



Department of  
Education

# VETsteps

Supporting Workplace Literacies



VETsteps: Supporting workplace literacies  
© Department of Education WA 2013  
ISBN: 978-0-7307-4520-4  
SCIS: 1600932



# Acknowledgements

The contribution of the following schools, individuals and organisations is gratefully acknowledged:

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**North Lake Senior Campus:** Lyn Brodribb, Emmanuel Calleja, Greg Hartman, Mark Leigh; Judy McVeigh, Teresita Palmer; Barbara Sherriff; Columba Tierney;

**Pilbarra Education District:** Kylie Boyd, Geoff Holt; Patrice Kilpatrick; Carly LeCerf; Robyn Parker; Nadine Woodley-Smith, and Jodi-Lee Tyndall;

**Swan Education District:** Sharon Gilgallon, Chris Hatzis, Frances Herd, Helen Peppinck, Sandra Robinson, Teresa Stoncius, Eugenie Stubbs; and Ann Stuht.

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# Introduction

VETsteps: Supporting Workplace Literacies is a professional development resource designed specifically for teachers and trainers delivering Vocational Education and Training (VET) to students in schools and other training organisations.

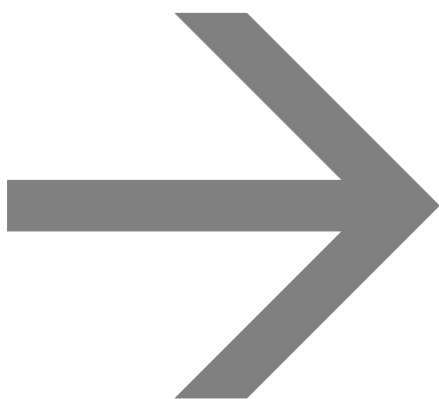
The purpose of the resource is to connect with and build on the skills and understandings teachers and trainers have about the literacy and language skills required of students in the workplace. It offers practical approaches, processes and strategies that teachers and trainers need in order to support students in:

- accessing vocational education and training; and
- preparing to demonstrate the communication skills demanded by the world of work.

**Part A: Work Matters** – which assists participants to understand the links between literacy and success in the workplace. The literacy demands of Units of Competency in National Training Packages are identified;

**Part B: What Works** – which workshops practical strategies that participants can put into place to help students make progress with the literacy skills required to achieve their Units of Competency

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## Improving students' workplace literacy skills results in:

- more effective preparation for the world of work
- improved outcomes in academic and training programs
- greater advantage and advancement opportunities in the workplace.



## How to use this text

This text supports your participation in the **VETsteps** program. It builds upon your current understandings about the place of language and literacy in the workplace, and shows how you can support your students in developing the language and literacy skills needed by industry. It consists of two parts:

### PART A: WORK MATTERS

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#### Text

This section outlines the key ideas of the course and includes important reading material about literacy in the VET context.

### PART B: WHAT WORKS

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#### Strategies

This section outlines:

- practical strategies used in the VETsteps course;
- the purpose of each strategy;
- steps-by-step ideas on how to implement the strategy;
- additional ideas for adapting the strategy to suit the needs of different ability levels and learning styles in the classroom; and
- helpful examples of what the strategy might look like in VET.



#### Materials Package

This section provides frameworks for teaching the types of texts required by the workplace.

# Part A: Work Matters





## VET – A Definition

No doubt the term 'VET' is a very familiar one, but exactly what does it mean?

'VET' is an acronym for:

**V**ocational  
**E**ducation, and  
**T**raining.

Simply put, VET is "education and training for work" (ANTA Web site, 2003). VET programs aim to meet the vocational aspirations of students, and to develop the skills and knowledge needed by industry. These programs involve students in "work related learning built on strategic partnerships between schools, business, industry and the wider community." (MCEETYA 2000, p 4)



The landscape of VET is full of acronyms. For example, ANTA, RTO, ITAB, NTB, AQF...and so on. Acronyms can be useful as a kind of 'shorthand' for much longer phrases. However, they are only effective if all parties involved understand their meaning – otherwise they can restrict or exclude. When using acronyms with students, it is particularly important to explain their meaning to ensure understanding. Better still, avoid using them where possible.

For a list of common acronyms used in the VET system, see the glossary of terms at the end of this text.

## Background

The VET 'system' as we know it today, is the product of a long history of change and challenge.

*VET has "...traditionally been seen as post-secondary, non-university education and training, focusing on apprenticeships. But reforms in the past decade now see vocational education and training programs offered in secondary schools, stronger links with university study options and six levels of qualifications offered in most industries, including high growth, new economy industries." (ANTA Web site, 2003)*

Understanding these past influences promotes an understanding of the present. Following is a 'snapshot' of the recent past, and the critical markers that have shaped how VET looks today.



## 1980s Markers

The economic difficulties of the mid 1970s and the economic crisis of the 1980s were critical factors in changing the VET landscape.

There was growing recognition that the Australian workplace was changing – and changing at a rapid pace. This was characterised by a shift away from the traditional economic base of agriculture, mining, manufacturing and construction, and growth in service industries and the emerging communications industries.

New technologies were also impacting on workplace environments. These technologies demanded a workforce that was educated, skilled in their use and adaptable to change. The expansion of new technologies highlighted the need for Australia to be more competitive in the global marketplace.

Vocational education and training was increasingly seen as a strategy to meet these changes, and as an important part of the nation's economic future. The following milestones reflect these changes:

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**1985**

Quality Education Review  
Committee (QERC)  
chaired by  
Peter Karmel

**1989**

Adoption of competency  
based standards in industry  
and competency based  
curriculum and  
training



### 1990s Markers

This time period was marked by continued growth in global markets, and the pressing emergence of service and knowledge-based industries as important sources of employment.

Concerns were raised that the VET system was not keeping pace with necessary reforms. The Federal Government wanted a system that was more responsive to the needs of the individual, industry and the global economy. As a result, the system underwent accelerated change. A national focus was adopted, and the role of industry in VET was enhanced during this decade.



### 2000s Markers



## “New Capitalist” Needs

Today’s students are entering the workforce in what is known as ‘new capitalist’ times. These times reflect a widespread belief that we live in an increasingly complex society characterised by rapid change. Factors contributing to this include:

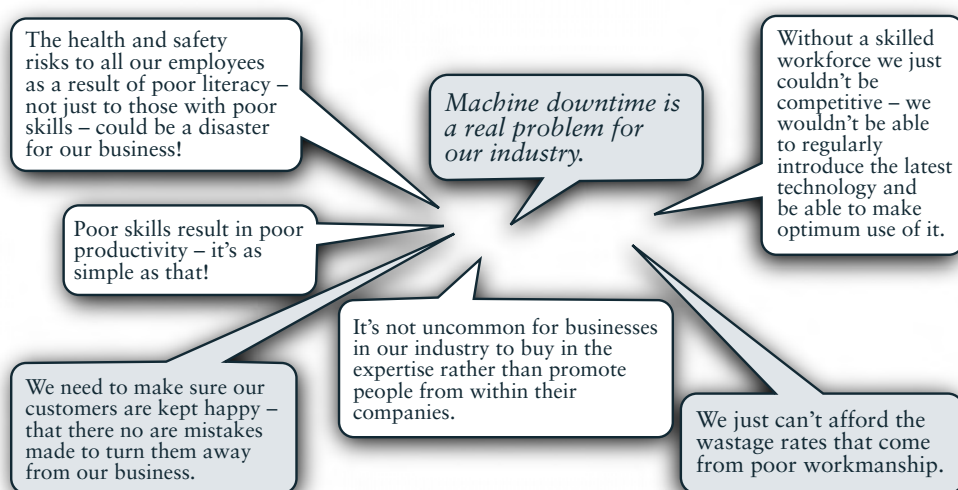
- Economic globalisation
- Increasing cultural diversity
- Changing technologies
- Advent of the “Knowledge Revolution” and the “Information Age”.

Global shifts impact on the economic conditions in Australia. These in turn, alter the nature of work required by industry. An example of where we see this occurring is in the manufacturing sector. In order to remain globally competitive, many multi-national companies choose to manufacture their products in low-wage countries. This has meant that repetitive and routine jobs are decreasing in developed countries such as Australia, and are becoming more poorly paid.

Changes such as these, place pressure on people seeking employment and trying to earn a living wage. Global competition means that industry now requires a workforce with a different set of skills – a *flexible* workforce capable of performing a *variety* of tasks.

This new workforce profile has increased the demands made on the literacy skills of workers in this sector. Traditionally low-skilled jobs, like labouring and machine-operation, now require substantial literacy skills, such as reading procedural manuals, making judgments about machine settings, recording quality processes and participating in team meetings.

Industry cannot ‘afford’ a poorly skilled workforce. The consequences of this are reflected in the following comments from industry managers:



The most significant shift in how we ‘see’ the workforce in these ‘new times’ is a recognition that industry needs a skilled workforce, as opposed to a workforce that is simply a source of labour.



### Work futures

Young people are at the frontline of these 'new economy' transformations. The skills they develop now and throughout their lives have a direct impact on how successfully they compete in the labour marketplace.

Students who fail to make a successful transition from school to work form a high-risk group. Research shows one in five of Australia's long-term unemployed is as a result of this type of failure. This same research indicates that young people who leave school before completing Year 12 education and training are increasingly marginalised in the workplace. Completion of Year 12 has become the modern-day 'threshold' for access for further education, training and workplace success (Spierings, Dusseldorf Skills Forum, 2001, p 3).

Language and literacy skills are now, more than ever, crucial elements for success – both in school and in the workplace. Students who experience difficulties are less likely to remain at school or in training, and are at risk of transition failure or being placed at the 'back of the queue' in job selection.

In the workplace setting these students are likely to find it difficult to:

- develop new skills
- function as a valued and productive member of an organisation
- change their occupation and industry as a result of industry restructures
- pursue new and interesting career pathways
- participate in lifelong learning opportunities.

The bottom line is that students who are unable to attain and develop sufficient literacy and language skills tend to get lower marks, and struggle with or become alienated from their schooling. Similarly, those who are unable to demonstrate these skills and understandings in the workplace could be seen as a liability. In 'new capitalist' times, language and literacy skills are pivotal to success in school, work and life.



## VET in schools

The VET in Schools initiative commenced in most Australian states in the late 1990s. In 2002, over 94% of senior secondary schools in Australia offered vocational education and training to their students. (ANTA Web site, 2003)

*We are trying to open up the world of work, training and education for young people, improve opportunities for them – research shows that people who do not undertake post-school education and training are more likely to be unemployed than those who do, more likely to have a lower paid job, and less likely to participate in further education and training later in life.*

(National Strategy for Vocational Education and Training, 1998-2003)

A primary focus of the initiative is to make the experience of schooling more relevant, both to students and the needs of industry. However, it also recognises that active engagement in education and training is a key ingredient in helping young people make the successful transition from education to the workforce – probably the most difficult and important transition we make in life. Failure to make this transition can impede the success a student experiences in the labour marketplace.

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VET in Schools is seen as a way of broadening post-school options and pathways. It engages students in learning that has been built on strategic partnerships with business, industry and the wider community. The function of this is to encourage a positive attitude towards further education, employment and lifelong learning.

From the students' perspective, the appeal of participating in VET in Schools is that they obtain practical work skills as well as nationally-recognised qualifications as part of their school education. There is, then, a very clear link with what they are doing in school and post-school vocational options.

Supporting students as they make progress with their literacy and learning skills is an essential component in producing successful outcomes for students undertaking VET programs. It is also critical in minimising barriers to economic, social and cultural 'capital'. The foundation students establish now, will impact on their future successes, in work and in life.



### Summary

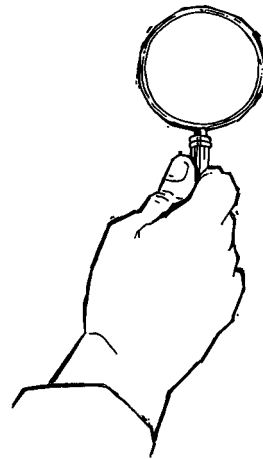
- Young people are entering a world of work that values life-long learning. It may no longer be good enough to obtain only one qualification that will carry them through their lives. Global changes in markets, industry structures and technology mean that people need to upgrade and change their skills throughout their working lives.
- Increasingly, low levels of literacy impede young people attaining sustained employment and economic well-being in their post-school lives. A strong literacy and language background has the potential to improve students' life opportunities and provide them with economic and social 'capital' to approach this changing world of work successfully.
- Initiatives such as VET in Schools help to make the experience of schooling more relevant to the needs of students and industry in these 'new capitalist times'.







Traditionally, industry's main focus in training has been on the acquisition of technical skills. Employers have tended to view the deficiencies in young people's communication skills as the result of 'faulty' schooling, and believe that education was out of touch with the world of work and competition.



Literacy, then, has been viewed by industry through a deficit lens – young people entering the workforce either had 'it' or they didn't.

However, as we saw in the previous chapter, we live in an increasingly complex society, characterised by rapid change. Being literate in these 'new times' has to reflect the demands of a changing workplace.

Some studies claim that problems associated with literacy in the workplace cost the Australian economy around \$3.2 billion a year, and that up to two-thirds of many companies' training budgets are wasted because workers do not have the literacy skills to support the level of training required (Fitzpatrick & Roberts, 1997; Welch, 1998).

As well, reports such as the International Adult Literacy Survey *Literacy in the Information Age* (OECD, 2000) state that one in five Australians does not have the literacy skills to participate effectively in the information age. Examples of the new 'basic skills' of the 21st century include the ability to use automatic teller machines and the Internet, as well as understanding supermarket checkout procedures and e-forms for submitting taxation returns.

Projections of emerging trends in employment also suggest that employers believe literacy demands in the workplace will increase in the future. It is likely that there will be wider use of literacy screening as part of the job application process, (Department of Employment, Vocational Education and Training, 1998).

Sobering research results such as those above have acted as a 'wake-up call' for education, training and industry.

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## Literacy is 'messy'

Literacy in VET is not a neat and tidy area, and there is a lot of confusion about the terms used to describe what it actually means.

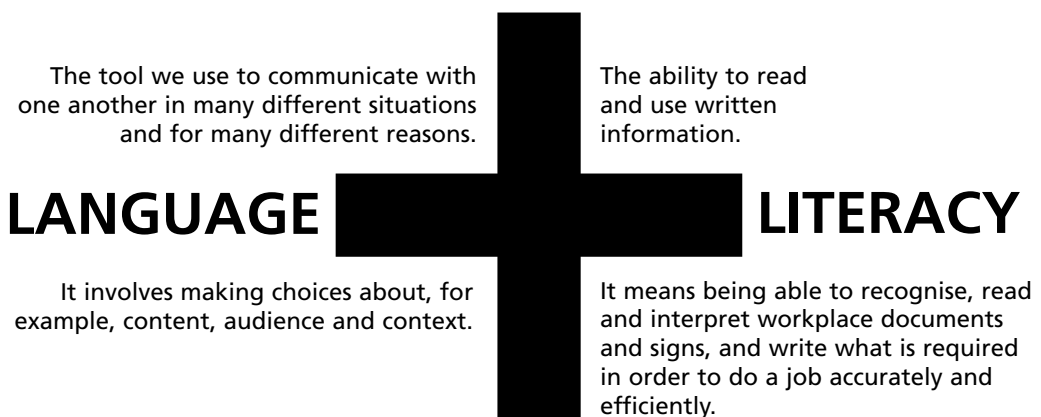
**BASIC SKILLS** ↘ Reading and Viewing ↙  
 ↘ Listening and Speaking ↘ **LANGUAGE**  
**COMMUNICATION SKILLS** ↙ Writing ↘  
 ↙ **LITERACY** ↘

If we think about the relationship between some of these terms, it may help to explain what is different about each of them. It may also explain why the various terms are used interchangeably in different documents.

The following diagram shows how the umbrella term 'communication skills' is used to describe the language and literacy elements of workplace communications.

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## COMMUNICATION SKILLS



(National Assessors and Workplace Trainers Body, NAWT Web site, 2003)

If one asks people what being 'literate' means they will most likely say that it is about being able to read and write. The above descriptions of literacy and language hint, however, at a broader definition of what it means to be literate in contemporary society. We need to be aware of this fuller picture of literacy, otherwise there is a danger of literacy being reduced from skilled work practices to isolated 'packets' of skills.



### Literacies

The *value* of literacy has changed over time, and is different in different contexts. For example, in ancient Athens, Plato dismissed writing in favour of speech, as he believed the written text would only encourage forgetfulness. During the 18th century, it was widely believed in Europe that literacy would cause not only political problems, but health troubles as well – colds, headaches, haemorrhoids and epilepsy were all attributed to the acts of reading and writing.

A more recent example comes from a worker in a training course who commented that when he was young (in the late 1940s), it was accepted that many members of his community were literate if they could write their names. This was seen as being good enough to sign everyday documents, such as employment records and receipts for pay slips.

When we compare these scenarios with the following contemporary definition of workplace literacy, we can see enormous changes in judgements about what it means to be a literate person:

*Workplace English Language and Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts... Literacy involves the integration of speaking, listening and critical thinking with reading and writing.*

(DETYA, 2001 p 13)

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It would be fair to say that workplace literacy has traditionally been viewed as being a single, unchanging practice, linked directly to production. More recent descriptions view literacy as a socially-constructed practice, something that changes as society's values change. The term literacies is now used to describe the multiple nature of communication demands:

*It is a normal and absolutely fundamental characteristic of language and literacy to be constantly remade in relation to the needs of the moment; it is neither autonomous nor stable, and nor is it a single integrated phenomena; it is messy and diverse.*

(Kress in Freebody, 1997, p 5)



What it means to be literate in one place or time is different from what it means in another, as the following examples illustrate:

### Automotive Industry

*In the past, we mechanics were required to concentrate on the hands-on mechanical workings of a machine.*

The automotive industry is now a high-tech business. For example, world wide emission control standards mean the use of electronic and computing power is essential. We are now required to understand the complex interaction of the various computer interfaces, and run and maintain efficient operation and diagnostic retrieval.

### Primary Industry

*My father became quite a well-off market gardener after coming to Mackay in the early 1950s. He could barely speak English and couldn't write in either Maltese or English.*

Well, now, we're a huge commercial enterprise. You wouldn't believe the rules and regulations and all the policies and guidelines we have to read and keep up with. Take one area alone, the handling of chemicals – we have to address the industry guidelines, occupational health and safety regulations, the manufacturer's instructions sometimes it's hard enough just recognising the Australian Standard symbols on containers.

### Retail

*The retail sector has seen a lot of changes because of technology. You only have to look at one area – the way items are processed at the counter.*

*Before cash registers, sale items were recorded and tallied by hand. Items were weighed on a set of scales. Receipts were also written out by hand.*

Now we have cash registers, and they are becoming more and more sophisticated. Not only can they tally the total sale, work out correct change required and issue printed receipts, but today's sales assistants can 'enter' an item by simply scanning a barcode. In fresh food outlets, you can find registers that are linked to weighing scales. Items can be weighed and the price calculated in a matter of seconds.

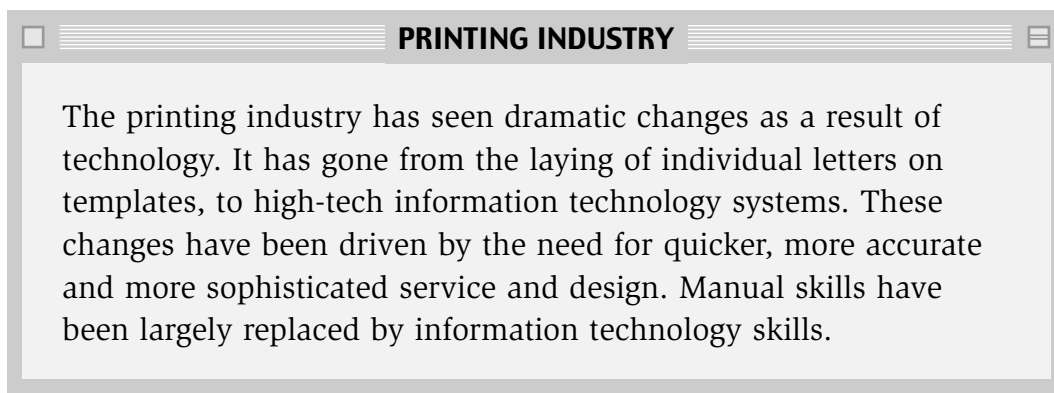
Another important feature of today's cash registers is their capacity to process 'plastic' currency – such as EFTPOS and credit cards.



### The impact of technology

We have all experienced advances in technology that modify and create new *multi literacies* (New London Group, 1996) for the workplace.

An example of multi-literacies is the way in which CD-ROM technology allows us to access multiple knowledge databases, but also requires us to navigate through several levels of visual and print details. Different types of texts, (such as tables, graphics, audio, video and print information) are presented on screen via a mixture of text and three dimensional visuals.



These new literacies have made it necessary for workers to acquire and adapt search, comprehension and decision making skills. The advent of multi-modal literacies will require more new and modified skills. An example of multi-modal technology already in use is the Heads-up Display employed by military pilots. The pilots use trained-eye focus to activate menu items projected on their helmet visors or cockpit windscreens.



## Working at the interface

The worlds of school, training and work are different cultural 'sites' and each has its own codes and conventions of acceptable and expected behaviours. Traditionally there has not been much common ground between them.

'Academic' sites have placed greater emphasis on learning for reflection, whereas industry values learning for action. Schools reward the mastery of skills or of a body of knowledge as having a purpose itself; the workplace rewards actions arising from understanding.

Moreover, industry emphasises that it's not good enough for skills to be learnt as formulaic approaches, or for work content to be learnt as though it will be transmitted as packets of facts. There is no such thing as a 'one size fits all' set of language and literacy skills. All skills and understandings have to be adapted to the specific context in which they will be used.

While schools tend to reward competitive students who work as individuals striving for achievement, in the workplace the needs of the enterprise are of greater importance. Although the ability to work autonomously is valued, productivity is based largely on a worker's ability to function as part of a team, and as a representative of the organisation.

Communicating skilfully in industry is a complex process. Industry requires young people to communicate in a variety of forms, for a range of purposes and for diverse audiences. It also requires workers to solve problems and to transfer skills from one context to another.

Workers who are unable to perform this sort of multi-skilling are vulnerable. By contrast, many schools tasks only require students to acknowledge a single audience (most commonly teachers), for a single purpose (the mastery of knowledge), and in limited contexts.

The role of teachers and trainers in VET programs is crucial in helping students traverse successfully the interface between the worlds of school, training and industry. In these 'new times', students who are not equipped with adequate literacy and language skills are at risk of failing to make the transition successfully or of becoming 'obsolete' as their work environments and communities change.

