accommodate your educational commitments.

If you are passionate about technology and eager to launch your career in the world of home electronics, we want to hear from you! Join our team and help our customers discover the latest innovations in home electronics.

To apply, please send your résumé and a brief cover letter to hr@kbhomehifi.com.au or visit our store at CBD Lonsdale Street to apply in person.

KB Home-Fi is an equal opportunity employer. We welcome applicants of all ages, backgrounds, and experiences. We respectfully acknowledge the Traditional Owners of the land we operate on, the Wurundjeri Woi-wurrung and Bunurong/Boon Wurrung peoples.

5.27 Job Advertisements

5J Responding to job ads

Look at one of the following job ads and summarise the main information that you need to know in order to apply. You can do this in writing or verbally.

Now swap your notes with another student and see if they can use them to format the information you have supplied, into a response to the job ad.

Wanted: Apprentice chef for busy inner-city diner.

Gristle's Old Style Diner is seeking an apprentice for its short-order menu.

About us: Located in Fitzroy, Gristle's has a reputation for fast and no-fuss service and a happy vibe. Regular customers pre-order lunches and brekkies. Uniform provided.

Pay: as per Award.

This position is subject to a trial period.

About you: Must be able to handle a high pressure environment at peak times - getting pre-orders out on time.

Confidence on grill and deep-fry.

Good communication with server and customer staff is essential.

Punctuality and reliability are expected. Hours: 7-3, four weekdays and brunch 8-2 alternate Saturdays.

Must be a self-starter over 18 and with (NSA (for weekend lunchtime alcohol sales) driver's license needed for car valet) with Year 12 or equivalent.

Immediate start.

Send résumé and references along with a statement about your suitability for the position to: Garth Gristle ggristle@melbstra.com.au. For further information call 04333850698.

Notes:

Retail Assistant: Surf Star

Surf Star is seeking retail assistants for its new Lo-point store. We are the leading supplier of all things surf in Victoria and have a proud track record for quality products and excellent, friendly service.

The successful applicant will be familiar with surfing culture and merchandise, be knowledgeable about our products and able to recommend suitable surf gear and surf wear to our discerning customers. You will also maintain stock and displays.

Presentation is also key as this is a customer-facing role. We aim to make our clients feel at home by channelling a sunny, salt-water vibe.

Full training provided on the job, including customer service and point-of-sale systems.

Our rosters will see you working across four weekdays and either Saturday or Sunday. Generous weekend loading applies.

Send your CV, details of referees and details of any previous experience and a statement explaining how you see yourself contributing to our team to recruitment@surfstar.com.au quoting reference number: SURF by August 12, 5pm.

Don't forget to tell us why you're surfing! Each candidate!

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

Applied

Find current job advertisements for positions for occupations that match your career pathways goals. Report back to interested peers and/or to the class.



- a. Where will you search? What key words will you use?
- b. How many jobs did your search turn up? Were these suitable for you?
- c. Summarise the most relevant job ads you found.
- d. What would you need to do to apply, either now, or in the future?

5.29 Module Assessment Task

AT5 My Career Pathway - Visual Representation - Literacy for pathways and further learning



Overview: My Career Pathway

Now that you have researched your pathway, you will create a visual representation about what you have found out and the steps you plan to take.

This will help inform you of any gaps or problems associated with your plan at this stage of the year.

Your visual representation will also help others easily interpret your goals and your proposed pathway towards fulfilling them.

Process: My Career Pathway

1. Gather your research and organise it in a logical sequence.
 - You will most probably choose to sequence the steps in the order they must be done to arrive at your goal.
 - But you might also consider grouping like tasks such as form-filling, researching and alternative actions to take.

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

2. Think about how you would like your visual representation to look and how your audience will 'enter' your visual representation.
 - Will it be a linear representation?
 - Will it have more than one entry point?
 - Will there be different ways for people to read your visual representation?
 - Consider the needs of your audience, as well as the look of your visual.

3. Start drafting and designing, making use of the groupings of 'like' material, and pathways research, that will be included.

- What types of images will you need to include?
- Laying out hard copies, and physically moving the elements around can help.
- If you are making a digital visual, choose or develop themes and colours.
- Experiment with colour, layout and text size, in miniature.
- How large will you make it?

4. Get some informal feedback from other students and your teacher before starting work on the final draft.

- Feedback on content.
- Feedback on design.
- Feedback on images.
- Other feedback.

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

5. Stage a mini-poster session, where half the class shows their work, while the other half examines as many posters as possible, and gives feedback and asks questions to the creators. Then swap over so that all students have shown their work.

- Feedback on content.
- Feedback on design.
- Feedback on images.
- Other feedback.

5.31 Module Assessment Task

6. Use the feedback that you have received to make improvements and refinements.

- Improve and refine content.
- Improve and refine design.
- Improve and refine images.
- Other improvements and refinements.

7. Submit your final draft of your Career Pathway Visual Representation to your teacher for their advice. Action any advice.

8. Present final work in suitable format and/or digital. Present to the class or a Career Advisor. Your teacher must invite the Work teacher and/or Careers Advisor to view student presentations.

9. You will be assessed on:

- a. the quality and coherence of your ideas
- b. appropriate sequencing of pathways steps
- c. the inclusion of information in your visual representation
- d. clarity of what and how you communicate your career pathway
- e. the execution of the final presentation product.

Note: Your teacher might add other specific evaluation criteria.

**DRAFT SAMPLE:
FOR PREVIEW
AND PLANNING
PURPOSES**

Module Assessment Task 5.32

Name(s):	Key dates:	UNIT 3 MODULE 2		
Tasks - AT5: My Career Pathway Visual Representation	Must Do?	Due Date	Done	Level
Negotiate the task details with my teacher. Format:	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Complete AT4: Giving and Getting Advice (or similar).	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Process				
1. Organise my research in a logical sequence.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
2. Determine the look of my visual representation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
3. Draft and design my visual representation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
4. Get informal feedback on my visual representation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply feedback to make improvements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
5. Participate in mini-poster session.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Give feedback to others.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
6. Apply feedback to make improvements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
7. Submit final draft to teacher for advice.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Apply final feedback and advice to make improvements.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
8. Submit final work in a suitable format.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
9. Present visual representation to the class (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Present to the WRS teacher/Career advisor (if required).	<input type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
Assessment				
⇒ Quality and coherence of ideas.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate sequencing of career pathways steps.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Insightful information on the visual representation.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Clarity of communication of a career pathway.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Execution of the final presentation product.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of image/multimedia materials.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>
⇒ Appropriate use of text-based materials.	<input checked="" type="checkbox"/>	<input type="text"/>	<input type="radio"/>	<input type="text"/>

Additional information:

Signed: _____

Date: _____

5.33 Unit Review and Reflection

Unit Review and Reflection

Which Literacy skills did I develop during this entire unit?

→ _____

→ _____

→ _____

How have the skills of Literacy helped to improve my personal life?

→ _____

→ _____

→ _____

How have Literacy skills helped in improving my work-related skills?

→ _____

→ _____

→ _____

My performance in developing my literacy skills this entire unit was:

0 not shown	1 low	2 reasonable	3 good	4 very good	5 excellent
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What were my strongest areas of performance? What should I work on improving?

My strongest topics/skills were:	But I need to improve my skills in:

Signed: _____ Date: _____