*We are service and information-based workers engaged in complex intellectual work with knowledge and with spoken, written and electronic texts. Our work as literacy educators is to be knowledgeable and flexible readers and writers..... we listen and speak, read and write different voices, cultures and texts and we enable our students to do the same, blending their community knowledges, practices and voices to reframe and redesign these texts.*

(Luke, 1998, p 7)



### What's needed

Being literate in the workplace is a complex business. It is about making sense of the values of the site and the accepted codes of behaviour, as well as being able to read, write, speak and listen effectively.

*To be literate in a workplace means being master of a complex set of rules and strategies which govern who uses texts, and how, and for what purpose. (To be literate is to know) when to speak, when to be quiet, when to write, when to reveal what was written and when and how to respond to texts already written.*  
(Hull, 1995, p 3)

Young people require knowledge of content, context and strategies to 'read' the workplace effectively and act appropriately. How they manipulate these practices according to their needs and those of industry is the key to the learning process and successful productivity.

Literacy skills serve as prerequisites to the learning of academic and technical skills, knowledge and understanding. The Training Reform Agenda recognises that literacy is enmeshed with workplace changes and the ability of organisations to be globally competitive. It is this recognition that forms much of the common ground shared by schools and industry. Literacy has therefore become integral to mainstream training and workplace competencies.

For VET training to be successful for students, trainers need to be absolutely clear about:

- the communication skills needed for particular jobs;
- their students skills, and
- the needs of the specific industry.

Secondary school teachers and trainers in vocational organisations who are confident with their subject area or technical expertise may feel apprehensive or ill-equipped in helping students with their literacy needs:

*'I'm really not sure how to teach students to read or write.'*

Those who find themselves in this position need support in understanding that literacy is already embedded in what they deliver. All that is needed are additional strategies to further enhance students' literacy skills.





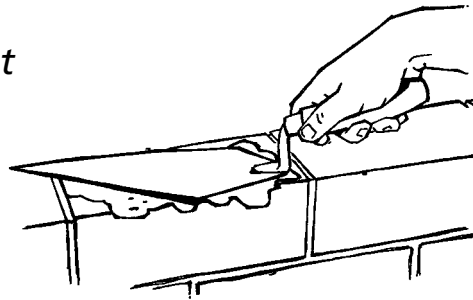
## Summary

- There has been a change in the relationships between the worlds of school, training and work. Academic, training and industry sectors now recognise that literacy skills serve as prerequisites to the learning of both academic and technical knowledge and performance.
- Literacy is enmeshed with workplace changes and the ability of organisations to be globally competitive. As part of the National Training Reform Agenda, literacy has therefore become integrated with mainstream training and industry-specific competencies.
- Teachers and trainers of students in VET programs require a knowledge of content, context and strategies to support students to effectively 'read' the workplace and act appropriately.



*The worlds of industry, training and academia acknowledge that literacy enables people to secure 'individual positional advantage and individual vocational advancement'.*

*(Kell, 1998, p 8)*



## The key competencies

In 1992, the Mayer Committee developed and refined seven 'key competencies' that were seen to comprise the 'foundation' for success in work and life:

- collecting, organising and analysing information;
- communicating ideas and information;
- planning and organising activities;
- working with others and in teams;
- using mathematical ideas and techniques;
- solving problems; and
- using technology.

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The Committee saw the ability to apply literacy skills as being essential for employment in all workplaces, for citizenship and to facilitate lifelong learning. For that reason, *Collecting, analysing and organising information* and *Communicating ideas and information* were identified explicitly as two of the competencies.

- **Communicating ideas and information** involves the capacity to communicate effectively with others, using the range of spoken, written, graphic and other non-verbal means of expression.
- **Collecting, analysing and organising information** involves the capacity to locate information, sort information in order to select that which is required, present it in a useful way and evaluate both the information itself and the source, and methods used to obtain it.



We are reminded of the central place of language and literacy in all learning when we consider some examples of the literacy skills underpinning the other five competencies.

- **Planning and organising activities** involves the capacity to seek information from others, locate and sort information, ask questions effectively, and record information.
- **Working with others and in teams** involves the capacity to contribute own ideas, listen to others, follow meeting procedures, request advice and assistance and seek feedback on performance.
- **Using mathematical ideas and techniques** involves the capacity to read and interpret symbols, seek information from others, request advice and assistance and produce documentation.
- **Solving problems** involves the capacity to listen effectively, ask relevant questions, research or seek information from others and record or document outcomes.
- **Using technology** involves the capacity to follow instructions, question to find out more information, read and interpret signs, symbols and specific terminology, and produce reports.

The key competencies underpin education in schools and in the training sector. They serve as an important reminder of the value placed upon literacy by industry and the wider community.



## 'Work-able' language

Literacy demands are placed on students in nearly every situation in which they find themselves. Here are some examples of specific vocabulary young people might be expected to manage in the social, academic and training parts of their lives:

Social words	Academic words	Pre-vocational words	Training words
Texting	Pitch	Resumé	Competency
Moshing	Factor	Roster	Evidence
Chat	Volume	CV	On-the-job
MP3	Assessment	DOB	Off-the-job
Flaming	Outcomes	Application	Entry level
Hot	Stippling	Performance	Task
Pash	Narrative	tasks	Skills
Spillin'	Denominator	Work	Knowledge
Cool	Density	shadowing	RPL
Lush	Inverse	Portfolio	RCC
24/7	Analgesics	Reference	TPO
Scene	Elevation	HR	RTO
DVD	Compound	OHS	Variables
Chillin'	Investigation	Referee	Assessor
Rap	Prospectus	Duties	Group Trainer
Fully	Autocad	Enterprise	Criteria
Room	Linear	Training	Performance
cul8r	Faculty	Initiative	Statement of
bab	Root	Motivation	Attainment
ty	Square	Punctuality	Needs Analysis
ping	Ecosystem	Experience	Pathways
Eze	Discourse	Attitude	Certification

Every industry has its own 'language', which may come in the form of:

- terminology used to describe people, place and objects and actions
- acronyms
- symbols and other graphical representations.

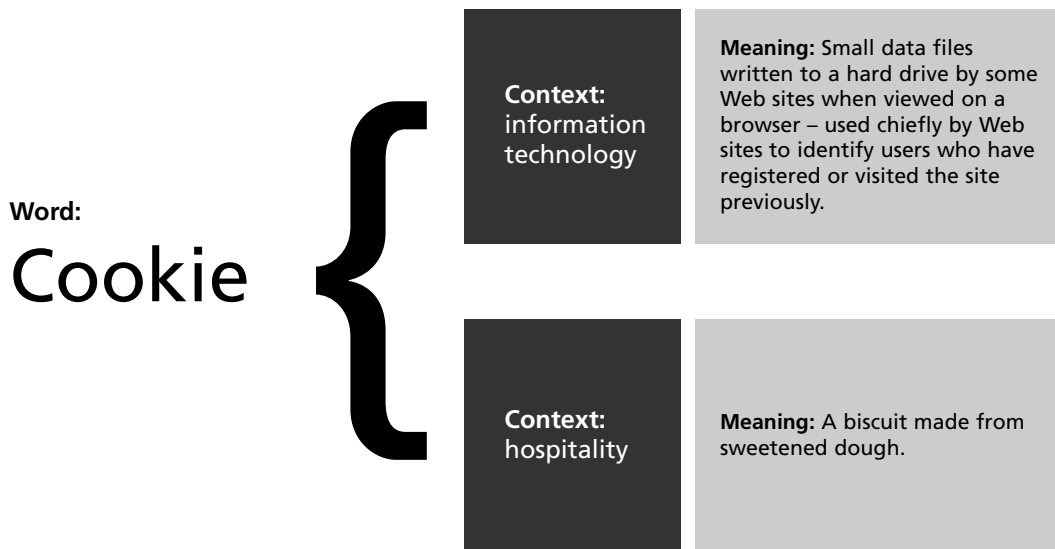


Students need to be able to 'code-switch' between these different vocabularies and to recognise *where*, *when* and *with whom* it is appropriate to use particular language forms.

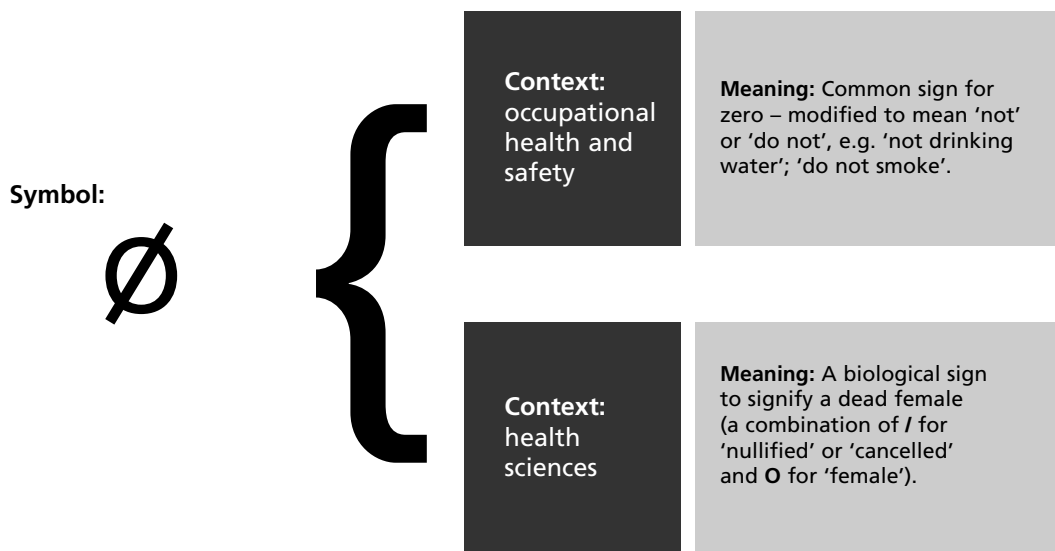
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In addition to being able to understand and use language specific to a particular workplace context, young people need to understand that the same term can have a different meaning in different contexts:



Symbols can also have contextual meaning:



Students therefore need to be adept at ‘reading’ the particular language of the industry area of which they are a part, and be able to use appropriate terminology in the correct context.



They also need to be able to make meaning from the wide variety of texts they encounter:

**Orders**

Table 16  
Covers: 4

2 x Sp  
1 x C/S  
1 x Cal

2 x fill MR  
= cheese  
2 x chick A

**Child Care Cen**  
Daily Program

7.30am  
7.45am  
8.15-8.30  
8.30-9.15

**Tax file number application or enquiry for an individual**

Please read this page and the back page carefully before completing this application. This will ensure that unnecessary processing delays are avoided. Please tick the appropriate box:

☐ I am applying for a tax file number (TFN).  
☐ I am not sure if I have a TFN.  
☐ I need to be advised of an existing TFN.

Who should use this application?  
Use this application if:

- you have never had a TFN, or
- you are not sure if you have a TFN, or
- you know you have a TFN but cannot find it on any tax papers you have. In these circumstances full proof of identity may not be required.

If you are a non-resident and applying for purposes other than employment please use a Tax

PLEASE PRINT IN BLOCK LETTERS AND DO NOT USE CORRECTION FLUID

IN-CONFIDENCE - ATO USE ONLY Tax file number application or enquiry for an individual

Are you or have you been known by any other names?  
For example, a name before marriage?  
Full name  
Underline surname or family name  
Type of name  
No Go to 4.  
Yes Give all other names and describe the type of name.

- Type of names include:  
name at birth, name before marriage, Indigenous name
- assumed name (known as)

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In their personal, academic and working lives students do not deal only with written texts. They also encounter verbal, graphic and 'hybrid' texts (a merging of two or more text forms, such as a CD-ROM). Texts students might find in workplaces include:

descriptions	directions	appointments	receipts
speeches	invoices	charts	signs
announcements	maps	confirmations	referrals
reviews	directories	agendas	requests
invitations	drawings	reports	interviews
memos	greetings	complaints	reservations
diaries	proposals	manuals	pro formas
itineraries	references	portfolios	brochures
minutes	letters	questions	advertisements
apologies	plans	Websites	menus
applications	introductions	videos	rosters
code of ethics	newspapers	textbooks	magazines



Students also need to understand what is required of them to perform particular **tasks**:

*Tell me the steps you will need to follow to use the scissor lift correctly.*

*Sort the orders that have come through during the day and pass them on to the right departments for processing.*

*Send an internal memo informing everyone that there will be a staff meeting in the boardroom next Tuesday at 9am.*

*Watch Gordon carry out the basic site survey and report back to me on the types of levelling devices he used, and how he used them.*

*Draw a diagram showing how you would seat clients who have indicated that they will be attending this function.*

Sometimes, as a survival or face-saving behaviour, young people who have difficulty with their literacy and language skills respond in unconstructive ways:

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“ *Tomas is a work ‘shirker’. Most of the time he hides in the factory. Any time the spotlight is put on him he either seeks excuses or uses distractions to get out of doing any work. (Manager)* ”

“ *Andrea is overly dependent on me as her supervisor and on fellow workers. She is always asking for help and can’t seem to do things without constant supervision. We can’t afford the time to continue her training. (Workplace Trainer)* ”

“ *When asked to perform some of the harder tasks in this unit of work, Graeme’s behaviour becomes aggressive. (Class teacher)* ”

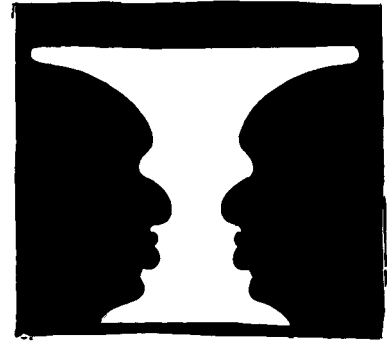




## Operating functionally and critically

Literacy is a complex phenomenon.

To operate successfully in the workplace students need to be proficient writers, readers, listeners and speakers, as well as critical and creative thinkers. In other words, they need to be equipped with both functional and critical literacy skills.



Try to think of these two literacies as being represented by the Twins and a Vase image depicted here. When we first look at the image, we only see one of the images. On closer inspection, however, the second image becomes clear. Although we can't see both images at the same time, they flick in and out at us and we realise that both the 'twins' and the 'vase' form the whole image together. The whole image of literacy is formed by functional and critical literacies.

Functional literacy skills – such as using correct spelling and proper sentences or being able to fill in forms are vitally important for students in performing even the basic functions in a workplace. However, functional literacy requires a narrow set of skills that will not, by themselves, ensure students will succeed, as the scenario on this page shows.

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Sometimes clients seems unclear about what they want. It's important to take the time to talk to them. You need to listen carefully to find out what they want and how much they can afford to spend.

I have a program on my computer so we can try several different combinations of units and appliances in the available floor space. They have to feel that they have options and that you understand them.

I don't overdo the sales push. I reckon it puts people off. There are hundreds of cabinetmakers out there. It's a very competitive market. I always follow up the consultation with a letter and written quote. A couple of days later, I'll give them a friendly phone call to see if they got the letter and if they need any extra information.

At this stage you can tell if it's worth ringing again or if they need some space. If the differences in prices they are quoted isn't great, it often comes down to the impression you've made. I hope to come across as reliable, organised and thorough. You know, someone who'll get the job done properly in a reasonable time.

Students need a diverse range of literacy skills if they are to handle the demands of 'new capitalist times' (Gee, Hull & Lankshear, 1996). They will need critical literacy skills so they can read and listen 'between the lines' for hidden and implied meanings.



### Listening and Speaking

- **Listening:** receiving and understanding oral messages
- **Speaking:** orally communicating ideas to others

Listening and speaking skills are by far the most common communication demands in the workplace. Because workplaces are about getting things done, most jobs require workers to spend more time listening and speaking than reading or writing.

There is no time for dummy runs in the workplace – kids have to listen and talk, and hold conversation in ‘real time’ and with a real person.

When people don’t ask questions they just don’t learn anything – they end up not knowing what they don’t know.

What are you teaching these kids in school? They can’t talk – they don’t even know how to ask questions.

Most people can hear and speak by the time they enter schools. This makes listening and speaking skills appear to develop naturally. It is assumed that anyone who can hear and talk must be orally literate. And yet it is one of the most common sources of complaints about young people in education, training and industry.

Scenarios like the following are not unusual:

It’s Lee’s first day on the job and the Safety Officer is explaining the procedure for evacuating the workshop in an emergency. Lee thinks about how great it is that he’s got this apprenticeship. He’s really going to blow his first pay packet. After that he’ll get serious about saving for a car. ‘Lee, tell me what you need to do if you hear the alarm sounding intermittently,’ says the Safety Officer. Lee, feeling embarrassed, admits he hasn’t heard.

The Safety Officer is unimpressed. ‘Lee, we take safety very seriously at Bowman’s Engineering. We have a lot of plant and equipment that could be hazardous if proper precautions aren’t taken. It’s my job to make sure that everyone working here is trained in the correct procedures. I have to be sure that you are listening to me. I’m going to ask you questions, or get you to repeat the information back to me to check that you’re doing the right thing. If you don’t understand something I suggest that you stop me and ask me to explain. Now, what’s the last thing you remember me talking about? We’ll have to start again from there.’



## Reading

### → Reading: Making meaning from print and graphic symbols

There is a popular view that technology diminishes the need for good basic reading skills. Computers are frequently used as an example. It is generally claimed that with all their power to access knowledge, they have reduced the need for reading. The ability to read, however, is as important today as it ever was.

In addition, many of the texts read in the workplace contain graphic material, such as pictures, icons, signs and symbols, that convey important messages. The ability to make meaning from visual texts is just as vital as the ability to read print materials, as illustrated in the following examples:

‘In housekeeping, we handle a lot of chemicals. We use industrial-strength cleaning products. It’s really important to read and follow the directions for use and to take note of warnings. You could damage some surfaces by using the wrong cleaning product or your skin could be burned if you didn’t wear gloves. There is also the question of waste when people use far more chemical than they need. Some chemicals just don’t mix. I’ve heard of a staff member at another hotel being found lying unconscious next to her bucket.’

‘Where there’s some excavation work going on they’ll cordon off the area with black and yellow barricade tape. If some electrical equipment is broken or dangerous they’ll put a tag on it. There are signs reminding you that you need to wear a hard-hat and safety boots, where the first aid kits are available, and to show you where to assemble in an emergency.’

‘It’s an information overload. I have to get onto the Internet and watch the prices for grain on the commodity markets, I’ve got a GPS so that seeding can be planned more precisely, the phone rings half the night, and I get a heap of e-mails every day. I have to keep up-to- date with the research on hybrid grains that are being developed – that sort of thing as well as deal with the business side of things. I think I’m reading more now than I did ten years ago.’

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### Writing

#### → Writing: communicating ideas using print and graphic symbols

It is difficult to avoid writing in some form or another, no matter what industry we work in. Although many jobs do not require workers to write extensively, tasks such as filling in forms or taking telephone messages are common – and are vitally important to the day-to-day running of the enterprise.

‘At the end of each shift, the work that we’ve done on the production line is recorded in the maintenance log. It’s important to remember to do this or the next shift wastes time and money by repeating routine checks, or replacing parts too soon.’

‘When I’m given instructions, I like to take a note of the main points. That way, if I get sidetracked with phone calls and counter enquiries, I’m better able to remember what I was asked to do. It’s important because you can’t always be sure that the person who asked you to do the job is going to be available later in the day. You can’t count on being able to ask them to repeat the instructions – and that would be inefficient anyway. I also write down phone messages and keep a to do list to help organise and prioritise major tasks.’

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The integration of literacy teaching mainstream training and workplace competencies in VET, makes it more vital than ever for mainstream vocational education teachers to have sufficient understanding of the difficulties students can face in listening, speaking, reading and writing, to be able to identify and address them.

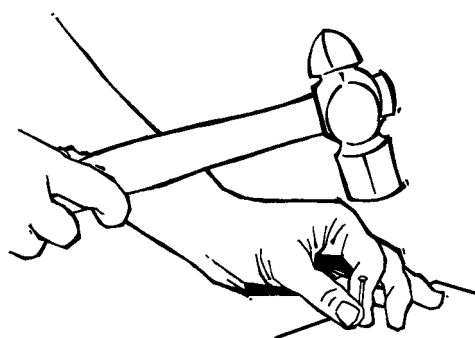


## Summary

- Every industry has its own language. Students face workplace literacy demands with the terminology, texts, tasks and technologies used within their industry areas.
- For students to operate successfully in an industry area, they must have both functional and critical literacy skills.
- Listening, speaking, reading, viewing and writing skills are prerequisites for learning the technical skills valued by industry.



Every job and every industry is in constant change. New technologies, standards, regulations and quality assurance processes are factors that contribute to this change.



Reflect for a moment on our own profession. How has it changed in the last ten, twenty or fifty years?

## Change demands change

The ways in which skills and knowledge for a particular job were taught ten, twenty or fifty years ago are very different from what occurs today.

In VET programs, the recent past saw the 'technical' and 'communication' skills needed to do particular jobs being delivered more or less separately. Courses comprised *industry-specific* modules that focused on the 'technical', and *generic* communication modules in literacy, numeracy and occupational health and safety.

But, as has been highlighted in the previous chapters, workplaces have increasingly required employees to be equipped with industry-specific literacy skills. The *generic* communication modules have too many shortcomings to adequately fit this model.

We now recognise that literacy operates within industry-specific workplace contexts. It is *integrated* into the performance of work tasks. Treating literacy as being '*built in, not bolted on*' (Wignall, 1998) to training makes sound educational sense. We all know that having a relevant context for learning motivates our students.

However, this shift in thinking brings new challenges. The teaching of literacy has become the responsibility of all teachers who deliver accredited training. The development of literacy skills is enmeshed (*built-in*) with the development of all other skills.

What does this mean for teachers and trainers of VET? Essentially, it means we have to equip ourselves adequately with the skills to teach literacy as part of our training programs. To do this, we need to:

- up-skill as teachers of literacy;
- build on our understandings about the realities of communication in workplace contexts; and
- work out the communication skills required by industry.

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The 'crunch' question really is: *What are the communication skills required by industry?*

We need to be very clear about the answer to this question, to ensure that our training programs incorporate relevant literacy skills. In searching for an answer, we need to examine the current framework for VET qualifications and 'unpack' the literacy skills required.

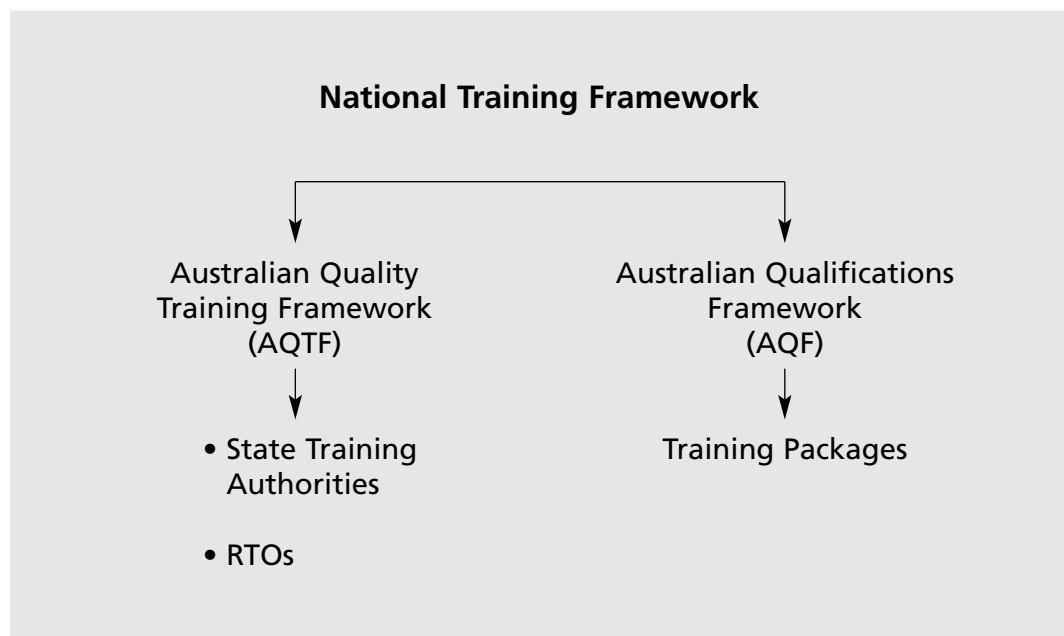
## VET – the big picture

The Australian National Training Authority (ANTA) was initially set up as a National Statutory authority in 1994, to oversee the VET system. The role of ANTA was absorbed into the Australian Government Department of Education, Science and Training (DEST) in July 2005. DEST has now taken over a range of responsibilities, including the:

- development of national policies, goals and objectives for the VET sector;
- management and promotion of the National Training Framework;
- administration and funding of national programs; and
- collection and analysis of national statistical data on the VET system.

While DEST has these responsibilities at the national level, the training authority within each State and Territory administers vocational education and training. Each agency is accountable to its own Minister and Parliament for operational issues and (through the relevant State or Territory Minister) to the Ministerial Council on Employment, Education, Training and Youth Affairs.

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**The National Framework (NTF)** incorporates a range of VET components, including the Australian Qualifications Framework (AQF), the Australian Quality Training Framework (AQTF), State Training Authorities, MINCO, and RTOs.



**The AQTF Framework** consists of two parts. The first part describes what State Training authorities must do in terms of quality control for their training system: eg registration procedures, auditing, and record keeping. The second part describes what accredited RTOs must do to be able to provide/issue recognised qualifications, including record keeping assessment processes.

All nationally recognised qualifications must align with the AQF framework, which connects, and also provides, a way of relating/comparing qualifications between RTOs, states, industries, training packages, education and training sectors associated with vocational education and training.

The broad aims of the AQF are to:

- provide *nationally-consistent* recognition of achievements;
- help develop flexible *learning pathways* for people to move between the sectors, and between the sectors and the labour market;
- offer *flexibility* to suit the varying purposes of education and training;
- improve *access to qualifications* and contribute generally to lifelong learning; and
- promote *international recognition* of qualifications offered in Australia.

**The AQF involves 12 qualifications across the three education sectors:**

Schools Sector Accreditation	Vocational Education and Training Sector Accreditation (TAFE colleges, and other registered training organisations)	Higher Education Sector Accreditation (Universities)
<p>Senior Secondary → Certificate of Education</p>	<p>Vocational Graduate Diploma Vocational Graduate Certificate</p> <p>Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I</p>	<p>Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree, Advanced Diploma Diploma</p>

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As this diagram shows, there is not a rigid learning pathway upward across the three sectors. Part of the flexibility of the Framework relates to the way in which boundaries among the three sectors are 'blurred'.

Certificates I and II (and in some areas III) qualifications are delivered in both the schools (VET in Schools) and VET sectors. Similarly, diploma and advanced diploma qualifications are delivered in both the VET and higher education sectors.

The AQF shows where VET in Schools qualifications sit in terms of the 'big picture', but its guidelines also provide some very general background information about the skills students require.





Each of the 12 qualifications within the AQF is described according to the level of performance required by individuals to gain the qualification. The following diagram outlines the performance descriptions for Certificates I to III.

Certificate I	Certificate II	Certificate III
Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:	Do the Competencies enable an individual with this qualification to:
<p>demonstrate knowledge by recall in a narrow range of areas</p> <p>demonstrate basic practical skills such as the use of relevant tools</p> <p>perform a sequence of routine tasks given clear directions</p> <p>receive and pass on messages/information</p>	<p>demonstrate basic operational knowledge in a moderate range of areas</p> <p>apply a defined range of skills</p> <p>apply known solutions to a limited range of predictable problems</p> <p>perform a range of tasks where a choice between a limited range of options is required</p> <p>access and record information from varied sources</p> <p>take limited responsibility for own outputs in work and learning</p>	<p>demonstrate some relevant theoretical knowledge</p> <p>apply a range of well developed skills</p> <p>apply known solutions to a variety of predictable problems</p> <p>perform processes that require a range of well developed skills where some discretion and judgment is required</p> <p>interpret available information, using discretion and judgment</p> <p>take responsibility for own output in work and learning</p> <p>take limited responsibility for the outputs of others</p>

(Source: AQF Web site, 2003)

### What does this information tell us about the literacy skills that students require?

While *specifics* are not provided, it does give an idea about the *application* of the skills at each level. Certificate I was developed to accommodate VET in Schools, and Certificate II is an entry-level qualification. The term 'entry-level' means a qualification that is undertaken to gain entry to the workforce or further vocational education and training.

It is useful for teachers and trainers of VET in Schools, to know the basic framework of the VET system. However, the main focus at the 'chalkface' is on delivery and assessment – and for this information we need to look at the Training Packages.

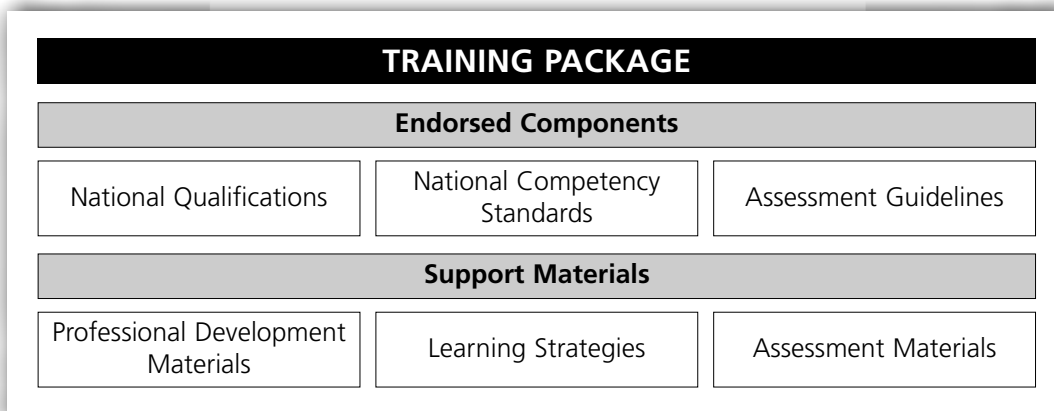


## Training Packages – what are they?

Training Packages are integrated sets of nationally-endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills within particular industries, industry sectors or enterprises.

A Training Package is made up of two components:

- Endorsed components; and
- Support materials.



### Endorsed components

The endorsed components are the rules and regulations that must be followed in relation to the delivery and assessment of Training Package qualifications. They include:

#### National Qualifications, which:

- outline the qualifications available through the Training Package;
- identify the level of the qualifications, ranging from Certificate I to Advanced Diploma;
- outline traineeship pathways; and
- describe requirements for the issue of a statement of attainment.

#### Competency Standards, which:

- identify the relevant knowledge and skills for workers in an industry;
- describe the standard of performance required in the workplace; and
- are organised into Units of Competency.

#### Assessment Guidelines, which:

- outline conditions required to ensure that assessment is accurate, reliable, valid and fair; and
- provide for quality assurance and equity.

### Support materials (non-endorsed)

The support materials include any of the materials used to 'support' the delivery and assessment of Training Package qualifications. They include:

- professional development materials
- learning strategies; and
- assessment materials.



## Why use Training Packages?

Training Packages are relatively new – the first were endorsed in July 1997.

An important feature of Training Packages is that they are developed and maintained *by industry, for industry*. This is done through Industry Training Advisory Bodies (ITABs), Recognised Bodies or specific enterprises. Training Packages are also subject to review around every three years. This means that they can be updated to ensure they remain relevant and connected to industry needs.

In effect, Training Packages reflect the ‘voice’ of industry. They describe the skills and knowledge a person needs to perform effectively in a job, and the standard expected.

Other benefits of Training Packages are that:

- qualifications are recognised *nationally*, so students can complete their training in one State or Territory and have it recognised throughout Australia (portable skills);
- they allow for *flexibility*, by encouraging the development and delivery of training which suits individual needs; and
- they make training *relevant*, by encouraging learning in a work environment as well as off the job.

There are now many endorsed Training Packages for a wide range of industries and industry sectors. The Business Services Training Package, for example, includes a range of qualifications that support the development of the skills and knowledge required for jobs within this industry sector:

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### BSB01 Business Services Qualifications 2004

National Code	Qualification Name
BSB30804	Certificate III in Business (International Trade)
BSB41604	Certificate IV in Occupational Health and Safety
BSB42004	Certificate IV in Business (International Trade)
BSB51604	Diploma of Occupational Health and Safety
BSB52004	Diploma of International Business
BSB61004	Advanced Diploma of Occupational Health and Safety

#### Business Services

National Code	Qualification Name
BSA30200	Certificate III in Business (Legal Administration)
BSA40200	Certificate IV in Business (Legal Services)
BSA50200	Diploma of Business (Legal Services)
BSB10101	Certificate I in Business
BSB20101	Certificate II in Business
BSB30101	Certificate III in Business
BSB30201	Certificate III in Business Administration



BSB30301	Certificate III in Business (Sales)
BSB30401	Certificate III in Business (Recordkeeping)
BSB30501	Certificate III in Business (Frontline Management) (Superseded by BSB30504)
BSB30504	Certificate III in Business (Frontline Management)
BSB30704	Certificate III in Business (Medical Administration)
BSB40101	Certificate IV in Business
BSB40201	Certificate IV in Business Administration
BSB40301	Certificate IV in Business (Recordkeeping)
BSB40401	Certificate IV in Business (Small Business Management)
BSB40501	Certificate IV in Business Development
BSB40601	Certificate IV in Business (Advertising)
BSB40701	Certificate IV in Business (Marketing)
BSB40801	Certificate IV in Business (Human Resources)
BSB40901	Certificate IV in Business (Governance)
BSB41001	Certificate IV in Business (Frontline Management) (Superseded by BSB41004)
BSB41004	Certificate IV in Business (Frontline Management)
BSB41101	Certificate IV in Business Management
BSB41404	Certificate IV in Business (Purchasing)
BSB41504	Certificate IV in Project Management
BSB41704	Certificate IV in Business (Franchising)
BSB41804	Certificate IV in Unionism
BSB41904	Certificate IV in Business (Employment Services)
BSB50101	Diploma of Business
BSB50201	Diploma of Business Administration
BSB50301	Diploma of Business (Recordkeeping)
BSB50401	Diploma of Business Management
BSB50501	Diploma of Business Development
BSB50601	Diploma of Business (Advertising)
BSB50701	Diploma of Business (Marketing)
BSB50801	Diploma of Business (Human Resources)
BSB50901	Diploma of Business (Governance)
BSB51001	Diploma of Business (Frontline Management) (Superseded by BSB51004)
BSB51004	Diploma of Business (Frontline Management)
BSB51404	Diploma of Business (Purchasing)
BSB51504	Diploma of Project Management
BSB51704	Diploma of Business (Franchising)
BSB51804	Diploma of Unionism
BSB51904	Diploma of Business (Quality Auditing)
BSB60101	Advanced Diploma of Business (Recordkeeping)
BSB60201	Advanced Diploma of Business Management
BSB60301	Advanced Diploma of Business (Human Resources)
BSB60401	Advanced Diploma of Business Development
BSB60501	Advanced Diploma of Business (Advertising)
BSB60601	Advanced Diploma of Business (Marketing)
BSB60904	Advanced Diploma of Project Management

**E-Business**

<b>National Code</b>	<b>Qualification Name</b>
BSB30601	Certificate III in E-Business
BSB41201	Certificate IV in E-Business
BSB41301	Certificate IV in E-Business Development
BSB51101	Diploma of E-Business
BSB51201	Diploma of Strategic E-Business Development
BSB51301	Diploma of E-Learning
BSB60701	Advanced Diploma of E-Business
BSB60801	Advanced Diploma of Strategic E-Business Development



The qualifications range from Certificate I to Advanced Diploma level, in various streams. These streams reflect the range of positions available within the Business Services sector, and allow for specialisation in particular areas.

### How are qualifications structured?

Part of the endorsed component of Training Packages outlines how each qualification is structured – in other words, what a student needs to do to complete it.

The way in which qualifications are structured is unique to each industry Training Package. Some have rules about completing certain 'core' and 'elective' units; others have rules about completing a certain number of units at a particular AQF level. There is no set 'formula' for each qualification level.

For example, here is the qualification structure for BSB10101, *Certificate I in Business* from the Business Services Training Package.

#### Certificate I in Business

Requires six units from the Common Business units listed below, including BSBCMN106A, *Follow workplace safety procedures*

The Common Business units at AQF level I are:

- BSBCMN101A Prepare for work
- BSBCMN102A Complete daily work activities
- BSBCMN103A Apply basic communication skills
- BSBCMN104A Plan skills development
- BSBCMN105A Use business equipment
- BSBCMN106A Follow workplace safety procedures
- BSBCMN107A Operate a personal computer
- BSBCMN108A Develop keyboard skills
- BSBCMN109A Follow environmental work practices

(Source: National Training Information Service Web site, 2003)



This is the qualification structure for THH11002 *Certificate I in Hospitality (Operations)* from the Hospitality Training Package.

### **Certificate I in Hospitality (Operations)**

Requires the completion of all Core units and two Elective units.

#### **Core unit:**

THHCOR01B	Work with colleagues and customers
THHCOR02B	Work in a socially diverse environment
THHCOR03B	Follow health, safety and security procedures
THHCOR04B	Develop and update hospitality industry knowledge
THHCOR05B	Follow workplace hygiene procedures

#### **Elective unit:**

Two units selected from the functional areas of the Hospitality Training Package specified below:

- Food and beverage
- Housekeeping

The Certificate I in Hospitality (Operations) is designed to reflect the role of entry-level employees who perform routine tasks under direct supervision.

Examples of elective units relevant to specific job outcomes and hospitality contexts at this level are:

#### **Bar Useful**

THHBFB00B	Clean and tidy bar areas
THHBFB10B	Prepare and serve non-alcoholic beverages

#### **Housekeeping assistant**

THHBH01B	Provide housekeeping services to guests
THHBH03B	Prepare rooms for guests

(Source: National Training Information Service Web site, 2005)

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They are both Certificate I level qualifications, but there are obvious differences in the way in which each is structured.

While the structuring of qualifications may vary across Training Packages, one feature remains the same: all Training Package qualifications are made up of 'Units of Competency'. This is where the 'package' part of Training Packages comes from – the 'packaging' of various Units of Competency into a qualification.



## The 'nuts and bolts' of Training Packages

As previously explained, 'Competency Standards' are one of the endorsed components of Training Packages. They:

- identify the relevant knowledge and skills that workers need, and
- describe the standard of performance required in the workplace.

Competency Standards are organised as Units of Competency, which are the real 'nuts and bolts' of Training Packages. They highlight the skills and knowledge that students need to develop. It is the Units of Competency that teachers and trainers focus on, in terms of delivery and assessment.

How do they do this? Every unit of Competency in every Training Package organises its information in the same way. The following example is Unit of Competency BSBCMN102A, Complete daily work activities from the Business Services Training Package (one of the units from the Certificate I in Business):

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Unit Code and Title	
BSBCMN102A Complete daily work activities	
Unit Descriptor	
This unit covers the skills and knowledge required to complete own work activities under direct supervision, and request assistance and feedback on work performance.	
Element	Performance Criteria
1. Seek assistance to plan work schedule	1.1 Assistance is sought from appropriate persons to identify work goals and plans 1.2 Assistance is sought to plan and prioritise own workload
2. Follow instructions	2.1 Instructions are acted upon within acceptable timeframe 2.2 Effective questioning is used as required to prevent misunderstandings 2.3 Progress of task is communicated to supervisor or colleagues as required and feedback sought on work performance

BSBCMN102A



### Range of Variables

Legislation, codes and national standards relevant to the workplace may include:

- Award and enterprise agreements and relevant industrial instruments
- Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Relevant industry codes of practice

Appropriate people may include:

- Supervisors, mentors and trainers
- Colleagues
- Other staff members

Organisation's requirements may be included in:

- Goals, objectives, plans, systems and processes
- Legal and organisation policy/guidelines and requirements
- Business and performance plans
- Access and equity principles and practice
- Anti-discrimination and related policy
- Occupational health and safety policies, procedures and programs
- Ethical standards
- Quality and continuous improvement processes and standards

Factors affecting work requirements may include:

- Competing work demands
- Technology/equipment breakdowns
- Environmental factors such as time, weather, etc.
- Resource issues
- Changes to procedures

Feedback on performance may include:

- Formal/informal appraisals
- Feedback from supervisors and colleagues
- Personal reflection

Standards may include:

- Standards set by work group
- Specified work standards set by organisational policy or government legislation

Opportunities for improvement may include:

- Coaching, mentoring and/or supervision
- Internal/external training supervision
- Personal study
- Workplace skills assessment
- Recognition of Prior Learning/Recognition of Current Competencies/initial assessment

Business technology may include:

- Computers
- Computer applications
- Electronic diaries
- Scanners
- Email, Internet, intranet
- Photocopiers
- Facsimile machines
- Printers





## Evidence Guide

### Critical Aspects of Evidence

- Seeks advice and acts on feedback from supervisors and colleagues to plan, organise and complete own work activities
- Follows instructions given
- Uses available business technology appropriate to the task, under direct instruction

### Underpinning Knowledge

**\*\*At this level the learner must demonstrate knowledge by recall in a narrow range of areas**

- Relevant legislation from all levels of government which affect business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity
- Knowledge of the purpose of work goals, plans and priorities
- Relevant organisational policies, plans and procedures
- Knowledge of how to seek, acknowledge and interpret feedback

### Underpinning Skills

- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Communication skills to request advice, effectively question, follow instructions, and receive feedback
- Organising skills to arrange work priorities and arrangements with assistance, and to complete a given task
- Problem solving skills to solve routine problems related to the workplace, under direct supervision
- Technology skills to use business equipment, under direction
- Ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities

### Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

### Context/s of Assessment

- Competency is demonstrated by performance against all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.

### Key Competency Levels

- *Collecting, analysing and organising information* (Level 1) to plan work tasks under direction
- *Communicating ideas and information* (Level 1) with members of the work team to complete tasks
- *Planning and organising activities* (Level 1) for own tasks
- *Working with teams and others* (Level 1) in completing scheduled tasks
- *Using mathematical ideas and techniques* (Level 1) as an aid to measure and schedule tasks under direction
- *Solving problems* (Level 1) as an aid to complete tasks
- *Using technology* (Level 1) to assist scheduling and completion of tasks.

(Source: National Training Information Service Web site, 2003)



It is important to note that information within Units of Competency is expressed as outcomes. These describe what skills and knowledge students need, not how to help them achieve them.

Teachers and trainers are responsible for teaching the 'how' – in other words, the learning, teaching and assessment programs that develop required skills and knowledge. On one hand, this allows for a great deal of flexibility in terms of delivery. On the other hand, it also means that teachers and trainers need to understand the content and scope of what a unit requires. Expecting students to demonstrate too much or too little in terms of their skills and understandings can disadvantage them.

Understanding of the Units of Competency is also important if we are to answer the 'crunch' question posed at the beginning of this chapter:

### *What are the communication skills required by industry?*

Answers to this question can be found within the Units – it is there that many of the literacy requirements have been incorporated, or 'built in'. The next chapter explores this concept in greater detail.

## Summary

- Literacy in VET is now integrated into the performance of work tasks – that is, it is *'built in, not bolted on'*. The teaching of literacy has become the responsibility of all teachers and trainers delivering accredited training.
- VET is a national, industry-led system working within the National Training Framework. VET qualifications form part of the Australian Qualifications Framework.
- Industry Training Packages contain the standards, guidelines and qualifications for training and assessing people's skills in VET. It is in these Training Packages that we find the 'nuts and bolts' of VET qualifications – the Units of Competency.





Literacy requirements of specific industry areas are included in Training Packages:

*Language, literacy and numeracy skills underlie almost all areas of work to some extent. Without explicit reference to these skills, it is possible that the specific demands of particular tasks may be overlooked in the development of standards.*

(ANTA Policy for Training Packages, 2001, p 5)

This is good news for teachers and trainers, as the job of identifying the literacy requirements of specific workplace contexts has already been done:

*Incorporating language, literacy and numeracy into Training Packages is a two-part process: gathering information about language, literacy and workplace needs; and using that information in developing the competency standards and advice on assessment.*

(ANTA Policy for Training Packages, 2001, p 5)

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However, the way in which literacy requirements are incorporated within Training Packages varies, including:

- as discrete, stand-alone 'communication' Units of Competency
- as Elements within units
- as Performance Criteria, scattered throughout units
- as part of Range Statements and Evidence Guides.



### ‘Bolted on’

Some Training Packages include Units of Competency that are dedicated exclusively to the communication requirements of a job. These are identified by their unit titles. Some examples include:

**Community Services Training Package (CHC99)**

*CHCCOM1A Communicate with people accessing the services of the organisation*

**Business Services Training Package (BSB01)**

*BSBCMN103A Apply basic communication skills.*

**Metals and Engineering Training Package (MEM 98)**

*MEM16.1BA Give formal presentations and take part in meetings*

**Transport and Distribution Training Package (TD02)**

*TDTE397B Participate in workplace communication*

Each unit title reflects ‘communication’ as the focus for the entire unit.

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In one sense, this approach is like ‘bolting on’ literacy rather than building it into the performance of work tasks. However, it is important to remember that Units of Competency that target communication skills specifically are not generic. The skills and knowledge within them are expressed in terms of a specific workplace/industry context.

### ‘Built in’

Units of Competency that are not exclusively communication units will have the literacy requirements ‘built in’. These requirements are sometimes made explicit, or they may be implied. The way they are ‘built in’ varies from unit to unit, as the following examples illustrate:

#### Example 1

The table on page 49 shows the Elements and Performance Criteria for the unit THHBFB12A, *Prepare and serve espresso coffee* from the Hospitality Training Package (THH02). This is an example of a unit having an Element with a ‘communication’ focus.



Element	Performance Criteria
<b>1. Organise and prepare work areas</b>	1.1 Organise the coffee workstation in accordance with safety and hygiene practices, to enable efficient workflow and easy access to equipment and commodities. 1.2 Develop preparation and work routines in accordance with enterprise requirements. 1.3 Complete mise-en-place and preparation for coffee service, according to enterprise procedures. 1.4 Store coffee and commodities in appropriate airtight containers and conditions to maintain quality and freshness.
<b>2. Provide customer service and advise customers on espresso coffee</b>	2.1 Provide advice to customers about coffee types and characteristics where appropriate. 2.2 Determine customer coffee preferences and requirements, and offer style choices and coffee accompaniments accordingly.
<b>3. Select and grind coffee</b>	3.1 Select correct coffee and grind to correct particle size, according to blend and/or roast style required. 3.2 Take into consideration any environmental and equipment variations affecting dosage, and adjust grind and/or dose accordingly.
<b>4. Extract coffee</b>	4.1 Select appropriate cups or glassware and ensure they are warm before preparation. 4.2 Measure or dispense required dosage and place into filter basket, tamping coffee evenly and using correct pressure. 4.3 Ensure group head is clean, prior to inserting group handle. 4.4 Adjust, tune and moderate the temperature and pressure of the machine between cycles, ensuring correct operational temperature. 4.5 Analyse pouring rate and adjust where appropriate. 4.6 Assess quality of extraction visually. 4.7 Check spent grounds (puck/cake) to identify any required adjustments to dosage. 4.8 Flush group head for next use.
<b>5. Texture milk</b>	5.1 Select correct milk and appropriate jug according to type and quantity required and ensuring clean, cold jug. 5.2 Expel excess water from steam wand, flush and wipe clean before and after use. 5.3 Steam milk in accordance with milk type and specific order. 5.4 Pour milk promptly using appropriate techniques, according to coffee style and customer preferences.
<b>6. Select and present espresso coffee</b>	6.1 Present coffee attractively using clean ceramic or glass cups and avoiding drips and spills. 6.2 Serve coffee at the required temperature, according to customer requirements and style, with appropriate cream, milk, froth and accompaniments.
<b>7. Clean and maintain espresso machine</b>	7.1 Follow occupational health and safety requirements throughout all cleaning and maintenance procedures. 7.2 Clean all machine parts thoroughly and safely according to manufacturer's specifications, using appropriate cleaning methods and recommended cleaning products and materials, including: <ul style="list-style-type: none"> <li>– cleaning machine and parts</li> <li>– wiping down entire machine to ensure cleanliness</li> <li>– purging reservoir of hot water, releasing steam and regularly backwashing the machine with an appropriate cleaning solution.</li> </ul> 7.3 Monitor and assess the operation and efficiency of the espresso machine during usage and take appropriate action where required. 7.4 Check machine parts on a regular basis.

(Source: National Training Information Service Web site, 2003).



## Example 2

Literacy requirements can also be expressed within the Performance Criteria scattered throughout a unit. Several examples of this can be seen in the following table, which shows the Elements and Performance Criteria for the unit MEM5.17AB, *Weld using gas metal arc welding process* from the Metals and Engineering Training Package (MEM98).

Element	Performance Criteria
<b>1. Prepare materials for gas metal arc welding</b>	1.1 Weld requirements identified from specifications and/or drawings. 1.2 Material is correctly prepared. 1.3 Materials assembled/aligned to specification where required.
<b>2. Select welding components</b>	2.1 Welding machine settings accessories and consumables identified.
<b>3. Assemble and set up welding equipment</b>	3.1 Welding equipment assembled and set up.
<b>4. Minimise and rectify distortion</b>	4.1 Appropriate distortion prevention measures are selected. 4.2 Distortion is rectified.
<b>5. Weld to job specification using GMAW</b>	5.1 Weld deposit is to specification. 5.2 Joints cleaned to specifications.
<b>6. Ensure weld conformance</b>	6.1 Weld joints visually inspected for conformity to specifications. 6.2 Defects removed with minimum loss of sound metal using correct and appropriate techniques and tools.
<b>7. Maintain weld records</b>	7.1 Weld records are completed correctly.

(Source: National Training Information Service Web site, 2003)

MEM98

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However, sometimes the literacy skills within Performance Criteria are less obvious, as they are implied rather than expressed explicitly. This is particularly true when the literacy skills are integrated with the technical skills – that is, ‘built in’ or embedded.



## Example 3

As an example, look at the Elements and Performance Criteria for the unit ICAITU128A, *Operate a personal computer*, from the Information Technology Training Package (ICA99). Most of the Performance Criteria appear to be describing ‘technical’ tasks. Consider, however, the literacy skills that sit behind them:

Element	Performance Criteria
<b>1. Start computer and access basic system information and features</b>	1.1 Examine basic system information to identify basic functions and features 1.2 Customise desktop configuration to meet individual requirements and/or special needs and company guidelines 1.3 Erase and format disks as necessary 1.4 Use available help functions as required
<b>2. Navigate and manipulate desktop environment</b>	2.1 Select, open and close correct desktop icons to access features (directories/folders, files, network devices, recycle bin/wastebasket) 2.2 Use different roles and parts of the desktop window for particular functions 2.3 Open, resize and close desktop windows for navigation purposes 2.4 Create shortcuts from the desktop
<b>3. Organise basic directory and folder structures</b>	3.1 Create and name directories/folders with subdirectories/subfolders 3.2 Identify directory/folder attributes (size, dates, etc.) 3.3 Move subdirectories/folders between directories/folders 3.4 Rename directories/folders as required 3.5 Access directories/folders and subdirectories/folders via different paths
<b>4. Organise files for user and/or organisational requirements</b>	4.1 Access the most commonly used types of files in a directory/folder 4.2 Select, open and rename groups of files as required 4.3 Copy, cut and paste files across directories 4.4 Copy files to disk 4.5 Restore/delete files as necessary 4.6 Use software tools to locate files
<b>5. Print information</b>	5.1 Print information from an installed printer 5.2 View and delete progress of print jobs as required 5.3 Change default printer from installed list, if available
<b>6. Correctly shut down computer</b>	6.1 Close all open applications 6.2 Shut down computer correctly

(Source: National Training Information Service Web site, 2003)

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ICA99

Some literacy skills *implied* by the above Performance Criteria include:

- identifying and reading graphic icons the on computer screen
- understanding letters, words and symbols on the keyboard
- understanding ‘computer-specific’ terms
- the ability to order information
- understanding hierarchies or layers of information.

In the previous three examples, literacy skills were incorporated within the Elements and Performance Criteria. However, these do not provide the only clue – other parts of the unit (such as the Range Statement and Evidence Guide) can also reveal information about literacy requirements.





## Example 4

The following example shows how the Range Statement and Evidence Guide provide more information about the scope of the literacy requirements of a unit – even when the unit is focused on communication. The Range Statement and Evidence Guide for the unit WRRCS1B, *Communicate in the Workplace* from the Retail Training Package (WRR02) follow:

### Range of Variables

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

#### Store policies and procedures in regard to:

- contact with customers
- job descriptions/responsibilities
- interaction with other team members
- interaction with supervision/management
- induction process

#### Store policies and government legislation in regard to:

- personal hygiene
- self presentation

#### Information may include:

- telephone
- written
- electronic media such as email
- oral messages

#### Teams may include:

- small work teams
- store team
- corporate team

#### Team members may include:

- management
- other staff members
- full-time
- part-time
- casual staff

#### Communication may occur with:

- external customers
- internal contacts, including management and other team members

#### Customers may include:

- new or repeat contacts
- external and internal contacts
- customers with routine or special requests
- people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

#### Planning may be affected by:

- store procedures
- unexpected contingencies

#### Workplace documents may include:

- stock sheets
- plan-o-grams
- timetables, staff record forms
- lay-by slips
- credit slips
- product return slips
- telephone message pads

#### Numerical problems may include calculations of:

- cash amounts
- change

#### Numerical techniques may include:

- addition/subtraction
- multiplication/division
- percentages

WRR02



## Evidence Guide

The following components of the Evidence Guide relate directly to the performance criteria and the range of variables for the Unit of Competency and provide guidance for assessment of the unit in the workplace and/or training program.

### Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner.
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality.
- interprets and communicates information accurately to customers, supervisors and peers both face to face and via other electronic communication equipment.
- accesses, comprehends and processes information accurately according to store policies and procedures.
- consistently follows routine instructions and seeks advice/assistance if required.
- participates actively and positively within a workplace team.
- consistently applies store policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct.
- consistently meets store scheduling routines and uses time effectively.
- interprets, calculates and records numerical information accurately.

### Underpinning Skills and Knowledge

Knowledge and skills are essential applying this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this Unit of Competency are listed below:

*Knowledge of store policies and procedures, in regard to:*

- external and internal customer contact
- hygiene and self presentation
- verbal and non-verbal presentation
- code of conduct
- allocated duties and responsibilities
- goods and services provided by the store
- location of store departments
- relevant legislation and statutory requirements in regard to personal hygiene and self presentation
- functions and procedures for operating telephones and other communication equipment

### Skills in:

- questioning/listening
- resolving conflict
- negotiating
- following set routines and procedures
- managing stress
- demonstrating self esteem

### Literacy skills in regard to:

- the comprehension of workplace documents

### Numeracy skills in regard to workplace functions:

- addition
- subtraction
- multiplication
- division
- percentages
- use of a calculator

### Context of Assessment

#### Assessment Process

- For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.
- It can be gathered from assessment of the Unit of Competency alone, through an integrated assessment activity or through a combination of both.
- Evidence should be gathered as part of the learning process.

### Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.
- Unit WRRCS1B can be assessed with the following units:
  - WRRER1B, Work effectively in a retail environment
  - WRRLP1B, Apply safe work practices
  - WRRM2B, Perform routine housekeeping duties
  - WRRCA1B, Operate retail equipment



**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment.

Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge
- Resources Required
- A real or simulated work environment

Relevant documentation, such as:

- stock/inventory/price lists
- lay by/credit/product return slips
- store policy and procedures manuals
- access to a range of customers with different requirements
- a range of communication equipment

(Source: National Training Information Service Web site, 2003)

## Assessment Guidelines

The Assessment Guidelines are part of the endorsed component of Training Packages. The Guidelines also give additional but general information about the literacy requirements within packages, including:

- literacy skills required by industry;
- confirmation of the importance of literacy skills;
- how these skills should be assessed; and
- the context for assessment.

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## Summary

- Industry-specific language and literacy requirements are incorporated into Training Packages. These requirements are expressed in the Units of Competency.
- Units of Competency can incorporate literacy requirements as:
  - a discrete, stand-alone 'communication' unit;
  - an Element within a unit;
  - a number of Performance Criteria scattered throughout the unit;
  - and the Range Statement and Evidence Guide.
- Teachers and trainers need to be able to identify the literacy requirements in Training Packages, both for the benefit of their training programs and for the ultimate success of their students.



## Surveying the Landscape

- Young people are entering a world of work that values life-long learning. It may no longer be good enough to obtain only one qualification that will carry them through their lives. Global changes in markets, industry structures and technology mean that people need to upgrade and change their skills throughout their working lives.
- Increasingly, low levels of literacy impede young people attaining sustained employment and economic well-being in their post-school lives. A strong literacy and language background has the potential to improve students' life opportunities and provide them with economic and social 'capital' to approach this changing world of work successfully.
- Initiatives such as VET in Schools help to make the experience of schooling more relevant to the needs of students and industry in these 'new capitalist times'.

## Finding Common Ground

- There has been a change in the relationships between the worlds of school, training and work. Academic, training and industry sectors now recognise that literacy skills serve as prerequisites to the learning of both academic and technical knowledge and performance.
- Literacy is enmeshed with workplace changes and the ability of organisations to be globally competitive. As part of the National Training Reform Agenda, literacy has therefore become integrated within mainstream training and industry-specific competencies.
- Teachers and trainers of students in VET programs require a knowledge of content, context and strategies to support students to effectively 'read' the workplace and act appropriately.

## Laying the Foundations

- Every industry has its own language. Students face workplace literacy demands in the terminology, texts, tasks and technologies used in their industry area.
- For students to operate successfully in an industry area, they must have *both* functional and critical literacy skills.
- Listening, speaking, reading and writing skills are prerequisites for learning the technical skills valued by industry.



## Nailing It Down

- Literacy in VET is now integrated into the performance of work tasks –that is, it is '*built in, not bolted on*'. The teaching of literacy has become the responsibility of all teachers and trainers delivering accredited training.
- VET is a national, industry-led system working within the National Training Framework. VET qualifications form part of the Australian Qualifications Framework.
- Industry Training Packages contain the standards, guidelines and qualifications for training and assessing people's skills in VET. It is in these Training Packages that we find the 'nuts and bolts' of VET qualifications – the Units of Competency.

## Excavating Literacy

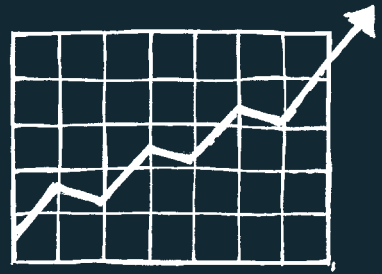
- Industry-specific language and literacy requirements have been incorporated into Training Packages. These requirements are best expressed in the units of competency.
- Units of competency incorporate literacy requirements in different ways:
  - as a discrete, stand-alone 'communication' unit;
  - as an element within a unit;
  - as a number of Performance Criteria, scattered throughout the unit; and
  - within the Range Statement and Evidence Guide.



# Part B: What Works



# Strategies





# Action Plans

## Purpose

→ Preparing a plan of action for implementation purposes.

## Steps

1. Facilitate the construction of a framework with the whole class e.g.;
  - discuss the purpose of an action plan
  - brainstorm what should go into an action plan
  - categorise brainstormed ideas under headings
  - develop a framework for representing or recording ideas.
2. Students complete the action plan, ready for implementation.



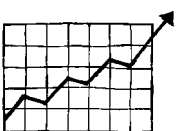
Once students become more familiar with the strategy, they should be encouraged to generate their own frameworks collaboratively in their teams, or individually.

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## Example

**Investigate the purchase of a coffee-making machine for the work staff room.**

Action	Who?	When?	What resources?
1. Investigate the budget and list of preferred suppliers	Phillip Bullen	Result to Shelley and Kevin by 1st September	1. Govt list of preferred suppliers 2. Quarterly budget projections
2. Investigate product options and report back to staff meeting	Shelley Kovaks Kevin Robinson	Report to next meeting Friday 15th September	As above



# Aims

<b>Purpose</b>	→ Identifying key ideas. → Engaging with a topic or activity.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Bullet-point the main skills and/or knowledge to be covered in the lesson.</li> <li>2. Relate back to the aims during the lesson and in the closure.</li> <li>3. Ask students to evaluate how well they understood or achieved the aims of the lesson.</li> </ol>

## Example

**Topic:** Benchmarking

### Aims:

- A definition of benchmarking
- Understanding of how benchmarking improves performance in the workplace
- Steps to take to improve benchmarking in a workplace

### How well do you understand:

very well    some what    still unclear

- What 'quality' means?
- What is meant by 'internal benchmarking'?
- What is meant by 'competitive benchmarking'?
- What is meant by 'non-competitive benchmarking'?
- The consequences of poor performance in the hospitality industry?
- What is meant by 'world's best practice'?

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# Anticipation Guide

## Purpose

- Engaging and identifying students' current understandings.
- Reflecting on new learning.

## Steps

1. Construct a series of general statements that reflect common misconceptions about a particular topic.
2. Students record by ticking either the *True* or *False* column, against each statement.
3. After studying a text on the topic, students revisit the anticipation guide to confirm or change their initial choice. Option: They record the page/paragraph reference to justify their choices.

## Example

**Reflect on the following statements about communicating with customers. Check either the *True* or *False* column. You will have an opportunity to revisit and assess your responses at the end of the lesson.**

	True	False
Customer service skills learnt at the front counter of a fast food outlet will be valuable in future employment situations	<input type="checkbox"/>	<input type="checkbox"/>
Always smile when answering the telephone	<input type="checkbox"/>	<input type="checkbox"/>
It is acceptable to put a client on hold so that an important email can be responded to	<input type="checkbox"/>	<input type="checkbox"/>
What is heard is always what was said	<input type="checkbox"/>	<input type="checkbox"/>
Jobs dealing with customers are less stressful than purely technical jobs	<input type="checkbox"/>	<input type="checkbox"/>
Eye contact should be avoided when dealing with customers	<input type="checkbox"/>	<input type="checkbox"/>
It is important that customers realise how well informed you are	<input type="checkbox"/>	<input type="checkbox"/>
Service industries will employ fewer people than other industry areas, due to advances in technology	<input type="checkbox"/>	<input type="checkbox"/>
The way you dress and stand has nothing to do with communicating with customers	<input type="checkbox"/>	<input type="checkbox"/>

Head & Readence (1986)

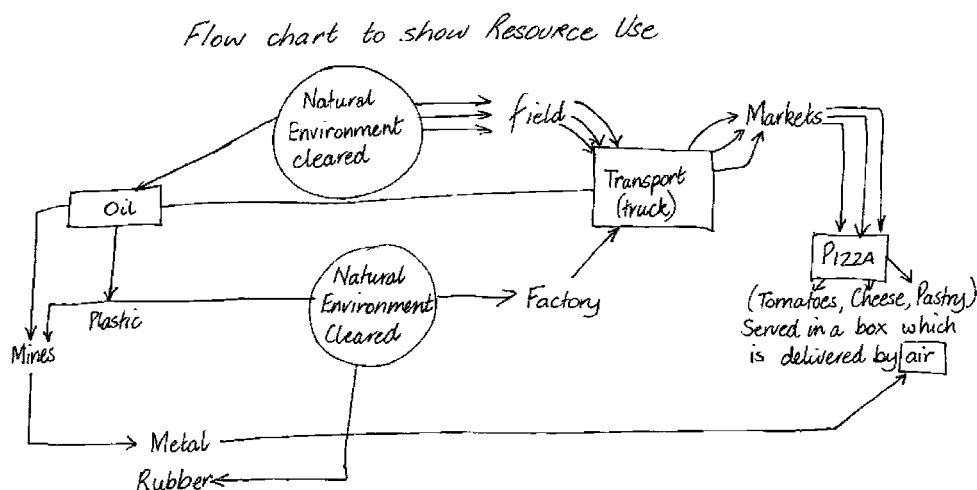


# Barrier Games

<b>Purpose</b>	<ul style="list-style-type: none"> <li>→ Listening actively.</li> <li>→ Asking effective questions.</li> <li>→ Comprehending information.</li> </ul>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Students work with two copies of a diagram on a topic they have been studying.</li> <li>2. One partner is given the complete diagram; the other partner is given a copy in which some important elements of the diagram are missing. The student with the incomplete diagram must try to complete his/her picture by asking questions of their partner.</li> <li>3. Upon completion of the activity the students compare their diagrams and reflect on the similarities and differences between them.</li> </ol>

## Example

**Draw a flow chart to show resource use involved in the production of pizzas**



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# Brainstorming

<b>Purpose</b>	<ul style="list-style-type: none"> <li>→ Generating ideas.</li> <li>→ Working collaboratively.</li> </ul>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Present the topic or problem to the whole class.</li> <li>2. Students work in teams. Teams appoint a Manager to facilitate the discussion and a Recorder to write down ideas so that everyone can see them.</li> <li>3. Students call out 'free-wheel' ideas. All suggestions are recorded. No discussion takes place at this stage.</li> <li>4. Once the creativity of the team has been exhausted, similar ideas are categorised. Superseded ideas are removed from the list.</li> <li>5. Ideas are then prioritised in order of importance/practicality.</li> </ol>

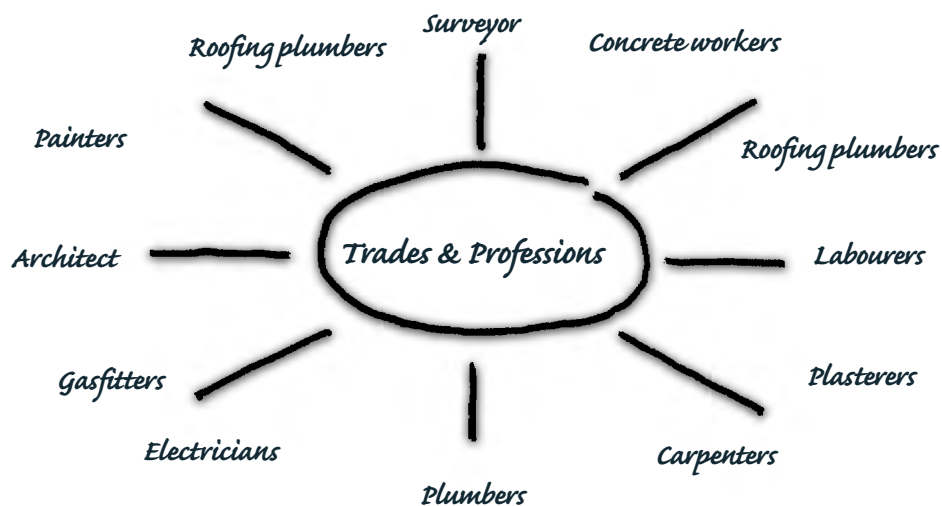


If students in some teams are intimidated by the open nature of brainstorming, *Brainwriting* could be used. Each team member lists four ideas on a sheet of paper placed in the centre of the team. The paper is then rotated around the team and fresh ideas added. Steps 4 and 5 of the *Brainstorming* process then apply.

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## Example

**Trades and Professionals involved in domestic housing construction.**



# Call Out

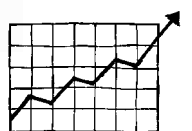
<b>Purpose</b>	<ul style="list-style-type: none"><li>→ Sharing knowledge.</li><li>→ Refining ideas.</li></ul>
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Ask students to reflect on what they know about a topic.</li><li>2. Call for ideas on the topic.</li><li>3. Emphasise that quality is more important than quantity.</li><li>4. Have students call out ideas.</li><li>5. Accept all ideas as stated (no criticising or paraphrasing) and record them on whiteboard.</li><li>6. Use the ideas recorded as a point of reference for planning further teaching and learning experiences on the topic.</li></ol>

## Example

### Topic: Résumés

name	hobbies
address	interests
fixed telephone number	part-time work
mobile telephone number	duties at work
email address	prizes
career goal	awards
educational qualifications	achievements
previous experience	references
job skills	referees

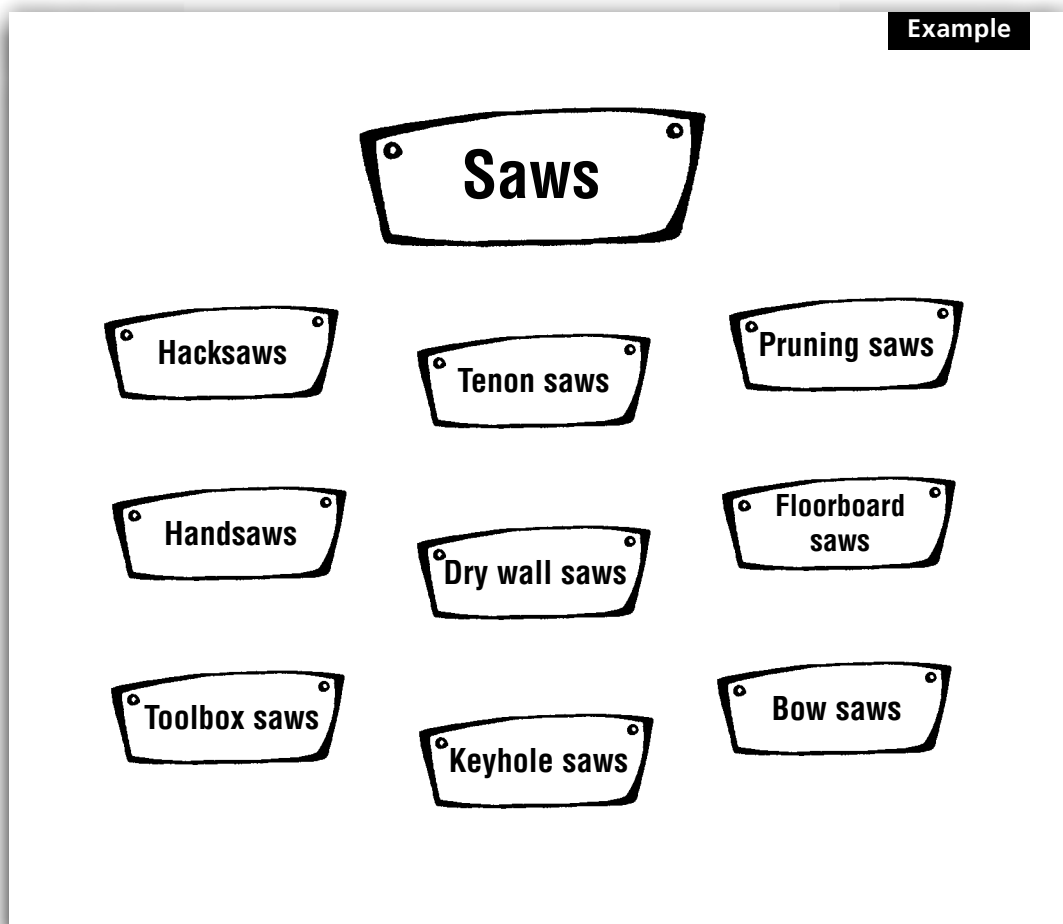
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# Card Cluster

<b>Purpose</b>	<ul style="list-style-type: none"> <li>→ Collating ideas generated at a team or class level.</li> <li>→ Organising and categorising ideas in a visual format.</li> <li>→ Distinguishing between main ideas and supporting detail.</li> </ul>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Distribute several cards and a marker pen to each team.</li> <li>2. Explain that the purpose of the exercise is to generate and organise ideas on a topic.</li> <li>3. Provide clear directions of what is to be recorded, i.e. only key words.</li> <li>4. Ask one team member to pin up his or her team's cards so that related ideas are clustered together.</li> <li>5. Ask other team representatives, one at a time, to cluster their cards. New ideas are placed in new spaces; identical ideas are placed on top of previously pinned cards; and cards related to pinned cards are placed near the appropriate cards. Students may be asked to justify their arrangements of the cards.</li> </ol>

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# Catchwords

## Purpose

- Recognising and practising industry-specific vocabulary.
- Predicting and substantiating ideas.
- Working collaboratively.

## Steps

1. Conduct a quick 'call-out' of difficult words encountered in a text.
2. Write these words on cards and place on walls around the room.
3. Choose one of the 'catchwords'. Ask for a predicted meaning for the word.
4. Instruct students to refer to the page where the word is found in the text and read the context around the word.
5. Ask for students to volunteer any further clarification on the meaning of the word.
6. Write the preferred definition of the word on the wall sign.

## Example

**Word:**  
Analogue

**Prediction:**  
A form of  
transmission

**Meaning:**  
Analogue representations are continuous. By contrast, digital representations consist of values measured at discrete intervals. Manual watches work on analogue principles.

**Context:** *Although originally based on analogue technology, the digital watch far exceeds the precision of previous time pieces.*

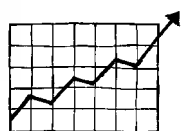
**Context:** *If the unfinalised disc is inserted, initialising will be displayed ....*

**Word:**  
Initialising

**Prediction:**  
Getting started

**Meaning:**  
Set the value of a variable or a storage location at the start of an operation.

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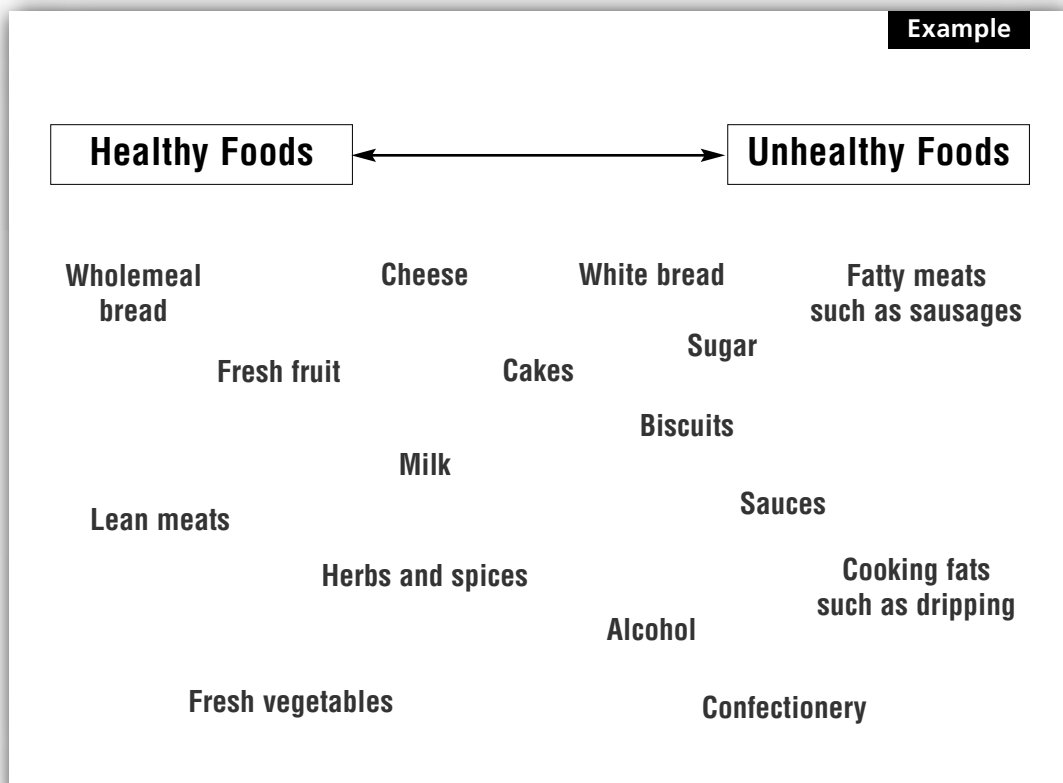




# Challenge

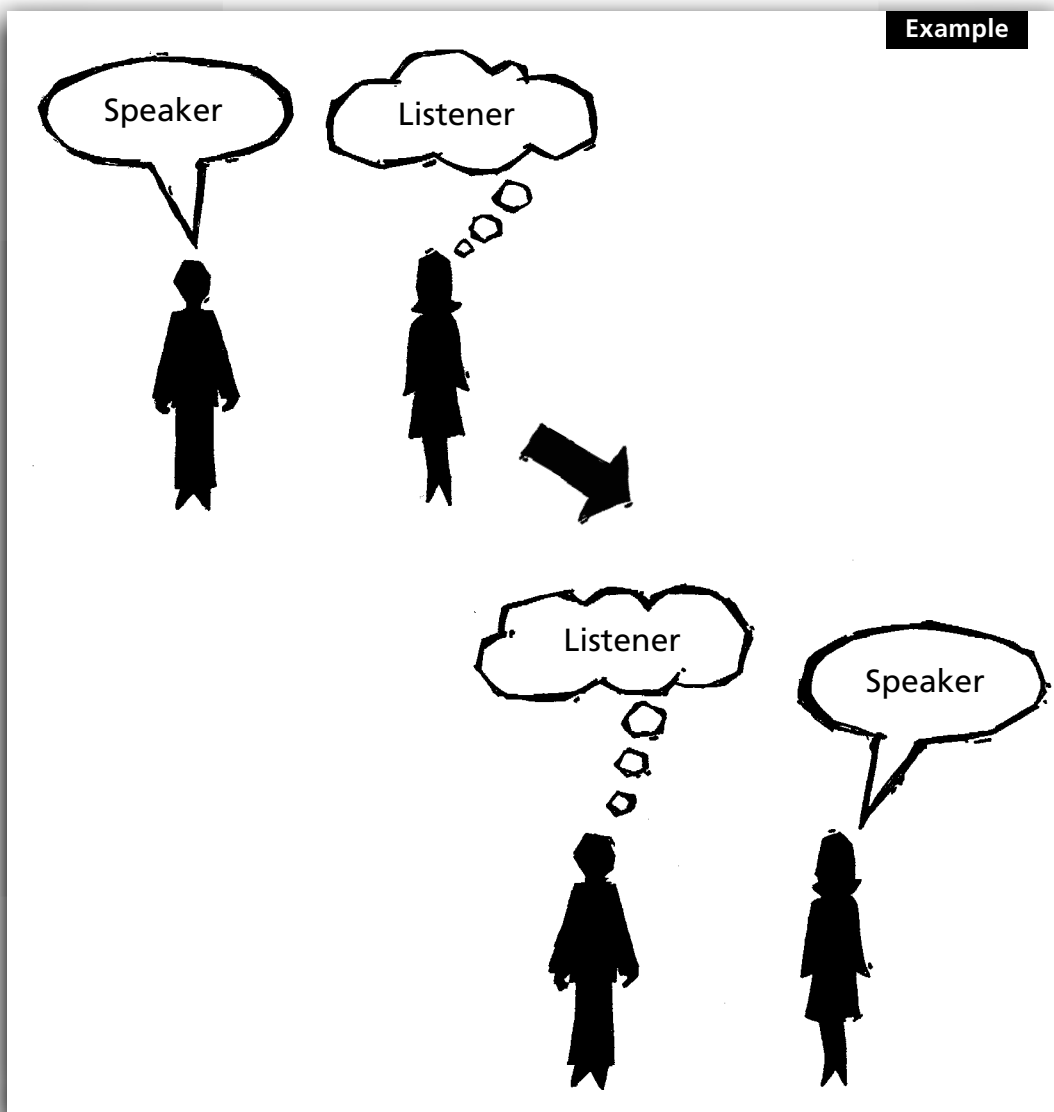
<b>Purpose</b>	<ul style="list-style-type: none"> <li>→ Identifying students' current skills and understandings.</li> <li>→ Considering different points of view.</li> <li>→ Listening actively.</li> </ul>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Select a relevant issue or topic from a unit of work.</li> <li>2. Write opposing positions on two pieces of card.</li> <li>3. Display cards on opposite ends of a continuum on a whiteboard.</li> <li>4. Students work in teams of three or four.</li> <li>5. Provide each team with a number of statements about the issue or topic.</li> <li>6. Teams decide where the statements should be positioned on the continuum.</li> <li>7. Each team chooses a representative to place the statements along the continuum in the order decided by the whole team.</li> <li>8. Other teams may 'challenge' the position of any of the statements by presenting an argument to support the 'challenge'.</li> <li>9. Members of the team that placed the statement on the continuum have the right of reply. The team may or may not move the statement as a result of the 'challenge'.</li> </ol>

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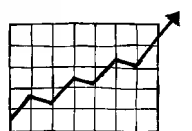


# Chat-change

<b>Purpose</b>	→ Listening actively.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Students work in pairs. They nominate themselves as either Person A or Person B.</li><li>2. Provide students with a topic (either the same topic for the whole class or a variety of topics from which they choose one).</li><li>3. Person A has 30 seconds to start 'chatting' about the topic. When the teacher calls out the word "Change!" Person A stops 'chatting' and Person B continues the 'chat'.</li><li>4. A maximum of three rotations keeps the activity fresh and vigorous.</li></ol>



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# Chunking

## Purpose

- Recognising correct word structure.
- Comprehending core components of key vocabulary.

## Steps

1. Explain to students that words are more easily remembered when they are separated into smaller parts such as syllables.
2. Model how words can be broken down into their component parts.
3. For students with limited spelling success, start with one-syllable words and divide them into two or three letter chunks.
4. Give students a list of key one-syllable words they need to master and have them practise this approach with their partners.
5. Move on to longer words and sound out the syllables or letter blends.
6. Give students a list of key words they need to master and have them practise this approach, again with their partners.



To assist students who have limited success with spelling, have them use highlighter pens to colour the different chunks of words in contrasting colours.

Students who are kinaesthetic learners might tap out the syllables in words as they say them.

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## Example

When patrons first enter  
the restaurant, it is  
important to **(greet)**  
them politely.

**greet**

**gr / ee / t**

When patrons first enter  
the **(restaurant)**, it is  
important to greet them  
politely.

**restaurant**

**rest / aur / ant**



# Closure

<b>Purpose</b>	<ul style="list-style-type: none"><li>→ Summing up key points of a lesson or unit of work.</li><li>→ Consolidating key understandings.</li></ul>
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Bring the lesson to a close by asking students to:<ul style="list-style-type: none"><li>– list the main ideas covered;</li><li>– describe in their logbooks how they will use their ideas from this lesson in their workplace;</li><li>– diagram the content covered;</li><li>– generate further questions they want answered.</li></ul></li><li>2. This process gives the teacher ideas about further learning experiences students need on the topic.</li></ol>

## Example

### Logbook entry 15/4

**Topic:** Time management in the workplace

I learnt the following things:

- Time management skills are important to my success in the work place. They are also important in my personal life.
- I need to pay more attention to the goals I set myself when I am on my structured workplace learning days.
- When I organise myself properly at the beginning of the day I can cut down on time wasting. This happens when I go to work with my diary prepared and give my diary to my supervisor first thing. I can talk to him then about what I will be doing that day to get the skills I set as my goals.

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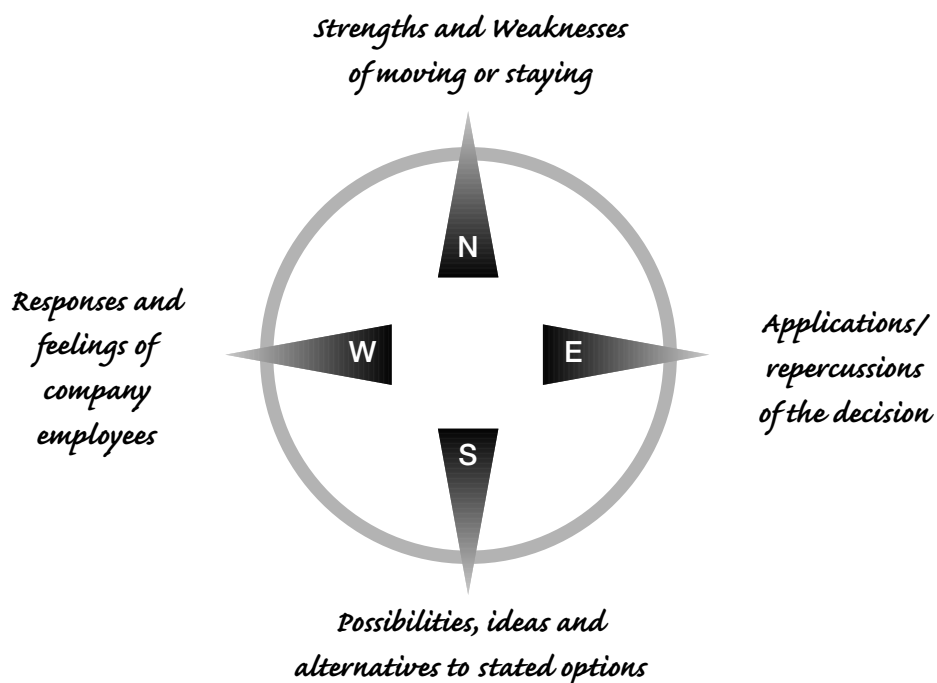


# Compass

<b>Purpose</b>	<p>→ Making decisions.</p> <p>→ Listening actively for key information and supporting detail.</p>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Select the text or topic for discussion.</li> <li>2. Organise groups into teams of four (extra members can be included by adding more compass points i.e. North-East, South-West, North-West, South-East).</li> <li>3. Display picture of compass and perspectives at each point of the compass.</li> <li>4. Allocate each student a point of the compass to take up when reading text or discussing the topic.</li> </ol>

## Example

A small accounting firm is looking at changing offices. Rather than looking at a making a decision from a "black/white", "positive/negative" point of view, it uses the compass to examine the effects of making a particular decision from a number of different perspectives.



# Cross-check

## Purpose

- Spelling accurately.
- Writing confidently.

## Steps

1. Choose a word that is mis-spelt consistently by students.
2. Write the correct form of the word next to the incorrect form.
3. Discuss the differences with students.
4. Have students write the incorrect form of the word followed by the correct form. They then cross out the incorrect spelling and tick the correct form.
5. Have students cover the correct spelling and rewrite it from memory several times.

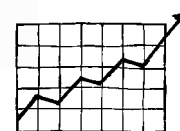


To assist visual learners, use highlighter pens for emphasis, each time the word is written correctly.

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## Example

Incorrect word	Correct word	Correct word	Correct word
<del>february</del>	February ✓	February ✓	February ✓
<del>surprise</del>	surprise ✓	surprise ✓	surprise ✓



# Deconstruction

<b>Purpose</b>	→ Understanding how texts are constructed.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Select a text that is no more than one page in length.</li> <li>2. Outline the purpose of the text to students.</li> <li>3. Provide students with a set of <i>Focus Questions</i> that will assist them to understand how the text was constructed to achieve a particular purpose.</li> <li>4. Have students work in their teams to record their answers.</li> <li>5. Encourage students to justify their decisions at the team or whole-class level.</li> </ol>



Provide teams with a note making framework to help them record their information on the text.

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Example

**Text type:** Advertisement  
**Purpose:** To persuade customers to buy this product


Uses strong wording

Uses graphics to illustrate product

Highlights key contact details

## STOP CAR THEFT!

**CAR SECURITY**  
We'll come to you **FREE!**



**Proximity Immobiliser Latest Release?**  
 This is the ultimate in convenience – it simply disarms when the Key Ring Fob enters the car. Perfect for the elderly and bush tradesman. Hassle free – fully automatic and completely Hands Free operation

**ABC ALARMS**  
 12 Rye St  
 Liverpool  
**9349 9000**

**Now \$160 Save \$60**

Remember, we'll service your security.

Uses present tense – immediacy

Repeats key information

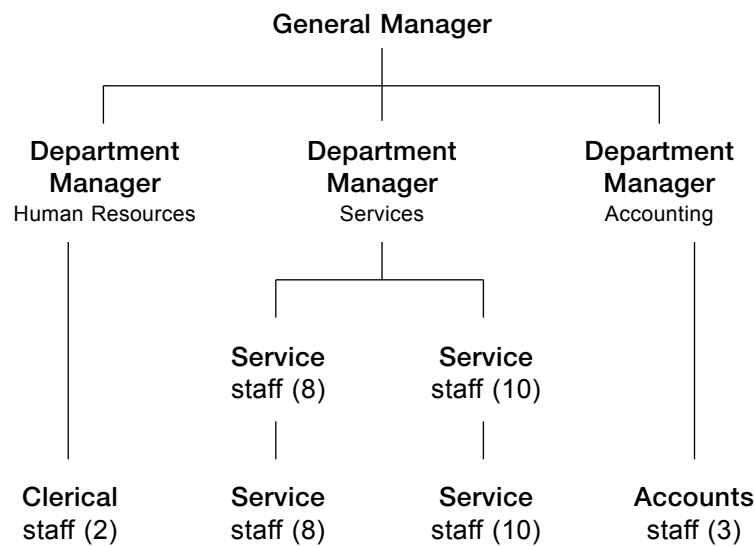


# Diagramming

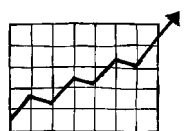
<b>Purpose</b>	<ul style="list-style-type: none"><li>→ Retrieving and organising key information from the texts.</li><li>→ Representing key information in diagrammatic form.</li></ul>
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Model how to choose the most appropriate diagram to represent the content of a particular text.</li><li>2. Construct a diagram jointly with students.</li><li>3. Have teams construct and compare diagrams.</li><li>4. Have students construct their own diagrams, independently.</li></ol>

## Example

### Line Management Structure VIP Services Ltd



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# Dictogloss

## Purpose

- Using industry-specific vocabulary.
- Extracting key information and supporting details from a text.

## Steps

1. Read text to students at normal speed. They focus on the overall meaning of the text.
2. Read the text again, pausing at appropriate places. The students write down the key words and phrases.
3. Have students work in pairs to compare notes, adding or clarifying information with their partner's help.
4. Each pair then joins with another pair to again pool information. By this stage, the team should have a fairly accurate record of the original text. Determine the level of students' understanding by listening to their discussions.
5. Have students write up their information as teams, in pairs or individuals.



Visual learners record their understandings in graphical rather than in print form (*Dictodraw*). This aids their understanding of VET content. Have more confident students demonstrate their understandings of a topic or unit of work by composing a *Dictogloss* script for class members.

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## Example

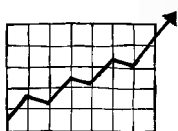
### Dictogloss Text

"The Occupational Health and Safety Report 1984 targets four main areas of the workplace that are the highest areas of risk. These areas are: dealing with copying equipment; handling flammable liquids; manual handling; and finally, high-risk behaviours. The ...

### Sample of Student note making

#### OHS Concerns

- |                      |                      |                         |                      |
|----------------------|----------------------|-------------------------|----------------------|
| 1. Copying Equipment | 2. Flammable liquids | 3. Manual handling      | 4. High-risk actions |
| - ventilation        | - burns              | - muscle strain         | - emotional damage   |
| - chemical           | - vapour             | - organ injury eg. eyes | - physical injuries  |
| - muscle strain      |                      | - loss of limbs         |                      |



# Envoy

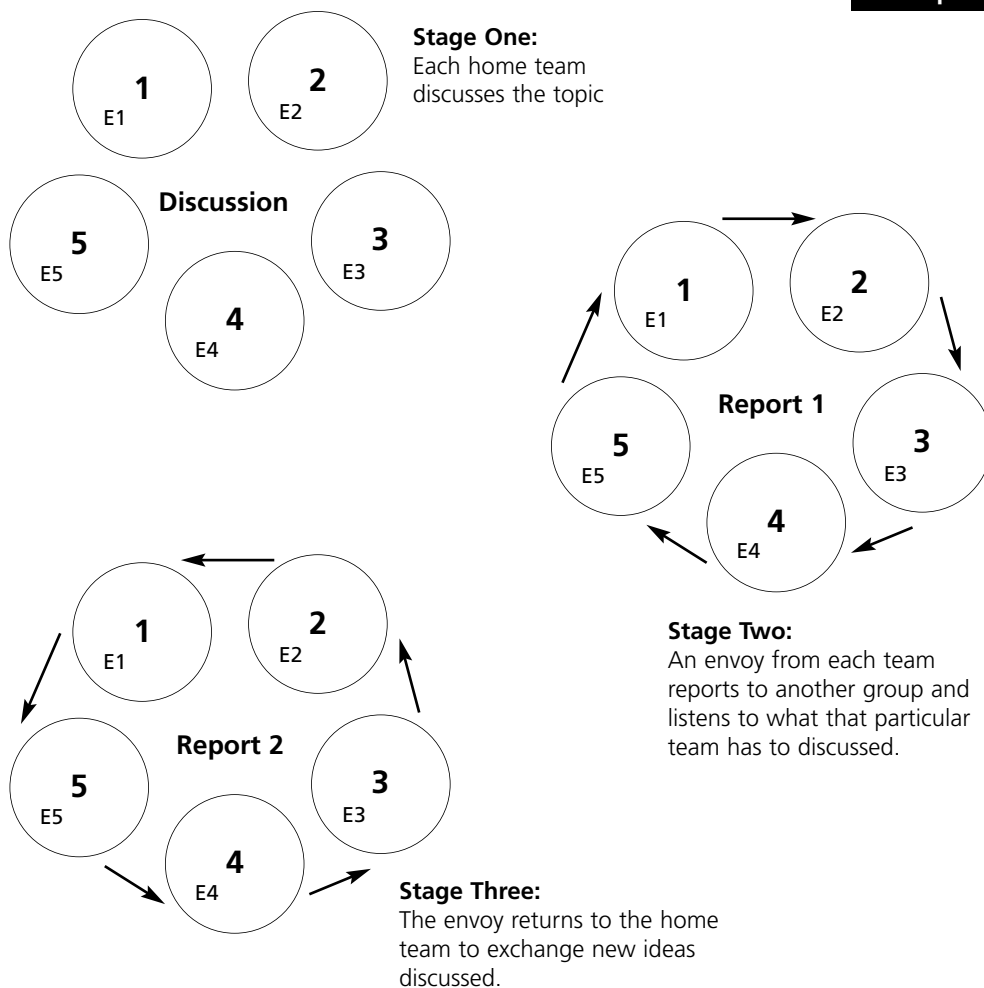
## Purpose

- Working in teams.
- Developing listening and speaking skills.
- Synthesising and summarising information.

## Steps

1. Have students work in teams on discussion or research topics.
2. One student from each team is selected to be the 'envoy'.
3. After the home team's discussion, each envoy reports to another team and outlines what was discussed.
4. The envoy listens to a report from the team he or she is visiting.
5. The envoy returns to the home team and conveys any new information on their topic.

### Example



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# Feedback

<b>Purpose</b>	→ Reflecting on performance and understandings.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Ensure that the strategy is used with a class with which you share a caring environment!</li> <li>2. Place students in your role of giving feedback about the progress and success of a part of a lesson.</li> <li>3. Write the criteria against which teacher should be judged, for example, the way in which the lesson was structured, the amount/type of the teacher's input, the behaviour of students during group work, and the achievement of particular outcomes.</li> <li>4. Explain that feedback needs to be given in the form of two positive comments and one constructive comment on how the lesson could be improved (two 'ticks' and a 'wish').</li> <li>5. Give students opportunities to practise giving feedback on others in their teams in response to a simple task, before expecting them to provide feedback on their peers to the class.</li> </ol>

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## Example

### Peer coaching on how to program a model 3 remote control to align with a standard television set

1. Point the remote control at the television screen.
2. Then you have to press and hold the button until the LED flashes twice.
3. Enter the code – that's 9-9-6.
4. Then enter the first channel number you want to include. For example Channel 9.

Then you just do the same thing for the other channels.

If you want to clear the channel scan list you just:

1. Press and hold the [P] button until the LED flashes twice.
2. Enter the code – 9-9-6 again.
3. Press and hold the [P] button until the LED flashes twice and it clears.

### Feedback

- ✓ Kim found the right buttons on the remote control without having to be told.
- ✓ She handled the coaching with a positive attitude.
- She needs to ask questions if she doesn't understand something completely.



# Focus Questions

## Purpose

- Engaging higher-level thinking skills.
- Locating and extracting relevant information from a text.

## Steps

1. Determine what students need to learn from the text or activity.
2. Construct a question that has several possible answers, rather than a literal answer. The question should require students to read, listen or view the entire text and reflect on its main ideas.
3. After silently reading or listening to the text, students work in pairs or teams to discuss the answer to the focus question.
4. Monitor the level of comprehension by moving around teams. Supportive intervention may occur at the individual, team or whole-class level.
5. To promote accountability, one or two teams may be called on randomly to report briefly on their discussion or a call-out may be conducted to collate ideas discussed by the class.



Encourage students to justify their opinions or substantiate their interpretation of the text, by referring to specific sections of it.

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## Example

Mel works in the accounts section of a security company. The section has been given a healthy budget allocation for a new photocopying machine. The range of models has been narrowed down to three models offered by three companies. All the models perform similar functions. Members of the section have been asked to read the information given in the advertising brochures and recommend a model for the section.

**Focus Question:** Which company offers the best installation and follow-up service on its machines?



# For, Against and Questions

<b>Purpose</b>	→ Organising and processing information. → Making decisions.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Students list all possible factors in favour of an issue in the <i>For</i> column.</li> <li>2. They then make a list of the possible negative factors in the <i>Against</i> column.</li> <li>3. Any issues or points of interest are recorded in the <i>Questions</i> column.</li> <li>4. Students weigh up all the factors listed in order to make a decision for or against the issue.</li> </ol>

## Example

**Aleisha, who is in Year 11 at school, is offered a job by her SWL Employer in media design. She has to decide whether to accept the offer or not.**

For	Against	Questions
<ul style="list-style-type: none"> <li>• It's the area I want to get into eventually anyway, so why not now?</li> <li>• There are not many jobs in the media design industry at my level.</li> <li>• It's hard to get a start in the industry.</li> <li>• I like the people working there.</li> <li>• I'll make money.</li> </ul>	<ul style="list-style-type: none"> <li>• I won't have school graduation - maybe some jobs in future will require this.</li> <li>• It's not a particularly well-paid job.</li> <li>• My parents want me to stay on until the end of Year 12.</li> <li>• My friends are still all at school.</li> </ul>	<ul style="list-style-type: none"> <li>• If I don't have Year 12 graduation, will I still be able to get into design course at TAFE and/or Uni?</li> <li>• If there is a downturn in the industry, what is my position?</li> <li>• Will my employer support me in further studies in the field?</li> <li>• How healthy is the company?</li> </ul>

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# Force Field Analysis

## Purpose

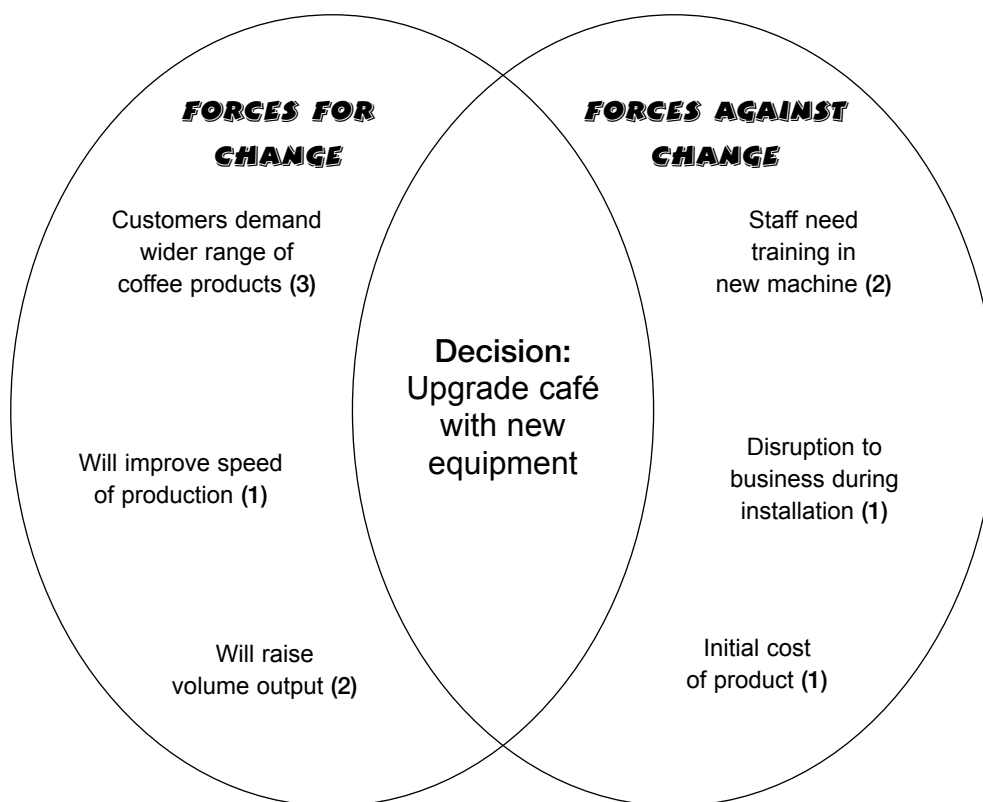
- Working collaboratively.
- Making decisions.

## Steps

1. Give students a scenario for decision-making. List all forces *for a decision* in one column, and all forces *against a decision* in another.
2. Assign a score to each from '1' (weak) to '3' (strong).
3. Draw a Venn diagram showing the forces for and against change.
4. Assign the relative weighting of each force a number next to each decision. This provides a numerical value that helps to clarify the decision-making process.

## Example

The staff of a city café are trying to decide whether to buy a new and updated model coffee-making machine. Using a force-field analysis to approach their decision-making, staff decide to go ahead with the purchase.



Lewin (1951)

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# Glossary

## Purpose

→ Recognising and practising industry-specific vocabulary.

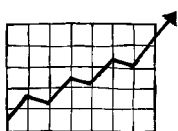
## Steps

1. Students set up a glossary framework in a suitable text, such as their logbooks.
2. Whenever a new word is heard or read, they record the word in the glossary. They guess its meaning from the context in which it is used and their past experiences with and understandings of language, i.e. they approximate the meaning.
3. After they have recorded their answers, they check their approximations against the definitions of the words.

## Example

### Real Estate Vocabulary

Word	Approximate meaning	Definition
ACCESS	<i>To be able to get inside a property</i>	The right to enter a property. Access may be restricted to certain times, to certain persons and to certain purposes, i.e. access for the purpose of inspection.
CHATTEL	<i>A possession of some sort – to do with a house</i>	An item of personal property which is not fixed to the land or building (as opposed to a fixture, an item which is a part of the land or building). Chattels are generally not included in the sale of property unless specifically included in the Agreement of Purchase and Sale.
POSSESSION	<i>Something someone owns</i>	The state of occupying, controlling, and using property to the exclusion of all others, exhibiting one's right or title to the property.
LEASE	<i>A rental agreement</i>	A written agreement to rent a property or part of a property from the owner. Describes premises rented (demised premises), amount to be paid, payment period, and other rights and obligations of the owner and tenant.



# Graphic Outline

## Purpose

→ Locating key information from a text.

## Steps

1. Discuss the purposes of graphic outlines with the class.
2. Provide the class with a partially-completed graphic outline based on an important part of a text containing sub-headings, figures, etc.
3. Students work individually or in pairs and refer to the text's headings, sub-headings, pictures, diagrams etc. to complete the graphic outline.
4. Ask students to reflect on the value of the activity and its applications.
5. When using the strategy on subsequent occasions, remove some of the support gradually until students are able to draw up their own graphic outlines independently.



When using a short (1-2 pages) text, have students place an overhead transparency over the text. They then draw the outline of each chunk of text. This allows them to see how the text is structured. This outline can then be used as a note making framework for recording the key ideas of each chunk of text in the boxes.

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## Example

### Graphic outline of the VETsteps Strategies Section

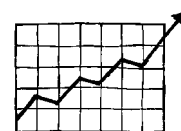
**Title:** of strategy

**Purpose:** for using the strategy

**Steps:** instructions on how to implement the strategy

**Ideas:** for adapting strategy to suit different levels of ability and learning styles in the classroom

**Example:** of what the strategy might look like





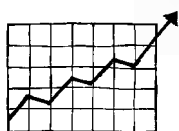
# Grid Analysis

<b>Purpose</b>	→ Working collaboratively. → Making decisions.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. List options and factors important in making a decision.</li> <li>2. Construct a grid using options as <i>row headings</i> and factors as <i>column headings</i>.</li> <li>3. Score each of the important factors in order of importance, from '0' (low) to '3' (high).</li> <li>4. Multiply each score by the values for relative importance. This gives the <b>weight</b> of your decision.</li> <li>5. Add up the weighted scores for the options. The option that scores the highest, wins.</li> </ol>

## Example

An owner-manager of a surf equipment and clothing store needs a new car that will allow him to conduct the operational side of his business, as well as making deliveries of large items such as surfboards. He wants to have a sports car to use for his social life. He can't find a car that fulfills all three requirements. His Grid Analysis, shown below, gives him an interesting result to consider.

Factors:	Cost	Able to carry surf boards	Security for storing goods	Fun	Quality of model		
Relative weight of each factor:	x4	x5	x1	x3	x2	Total	Result
4-wheel drive	1 (4)	3 (15)	2 (2)	1 (3)	3 (6)	10 (30)	<b>1</b>
Station wagon	2 (8)	2 (15)	3 (3)	0 (0)	1 (2)	9 (28)	<b>2</b>
Family sedan	2 (8)	2 (10)	1 (1)	0 (0)	0 (0)	5 (19)	<b>3</b>
Sports car	1 (4)	0 (0)	0 (0)	3 (9)	3 (6)	7 (19)	<b>3</b>



# Guided Discovery

<b>Purpose</b>	→ Discovering the codes and conventions of a particular type of text.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Provide students with two different examples of the same type of text-on one sheet of A3 paper.</li> <li>2. Allow sufficient 'white space' on the sheet for students to note features and conventions – ideally, the wide margin between the two texts.</li> <li>3. Students work in teams to answer a <i>Focus Question</i> (provided by the teacher) about the texts.</li> <li>4. Make an overhead transparency of one of the texts the students are working with.</li> <li>5. Conduct a Call-out to collate students' 'discoveries' and label the features of the text.</li> </ol>

## Example

### Features and conventions of Two Text Examples: Answering Telephones

Answers phone promptly before fourth ring

Telephone: Buzz buzz...buzz buzz...

**Josh:** Good morning, Barker's Mineral Sands, this is Josh Munro speaking.

**Carmen:** Hello Josh, this is Carmen from Speedy Courier Services here.

**Josh:** Yes, Carmen, how can I help you?

**Carmen:** It seems we've got a job sitting here for delivery to Sands Pty Ltd in Melbourne, but we don't know what type of service you want it sent.

**Josh:** Can you hold on one minute Carmen and I'll quickly ask our accounts department?

**Carmen:** Sure

Uses caller's name if provided

Telephone: Buzz buzz...buzz buzz...buzz

**Majid:** Munroe's Meat Supplies, Majid speaking.

**Mr Gazetti:** Vince Gazetti here, put me into your boss.

**Majid:** Good morning, Mr Gazetti. Can I tell Mr Munroe why you're calling, please?

**Mr Gazetti:** Yes, you can bloody-well tell him why I'm calling....it's about that last statement he sent me.

**Majid:** Ahh. Can you tell me a bit more about the problem please, Mr Gazetti?

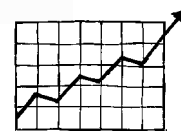
**Mr Gazetti:** No, I can't tell you anything more about the bloody problem. All I know is I've got this statement.....

Asks open question to assess situation

Asks question for clarification

Adopts a polite tone

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# Jigsaw

<b>Purpose</b>	→ Working collaboratively. → Processing information.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Regroup students from their current or 'home' teams into 'expert teams' (for example, if four teams are to be formed, number students in their home teams from '1' to '4').</li> <li>2. All students in the same 'expert' team move to an allocated table to investigate the same aspect of the topic, i.e. Team 1 investigates Topic A, Team 2 Topic B, etc.</li> <li>3. Students research their aspect of the topic in the 'expert' teams and prepare to report to members of their 'home' team.</li> <li>4. Students move back to their original 'home' team.</li> <li>5. They take turns to report as 'experts' on their aspects of the topic.</li> </ol>

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Example

**Topic:**

\_\_\_\_\_

**Aspects:**

\_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

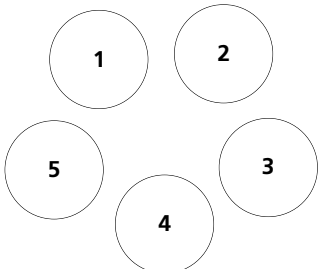
C. \_\_\_\_\_

D. \_\_\_\_\_

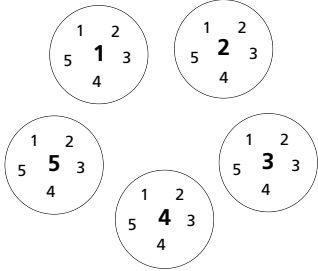
E. \_\_\_\_\_

- 'Sharing' or 'Home' Groups**  
**Original Group**

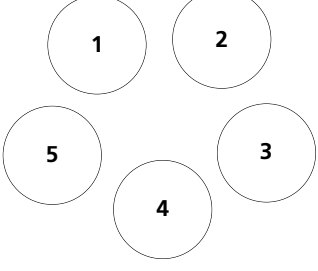
**Stage One:**  
Each group member is allocated a different aspect of a topic.

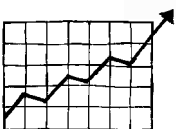

- 'Expert' Groups**  
**Reconstituted Groups**

**Stage Two:**  
Group members reform so that they all have the same aspect of the topic about which to become expert.


- Return to 'Sharing' or 'Home' Original Group**

**Stage Three:**  
Student return to their home groups. Each student reports on what they have learnt.





# Joint Construction

<b>Purpose</b>	→ Teacher and students collaboratively creating a piece of writing.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. <i>Brainstorm</i> ideas for writing about a particular topic with students.</li> <li>2. Hold a discussion to select the most appropriate form of writing (or text form) for the purpose of the writing task.</li> <li>3. Jointly construct a note making framework that mirrors the structure of the selected text form.</li> <li>4. Support students' progress by asking 'How could the introduction be worded?' etc.</li> <li>5. Record students' suggestions. Provide explicit comments about positive aspects of their suggestions.</li> <li>6. Individual students' initial suggestions may be refined by other students or by the teacher.</li> </ol>

## Example

What features does a Facsimile Transmission Form (Fax) include?

### FAX TRANSMISSION

<b>To:</b> Name: Company: Fax No: No. of Pages:	<b>From:</b> Name: Company: Fax No:
---	--

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Put fax number before name

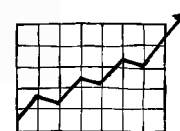
Add position of person

Add the word 'Message' here

Make 'to' and 'from' bigger than other words

Add other details e.g. telephone number and email address

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# K-W-L

## Purpose

- Engaging with students' current skills and understandings.
- Extending students' skills and understanding.
- Reflecting on learning.

## Steps

1. Students draw a *2-T Chart* in their logbooks with the headings *K*, *W* and *L*.
2. Ask students to list in the first column points on what they already **Know** about the subject.
3. They then write a list of points on what they **Want** to know about the subject.
4. This gives the teacher a guide to what needs to be implemented in the learning and teaching program on the subject.
5. Students return to the third column at the end of the learning program and complete a list of points on what they **Learnt** about the subject.



Carry out the K-W-L as a *Card Cluster* to provide a common, visual representation of the learning process.

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## Example

### Topic: Solar Energy Systems

K	W	L
<ul style="list-style-type: none"> <li>• Are costly initially but energy efficient</li> <li>• Can only be used in warm climates</li> <li>• Can be active or passive heating</li> </ul>	<ul style="list-style-type: none"> <li>• Are there any other applications of solar energy?</li> <li>• Are they commercially profitable?</li> </ul>	<ul style="list-style-type: none"> <li>• Systems include:                             <ul style="list-style-type: none"> <li>– active solar water heating</li> <li>– active solar space heating</li> <li>– active solar space cooling and</li> <li>– passive solar water heating</li> </ul> </li> </ul>

Ogle (1992)



# Matchmaking

<b>Purpose</b>	→ Reinforcing industry-specific vocabulary.
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Select five to eight of the most important industry-specific words from a text.</li><li>2. Draw up a list of the words and their definitions.</li><li>3. Mix up the words and definitions, i.e. place words randomly next to any of the definitions.</li><li>4. Students work in pairs or teams to decide which definition fits best. They can refer to the text for further context clues when a definition cannot be agreed upon.</li></ol>

## Example

**Match the Information Technology words on the right to the most suitable definition on the left**

The ability to deliver power or force i.e. the difference in voltage between two points in a circuit.

ATX

A table that works like an index and is used by the operating system to locate files on a disk.

Cache

Prefix for indicating one-millionth of a specified unit: for example, 20 microvolts = 0.0000020 volts.

DVD

A faster type of RAM used to store information frequently used by the processor.

FAT

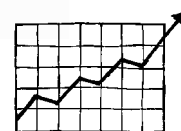
The modern shape and layout of PC motherboards. It improves on previous standards by rotating the orientation of the board 90 degrees. This allows for a more efficient design, with disk drive cable connectors nearer to the drive bays and the CPU closer to the power supply and cooling fan.

Micro

An advancement on the compressed disk because it is able to store more information. Uses laser light to embed data into a disk.

Potential

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# Mix 'n' Match

<b>Purpose</b>	→ Linking context, purpose and audience.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Select common industry-specific scenarios, as well as appropriate forms or channels of communications that should be used in these situations, e.g., email, text forms, formal letters.</li> <li>2. Draw up a list of the scenarios and the communication forms.</li> <li>3. Mix up the scenarios and forms.</li> <li>4. In pairs, students decide which form best fits each scenario.</li> </ol>

## Example

### Match the scenarios on the left with suitable media for communicating with customers on the right

A car that is at the dealer for its regular service is due to be collected by its owner at 5pm. At 4.30pm it becomes obvious that the car won't be ready in time because a part has not been delivered. The car's owner has completed the standard service form and left a work number and a mobile telephone number.

**Mobile phone**

A letter of complaint is received from a man who is angry that his driver's licence has been cancelled for no reason. The writer is also upset that his repeated efforts to telephone the agency have been unsuccessful. The reason that his licence has been cancelled is his failure to pay a fine. The writer demands an immediate response to his inquiry.

**Fixed phone**

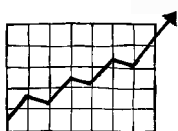
A UK customer of an Australian online shopping service has ordered a number of Christmas gifts for Australian family members. One of the items ordered is not available, despite the fact that its purchase was confirmed at the time of the original transaction.

**Sign**

A potential client wants to discuss options for catering a private function next month. Information about prices and menus is sought. Contact details have been left, including phone and fax numbers and email and postal addresses.

**Notice**

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# Mnemonics

## Purpose

- Spelling accurately.
- Writing confidently.

## Steps

1. Explain that the correct spelling of many words can be achieved through the use of mnemonics, or 'memory joggers'.
2. Demonstrate the use of mnemonics for students.
3. Explain that mnemonics need to be personal, i.e. to mean something to the person using them.
4. Have students construct simple mnemonics for themselves.

### Example

Words	Mnemonics
separate	there is <u>a</u> <u>rat</u> in separate
together	to – get – her
argument	<u>argu</u> ment has gum in the middle

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# Modelling

## Purpose

→ Sharing the thinking involved in working through processes required to complete a particular task.

## Steps

1. Start slowly, by choosing a learning process or strategy that you feel comfortable modelling, e.g. extracting key words and phrases, guessing the meaning of a word in context.
2. 'Think aloud' to make explicit to students the cognitive processes required to complete the task successfully. Do not try to make the modelling perfect, employ a 'warts and all' approach to the modelling process.
3. Create situations in which students model skills for each other.



Seek assistance from colleagues in order to increase the range of learning strategies that can be modelled: for example, handling a face-to-face customer complaint.

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## Examples

- How to establish the steps for completing a workplace procedure
- How to access particular information on the internet
- How to solve a problem
- How to construct a paragraph
- How to ask for clarification
- How to listen effectively
- How to read workplace symbols
- How to write in a particular text form
- How to combine simple sentences
- How to use a logbook for different purposes
- How to generate sub-headings when making notes
- How to read around a word for context clues
- How to decide when to use a table of contents and/or an index
- How to substantiate ideas in an interview situation



# Note Making

## Purpose

→ Organising information.

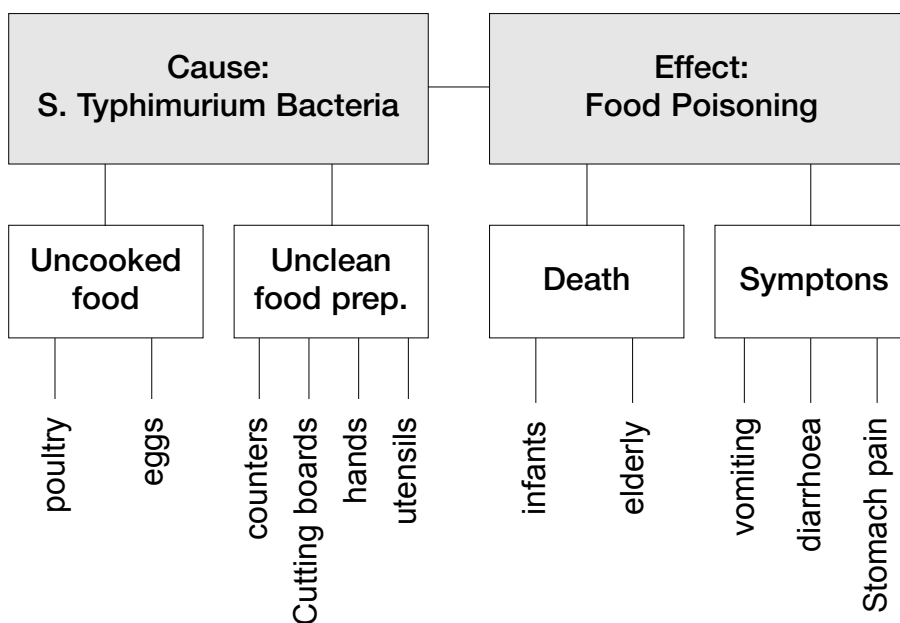
## Steps

1. Provide students with a note making framework.
2. Model how to identify key words and phrases in a text.
3. Model how to transfer information from the text to the framework.



Have more able students develop their own note making frameworks to suit specific activities.

## Example



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# Open and Closed Questions

## Purpose

- Utilising higher-order thinking skills.
- Linking audience, purpose and context.
- Asking appropriate questions.

## Steps

1. Explain that *Open and Closed Questions* serve different purposes: *open questions* encourage exploration of various possibilities, but *closed questions* require a focus on specific detail. Both types of questions are useful.
2. Model the difference between open and closed questions for students.
3. Choose an appropriate situation in a workplace.
4. Have students work in teams to develop open and closed questions for this situation.



Students who need extra help in formulating appropriate questions may need to be provided with *Question Stems*.

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## Example

### Scenario:

A customer walks into a butcher's shop, and wants to place an order for a dozen sausages. What is the best question the assistant can ask to:

1. find out if the customer is ready to order?
2. find out what the customer wants to order?

### Closed question – 'yes'/'no' answer:

*Are you ready to order?*  
*Can I take your order?*

### Open question – detailed information:

*What would you like to order?*



# Paraphrasing

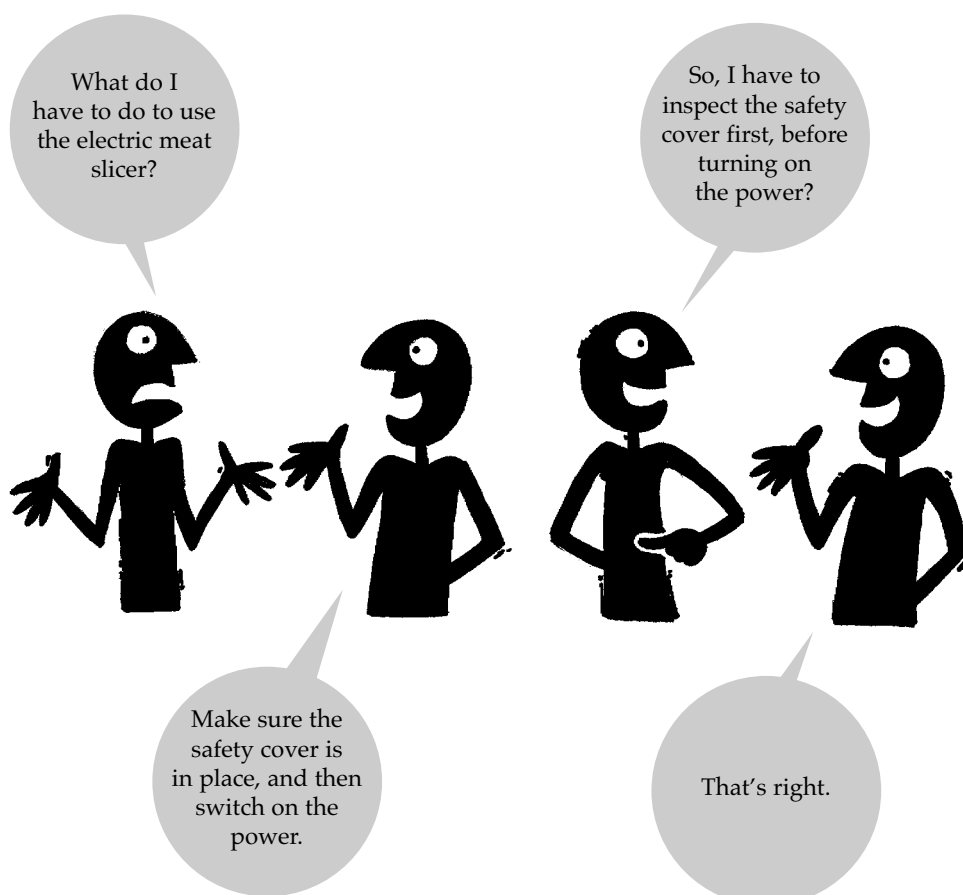
## Purpose

- Synthesising information.
- Clarifying understandings.

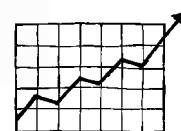
## Steps

1. Model the process of paraphrasing, i.e., reformulating ideas, to students when they make a statement or respond to a question.
2. Have students work in pairs. Allocate a statement or a question to each pair. Student 'A' asks a question or makes a statement, and listens to the response of Students 'B'. Student 'A' then paraphrases the response to check for understanding.
3. Each pair passes their statement or question onto another pair. At this stage, 'B' asks the question or makes the statement and listens to the other student's answer. Student 'B' then paraphrases the answer to check for understanding.

## Example



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# Pre-Post-Plan

## Purpose

- Engaging with what students *can* do/know and *want* to do/know.
- Reflecting on skills and understandings.
- Planning for improvement.

## Steps

1. Ask students to bullet-point what they know/think they know about a particular subject, in the *Pre* column. This gives the teacher a guide to what needs to be implemented in the learning and teaching program on the subject.
2. Students are informed that they will return to the framework at the end of the lesson or unit of work.
3. At the end of the learning or teaching program on the subject, students bullet-point what they now know about the subject in the *Post* column.
4. Students compare their *Pre* and *Post* points to determine whether they have made progress in their learning.
5. Students choose an area of their understandings they would like to improve. They write the action arising from this process in the *Action Plan* column.

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## Example

### PRE

I think I'm a good team player. I like to listen to other people's ideas and hear what they've got to say. I like it when I can ask people questions. It helps to make things clearer in my own mind.

I also like to talk through ideas I've got with other people and test them to find out whether they're OK or not. I'm also generous in sharing my ideas with others.

### POST

After being involved in the workshops on being a team player run by Dr James, I can see that I have some real strengths as I outlined in the Pre column. But I also recognise that I don't work to make sure everyone in the team is heard and their ideas are represented – I get too carried away with ...

### ACTION PLAN

I will actively work to include all members in discussion by inviting them to contribute at regular intervals and asking them to respond to ideas put forward.



# Previewing

## Purpose

- Overviewing and engaging with texts.
- Organising important facts and details.
- Recalling the main ideas of a text.

## Steps

1. Outline the focus points of a text:
  - title and sub-headings;
  - introducing and concluding paragraphs;
  - the first sentence in each paragraph;
  - illustrations; and
  - captions.
2. Demonstrate to students how using their focus points can help them to predict what the text is about.
3. Give students a short period of time in which to preview the text silently, e.g. one minute for a chapter.
4. Ask them to share briefly their predictions of the main ideas with a partner.

## Example

### Introduction

## Element Replacement

### Heading/title

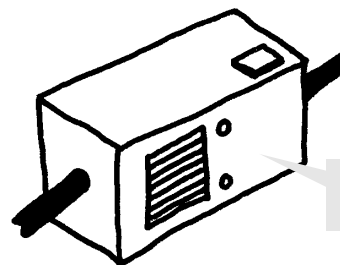
There are three steps involved in replacing the element in the *Speedy MkII hot* water system. These three steps must be done in the sequential order outlined below.

**Remember**, before you start, to disconnect the power supply.

### Sub-heading

#### Accessing the Element

To access the element, you will need to remove the cover on the wiring box. This panel can be found at the bottom of the unit.



### Diagrams/illustrations

### Sub-heading

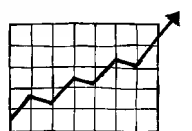
#### Draining the Tank

To drain the tank, attach the hose to the ribbed outline...

### Conclusion

Finally, after ensuring the terminals are tight and the wires are tucked away, replace the wiring box cover.

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# Prompts

<b>Purpose</b>	→ Reflecting on work habits.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Explain to students that reflecting on a task or a process is important in order to both consolidate their understandings and perform the task better in future.</li> <li>2. Allocate a set of prompting questions on a task or process to students at the beginning of the task. Make sure the questions reflect the criteria by which judgements will be made about the success of the task or process.</li> <li>3. After finishing the task or process, students complete the questions.</li> </ol>

## Example

### Decision-making Task

#### Preparation

What plan did the team have for this task?  
 What roles were allocated in your team?  
 How were the roles allocated?

#### Working Together

Did everyone make a contribution in some form?  
 Did everyone feel that his or her ideas were acknowledged in the team?  
 How did your team make decisions?  
 What were the strengths of the way the team worked together?

#### Presenting

How could the team's performance be improved?  
 Did members ask others on the team for help?  
 Did members ask for clarification about ideas or processes?

#### Reflecting

Were you satisfied with the decision-making model adopted?  
 Did your team achieve its goal?  
 What would your team do different next time?



# Proof Reading

## Purpose

- Writing accurately.
- Reflecting on ideas.

## Steps

1. Model the use of the strategy to students.
2. Cover all of a selected text except the line being checked.
3. Start at the bottom of the page and move upwards.
4. Read slowly – word by word.
5. Underline any word that doesn't sound or look right.
6. Write two or more versions of the word – decide which one is correct.
7. Have students practise the technique on a short text.



Compose a set of proofreading symbols with students.

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## Example

Purpose	Symbol
Do not capitalise	—
Indent word/paragraph	→
Insert words	^
Move these words/this phrase	[   ]
More space	#
No new paragraph	<del>¶</del>
Spelling error	∂
Unsure of meaning	?





# Question Stems

<b>Purpose</b>	<ul style="list-style-type: none"><li>→ Organising ideas.</li><li>→ Questioning effectively.</li></ul>
<b>Steps</b>	<ol style="list-style-type: none"><li>1. Explain to students that the kinds of questions most often asked in the workplace are those seeking clarification or wanting more information.</li><li>2. Discuss the differences between the two types of questions. Give students an example of each type.</li><li>3. Ask students to recall a situation in which they have needed to ask a question in a work (or school) context.</li><li>4. Identify whether each question in (3) was for clarification or information.</li><li>5. Point out that it is sometimes helpful to have a lead-in to a question. Supply student with a range of <i>Question Stems</i>.</li><li>6. Discuss the difference between asking a question in these ways compared with using questions such as: What? What did you say? Huh? I don't get it.</li><li>7. Allocate workplace scenarios to students. Ask them to use the <i>Question Stems</i> to construct questions for clarification or information.</li></ol>

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## Example

Excuse me, but.... I'm not sure I understand that.

Would you mind ... repeating that again, please?

Could you explain... that in another way?

I'm sorry, but ... what did you say about how to lock up at night?

Can you tell me ... whether or not this is the correct temperature for boiling oil?

Do you think ... you could repeat that last part about greeting customers please?

I'd like to know if ... using the auto function on the photocopier saves on power usage.

Could you possibly ... give those directions again?

Are you able ... to show me how to operate this pressure hose?

Does this mean that ... if I push these two buttons together it will clear the pre-set functions?

What I hear you saying ... is that correct?

Sorry for interrupting, but ... what effect will this have on our jobs?



# Reconstruction

## Purpose

- Organising important facts and details.
- Reproducing the text in an appropriate form.

## Steps

1. Present students with a *Framework* for constructing a particular type of text, e.g. a paragraph.
2. Distribute cut-up parts of a complete text.
3. Have students reconstruct the parts into the whole, so that the text makes sense.
4. Students then reproduce the text (in this case, a paragraph) in its correct format.

### Example

#### Paragraph *ABC Child Care Centre Manual*

All sentences  
revolve  
around  
one idea

If not done properly, changing a dirty nappy can be a catastrophe.

Topic sentence – usually found at the beginning of a paragraph

This is particularly so if you are not prepared, as toddlers need a nappy change four or five times a day.

Developing sentences – usually found in the middle of the paragraph

Make sure you have all the correct equipment in place before you begin – change table, disposable sheet, fresh nappy and liner, wipe cloths, powder and nappy rash cream (if required).

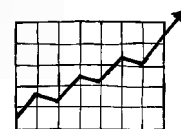
Supporting sentences – usually found in the middle of a paragraph

You will also need access to a disposal bucket for the nappy liner and its contents, and another one for the nappy itself.

So far you may have managed to stave off catastrophe through thorough preparation; now you need to carry it out.

Concluding or linking sentence – usually found at the end of a paragraph; may, provide a link to the next paragraph

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# Requests

<b>Purpose</b>	→ Questioning effectively. → Accepting responsibility for own learning.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Ask students to nominate situations in which they would need to ask questions during talk time in class.</li> <li>2. Work with students as a whole class or in teams to develop questions that help them manage these situations.</li> <li>3. Questions are written up on a corner of the board or displayed on a wall poster.</li> <li>4. Students refer to and practise using <i>Question Stems</i> throughout the lesson.</li> </ol>

## Example

### A training session on Landscape Design

**Situation:** *Sometimes my mind drifts off in the middle of a session and when I come back I realise I've missed out on some important stuff, but I'm too scared to ask about what I missed.*

#### Questions:

- **I'm not sure about** what xeriscape means. **Can you help me please?**
- **Would you mind repeating that last bit** about switching off the reticulation system? **I didn't quite catch what that means.**



# Revelation

## Purpose

→ Predicting and substantiating ideas.

## Steps

1. Select an appropriate graphic or print text.
2. Reveal only the first section of the image or text.
3. Ask students to predict what the image is or what the text is about.
4. Reveal more of the image or text.
5. Ask students to revise their predictions.
6. Finally reveal the whole image or text.
7. Ask students how closely their predictions matched the final product.

## Example



1. Close-up shot of workplace artifact



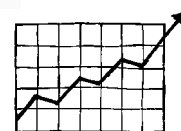
2. Mid-shot of same icon, with some context



**WET PAINT**

3. Long-shot of same icon, revealing the whole context

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# Revolving Statements

## Purpose

- Working collaboratively.
- Solving problems.

## Steps

1. Students work in teams on a topic. They number themselves off around each team.
2. Student 1 commences the activity by stating an idea on the topic.
3. Student 2 then continues the dialogue with a statement, and so on around the group.
4. Typically, ideas are exhausted after two or three 'revolutions'. At this point, open discussion takes place.
5. The activity can be an end in itself, or it can be preparation for a further activity.



If a group member does not have anything to add to a topic, he or she may 'pass', but only after making at least one contribution to the discussion before 'passing'.

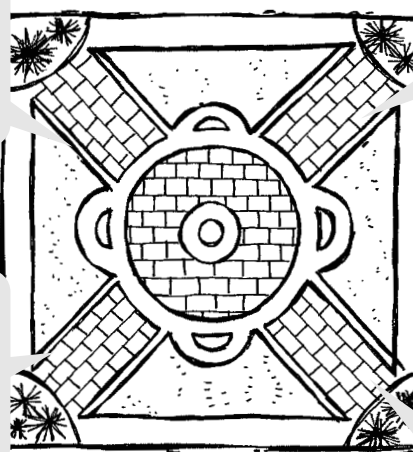
104

## Example

### Principles of Landscape Design

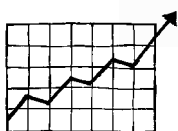
**Student 1:** Landscape design combines art and science. It is about creating something that is.

**Student 4:** One thing we haven't talked about is rhythm. I think that's important. It's about having a feeling.



**Student 2:** The things that come from art are things like colour and line and, I think, texture.

**Student 3:** Well, design principles all include things like unity, balance and proportion. Oh yeah, and focus and simplicity.



# Role Play

## Purpose

- Processing new skills and understandings.
- Demonstrating new skills and understandings.

## Steps

1. Introduce a topic or scenario for role-playing.
2. Students work in pairs or teams to plan their role-playing.
3. Discuss the criteria by which the role-play will be judged – these should reflect the skills and understandings selected as outcomes for the lesson or unit.
4. Students plan to perform their scenarios.

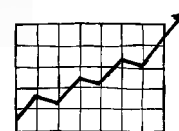
### Example

#### Skills that lend themselves to role playing

- Greeting customers
- Handling telephone conversations
- Interviews
- Conflict situations
- Requesting information
- Asking questions for clarification
- Handling customer complaints
- Requesting permission



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# Rotating Teams/Papers

<b>Purpose</b>	<ul style="list-style-type: none"> <li>→ Sharing ideas.</li> <li>→ Solving problems in teams.</li> </ul>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Each team is allocated an issue or aspect of a topic. Ideas are recorded on a large sheet of paper.</li> <li>2. After a set period of time (dependent on the complexity of the task), each group rotates clockwise to the next sheet of ideas.</li> <li>3. After about two minutes, the teams rotate again in the same direction to the next sheet of ideas and so on until they return to their original sheet of ideas.</li> </ol>



A reporter may be left at each 'station' to talk through the issues or ideas recorded. Visiting teams may be asked to indicate:

- ideas they think are particularly effective = ✕
- ideas that need clarification = ?
- ideas they agree with = ✓

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Example

Topic: Advantages and disadvantages of particular building materials

Group 1:  
Soft woods

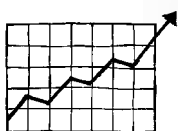
Advantages	Disadvantages

Group 2:  
Hard woods

Advantages	Disadvantages

Group 3:  
Composite products

Advantages	Disadvantages



# Self-Generated Questions

## Purpose

- Questioning effectively.
- Learning autonomously.

## Steps

1. Students generate questions on a topic they are about to study.
2. They study a text on the topic, searching for information to answer their questions.
3. They record answers to their questions as they engage with the text.
4. Where appropriate, unresolved questions can be raised at the whole-class level and answered by other students. If questions are not resolved at this level, the teacher may model how to locate the appropriate information.



Different texts with different levels of difficulty can be used to suit the range of ability levels found in the classroom.

Questions can be generated at different points in the learning program: for example, before the text is opened, students list questions they want answered on the topic; or, after silently reading a text, students jot down the questions that are of most concern to them.

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## Example

### Cabinet Design and Construction: 32mm System Basics

Questions	Answers
<ul style="list-style-type: none"><li>• What is the 32mm system of building cabinets?</li><li>• Are any special tools required to use this system?</li><li>• How is the system different from other systems?</li></ul>	<ul style="list-style-type: none"><li>• This system of building cabinets uses 5mm holes that are spaced 32mm apart – these system holes are in two rows running from top to bottom of the cabinet panels. It is the foundation of the European method of cabinet construction.</li><li>• Many other components use the 32mm system e.g. European hinges and slides.</li></ul>





# Sequencing

<b>Purpose</b>	→ Improving comprehension. → Organising ideas and details.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Students listen to the reading of a short text in order to gain an overall idea of the information in it, e.g. procedures for performing a task.</li> <li>2. Students work in teams to discuss how the information is ordered.</li> <li>3. They then attempt to reproduce the steps in the text.</li> <li>4. Display the correct order of the text and lead a whole-class discussion on the placement of events or instructions.</li> </ol>



*Reconstruction:* Some students may need more scaffolding than this procedure provides. Give them a set of cut-up instructions or events in a jumbled sequence. After listening to an oral text, they reconstruct the instructions in sequential order and the events in chronological order.

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## Example

### Fire Evacuation Procedures

Assemble next to the fountain in the City Square and stay with your warden to ensure all personnel are safe and accounted for.

You should leave the floor by using the fire exit staircase to the right of the lifts. Under no circumstances should you use the lifts in the event of a fire.

To get to the City Square, leave the building through the doors at the main entrance on the ground floor of the building.

Cross the road using the pedestrian crossing directly in front of the building and enter the City Square.

The assembly point for your floor is in the foyer next to the lifts.

You may return to the building only after your floor warden has given the all clear.

When the fire alarm sounds, walk quickly but calmly to the evacuation assembly point on the work floor.

The second exit assembly point is the City Square.

At the assembly point you will be met by your divisional fire warden, who will lead the evacuation of personnel on your floor.



# Skimming and Scanning

## Purpose

→ Reading differently, for different purposes.

## Steps

1. Explain the purpose of the two types of reading and demonstrate the technique.
2. Regularly use the words *skim* (accessing the overall ideas within the text) and *scan* (looking for specific information in a telephone directory, timetable, dictionary, contents page, index, etc.).
3. Model situations in which skimming and scanning are appropriate strategies.
4. Provide different opportunities for students to skim and scan.

## Example

### How to skim a text

#### Australian Cheese Guide

Kris Cribb and Ryan Germaine

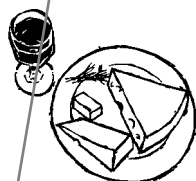
Australian wine and cheeses are regarded as some of the finest in the world.

Most Australian, however, are unaware that there are more than 105 varieties of cheese made in this country, with a variety to satisfy any palate.

#### Matching Wines and Cheeses

Australia is also world renowned for its wonderful wines. The art of matching so many varieties and styles of quality cheese and wines can be complicated.

The flavour, texture and other characteristics of wines and cheese makes this a pleasurable but complex task. This can become a daunting experience for some.



#### Successful Wine and Cheese Tasting

Selecting a particular cheese for each wine is...

### How to scan a text

#### Australian Cheese Guide

Kris Cribb and Ryan Germaine

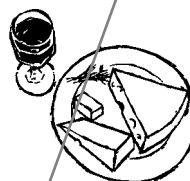
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#### Successful Wine and Cheese Tasting

Selecting a particular cheese for each wine is...

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# Sound Spelling

## Purpose

- Improving spelling.
- Writing confidently.

## Steps

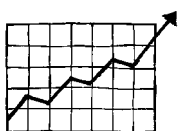
1. Model the process by asking students to provide a word that is difficult to spell. Have them pronounce it clearly.
2. Repeat the word and then name the letters in sequence
3. Repeat the letter sequence.
4. Write the word on the whiteboard, pronouncing each letter as it is written.
5. Check the spelling with the student who supplied the word.
6. Discuss variations between the way the word sounds and the way it is spelt.
7. Cover the word up and write it again from memory.
8. Students then test each other, using the process modelled by the teacher.

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## Example

### Office & Administration Words

Word	Sound	Observation
correspondence	c-o-r-r-e-s-p-o-n-d-a-n-c-e	diff. between 'a' & 'e' Mnemonic: 'e' in 'letter' 'e' in correspondence
committee	c-o-m-i-t-e-e	double letters in all hard sounds in the word
appraisal	a-p-p-r-a-i-s-e-l	Mnemonic all 'a's in the word no 'e's



# Spell Check

## Purpose

- Developing spelling skills.
- Writing confidently.

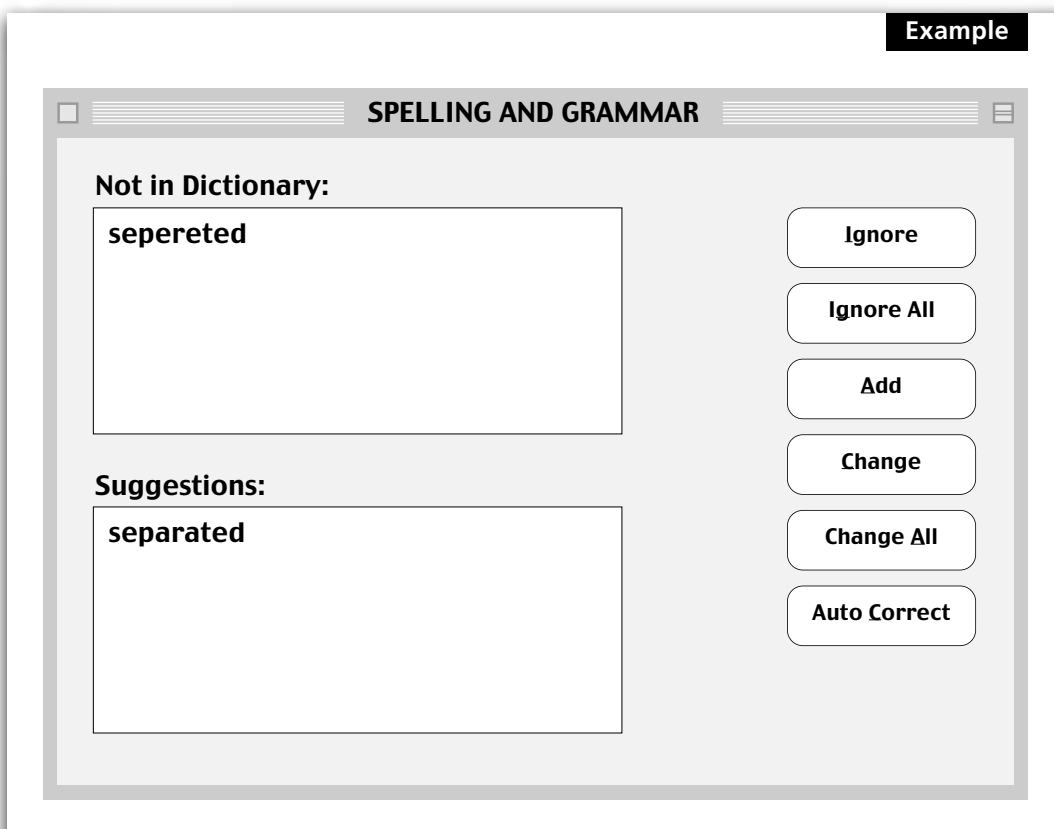
## Steps

1. Students use computers to process their writing.
2. The *Spell Check* function highlights spelling errors.
3. Students study choices supplied by the computer program to determine the correct spelling of a highlighted word.
4. They select the appropriate form from spell-check choices to replace the mis-spelt word.

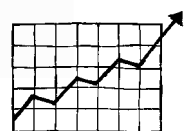


Where the correct spelling form is not visually recognisable from the choices given by the *Spell Check* function, students should use the thesaurus function. The thesaurus will supply similar words to the one highlighted. This will give students the opportunity to select the word that best suits the context in which it is used.

## Example



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# Spelling Rules

## Purpose

→ Writing confidently.

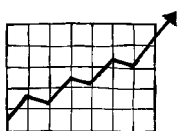
## Steps

1. Make a list of words mis-spelt repeatedly in students' work.
2. Display the incorrectly-spelt words on the classroom wall.
3. Instruct students in the language rules guiding the spelling of the word. Where the correct spelling of a word contradicts a rule, the teacher teaches the word as an 'exception' to the rule.
4. Students study the correct spelling form of the words, visualising how they are spelt. The words are then covered up.
5. Students try at spelling the correct form of the words.

## Example

Misspelt Word	Correct Form	Rules & Exceptions
qery	query	Rule: 'Q' is always followed by 'u' Exception: Qantas (an acronym); Iraq (word ending in 'q')
freindly	friendly	Rule: 'l' before 'e', except after 'c'. Exceptions: Weigh, height, sleigh, feign, etc.
hopeing	hoping hoped	Rule: When a word ends in a silent 'e', drop the 'e' when adding endings beginning with a vowel. Keep the 'e' when adding endings beginning with a consonant.

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# Tag Team

## Purpose

- Developing spelling skills.
- Writing confidently.

## Steps

1. Students work in pairs to tag words they often spell wrongly (selected from a range of their own written work).
2. They use a section of their logbooks to draw up 3 T charts.
3. Student 'A' enters the mis-spelt word into column 1 while pronouncing it clearly.
4. Student 'B' ticks the parts of the word that are correct and circles the parts that are incorrect ('B' may need to consult a dictionary or spellchecker for assistance).
5. 'A' then has another try at writing the correct spelling in column 2.
6. 'B' checks the word, ticking it if it is correct or assisting 'A' with the correct spelling.
7. 'B' covers the word and asks 'A' to spell the word in column 3.



Corrections need to be revised and finalised at least once a week.

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## Example

1st Go	2nd Go	3rd Go	Revision
✓ ✓ bur [a] cracies	✓ ✓ ✓ bur eau cracies	bureaucracies	



# Think-Pair-Share

<b>Purpose</b>	<p>→ Processing information.</p> <p>→ Working autonomously and collaboratively.</p>
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Students work individually.</li> <li>2. An activity is provided.</li> <li>3. After some time, students are instructed to move into pairs.</li> <li>4. In pairs, they compare their progress on the activity. They continue working on the activity together.</li> <li>5. After some time, students are instructed to move into small groups of four.</li> <li>6. In their groups, they compare their progress on the activity. They continue working on the activity together.</li> </ol>

## Example

### 1. THINK

The foundation is really important to building a solid house.

### 2. PAIR

What are most foundations made of?

Slab floors are the most common foundations.

### 3. SHARE

Slab floors are usually made of reinforced concrete, aren't they?

Yep, I think concrete is a mixture of cement, sand and .....?

... and crushed rock — all mixed with water, of course.

The pouring is also important. It has to be poured evenly in one go with reinforcement.

Lymna, F. (1981)



# Think Sheet

## Purpose

- Predicting and substantiating ideas.
- Interacting confidently with texts.

## Steps

1. Select a text, or a section or chapter from a workplace document.
2. Decide what the key ideas are in the text.
3. Construct three topic questions or statements about the key ideas.
4. Set out the *Think Sheet* so that it includes:
  - the topic questions or statements;
  - space for the students' predictions; and
  - space for the students to substantiate their prediction.
5. Model at the whole-class level how to complete the *Think Sheet*, until students understand the reasons for its use.
6. Students work in pairs, groups, or individually, to make their predictions. Predictions may be written in pencil so that students can, if necessary, modify them after reading the text.
7. Students select information from the text that supports (substantiates) their original or revised prediction.

## Example

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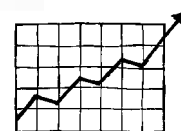
### Question 1: At what temperature should the transmission be checked?

#### Prediction

When the engine is cool. Otherwise the fluid level will be higher than normal.

#### Substantiation (pg.) P 133

“Check the fluid level only when the transmission is hot (normal operating temperature). A cold transmission reading can be taken only if a further check is performed at normal operative temperature.”





# Think Time

## Purpose

- Reflecting on ideas.
- Sequencing and sorting information.

## Steps

1. Explain to the class that they are required to think for one minute before responding on a topic or idea.
2. Students may jot down notes on the topic, but should not engage in discussion before the end of the *Think-Time* to match how you have set out the rest of the text.
3. At the end of *Think-Time*, students are given an opportunity to respond to the topic using, the framework provided.

## Example

### STEP 1: QUESTION/STATEMENT

Reflect for one minute on what you know about motor vehicle corrosion

### STEP 2: THINK

Hmmm.... modern car bodies ... designed to resist rust to a point.... things like dirt and moisture under the car.... salt air....  
hmmm

### STEP 3: RESPONSE

There are two main sources of corrosion on modern car bodies. Firstly, from the accumulation of salt, dirt or .....  
hmmm

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# Three Point Test

## Purpose

- Organising and synthesising information.
- Working collaboratively.

## Steps

1. Ask students to make sets of notes on the same text.
2. Notes are then shared in pairs or teams.
3. A recorder is appointed to record common points from members' notes.
4. The teams distil information from the common points and prioritise the three most important points.
5. These points are shared with the whole class for comparison and discussion.

## Example

### Water Quality for Aquaculture Hatcheries and Production Facilities

- Fish rely on gills to eliminate nitrogen waste products.
  - By understanding the need to maintain a water balance in fish, we can understand why using salt during transport is beneficial to fish.
  - Fish perform all their bodily functions in water.
  - They are totally dependent upon water to breathe, feed, excrete wastes, maintain a salt balance, and reproduce.
  - Water determines the success or failure of an aquaculture operation.
1. Fish perform all their bodily functions in water. They are totally dependent upon it.
  2. Water quality is always a limiting factor in commercial fish production.
  3. Water temperature is the single most important factor affecting fish.
- Water dissolves more substances than any other.
  - Over 50% of known chemical elements have been found in natural waters – traces of many others can be found in lakes, streams, estuaries and oceans.
  - The most common sources of water used for aquaculture are: spring, rivers lakes, groundwater and municipal water.
  - Wells and springs are of the best quality.
  - After oxygen, water temperature is the single most important factor affecting welfare of fish.

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# Transformers

<b>Purpose</b>	→ Organising and extending information. → Working collaboratively.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. Select a series of negative statements or scenarios emphasising the skills and understandings required in a particular industry area.</li> <li>2. Take students through a series of criteria against which the skills and understandings are judged.</li> <li>3. Students work in pairs to transform the negative statements or scenarios into positive ones that meet the criteria.</li> </ol>

## Example

### Improving Customer Service Skills

Negatives	Positives	Criteria
<b>It's not my job</b>	<i>Let me make sure you get to talk to the right person about this.....</i>	<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
<b>Hang on a tick ...</b>	<i>If you could hold the 'phone for just 30 seconds, I'll make sure I have the answer to that question.</i>	<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
<b>What's up?</b>	<i>There seems to be a problem here. Can I help you?</i>	<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction
<b>I'm too busy!</b>	<i>Sir, if you'll wait just one moment, I'll make sure someone is able to serve you while I finishing serving this customer.</i>	<input type="checkbox"/> shows empathy <input type="checkbox"/> acknowledges customer's position <input type="checkbox"/> recognises customer's needs <input type="checkbox"/> facilitates a positive conclusion to a transaction

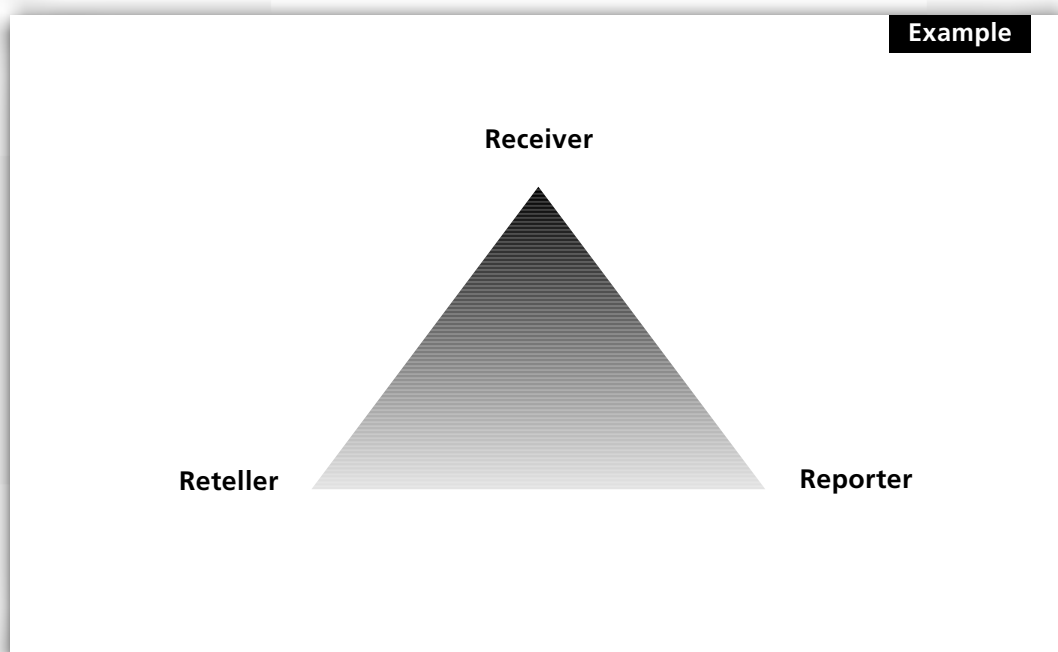
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# Triads

<b>Purpose</b>	→ Working collaboratively. → Listening actively.
<b>Steps</b>	<ol style="list-style-type: none"> <li>1. <i>Brainstorm</i> with the students what makes a good listener or receiver of a message, for example, asking questions for clarification; expressing support and understanding; looking at the speaker and nodding to show agreement restating what the speaker says to make sure it is understood.</li> <li>2. Display criteria in classroom.</li> <li>3. Students are given part of a simple text to read individually.</li> <li>4. The class moves into groups of three students. Assign a role to each student in the triad – <i>Reteller</i>, <i>Receiver</i> and <i>Reporter</i>.</li> <li>5. The Reteller is the focus of the activity and retells the main idea of a different portion of the text. The Receiver must encourage the Reteller to keep talking by observing the courtesies of a good listener. The Reporter checks to make sure the Receiver employs the skills of an effective listener.</li> <li>6. After three minutes, the teacher invites some of the Reporters to comment on how the Receiver and Reteller worked in their team.</li> <li>7. Students read the next part of the text individually.</li> <li>8. Students exchange roles and repeat the above process.</li> <li>9. This format is repeated until all three students have experienced each of the three roles.</li> </ol>

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# Wait Time

<b>Purpose</b>	<p>→ Making considered responses.</p> <p>→ Listening actively.</p>
<b>Steps</b>	<p><i>Wait Time</i> gives students time to process what they have heard before expecting a response from them to this information. A <i>wait time</i> of 3-5 seconds after a well-posed question is best.</p> <ol style="list-style-type: none"> <li>1. Pause briefly after posing a question to students before accepting an answer.</li> <li>2. Gradually increase <i>wait time</i> to the optimal 3-5 seconds.</li> <li>3. Avoid asking too many literal questions.</li> <li>4. Encourage appreciation of silence as a tool for organising ideas.</li> </ol>

## Example

### Teacher-initiated Question

What is 'permaculture'?

### 3 second wait

nature – science –  
permanent –  
systems –  
sustainable –

### Response

Permaculture is the science of working with nature, not against it. It is about working with natural resources to promote sustainability.

Rowe, M.B. (1972)



# Word Picture

## Purpose

- Improving spelling.
- Writing confidently.

## Steps

1. The teacher models this process by asking students to provide a difficult word to spell. A student writes the word on the whiteboard.
2. The teacher looks at the word carefully and shares with the students the process of committing an image of the word to memory.
3. The teacher closes both eyes and imagines the word as they say it. The letters or word parts are named from left to right.
4. The teacher opens both eyes and writes the word.
5. The word is checked against the model.
6. The process is repeated if necessary.

## Example

warranty



warranty

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# Word Sorts

## Purpose

→ Utilising thinking skills.

## Steps

1. Provide students with a series of words on a handout.
2. They work in pairs to find what the words have in common, i.e. how they have been sorted.
3. Students then exchange their lists with another pair and ask them to guess how the words have been sorted.



Depending upon students spelling needs, words may be sorted:

- conceptually
- by common sounds: for example, ph = f sound
- with common letter strings: for example, tion words
- as belonging to the same word family: for example, ation words, such as indication, automation.
- because they contain silent letters: for example, wrap, debt.

## Example

### Conceptual Sort: Operation of Car Radio

static

fluttering

tuning

preset

reset

manual

identification

activate

programme

frequency

memory

balance

treble

bass

adjust

cancelling

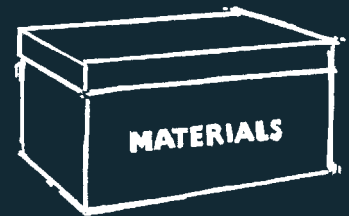
scanning

invalid

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# Materials Package







# Note Making Frameworks

## 1. Frameworks for Itemising or Describing Objects/Ideas

- List
- Y-Chart
- Explosion Chart

## 2. Frameworks for supporting problem-solution or causation activities

- T-Chart
- Text Map

## 3. Frameworks for comparing ideas/objects

- Retrieval Chart
- Tree Diagram
- Venn Diagram

## 4. Frameworks for representing hierarchical order

- Timeline
- Flow Chart
- Pyramid

## 5. Frameworks for retrieving main idea and supporting details

- Structured Overview

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# List

Topic:

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**Task: Make a list of key words to do with job interviews**

- Greet
- Introduce
- Impression
- Technique
- Performance
- Evaluate
- Skills
- Abilities
- Prospects
- Panel
- Interests
- Portfolio
- Résumé
- Qualifications

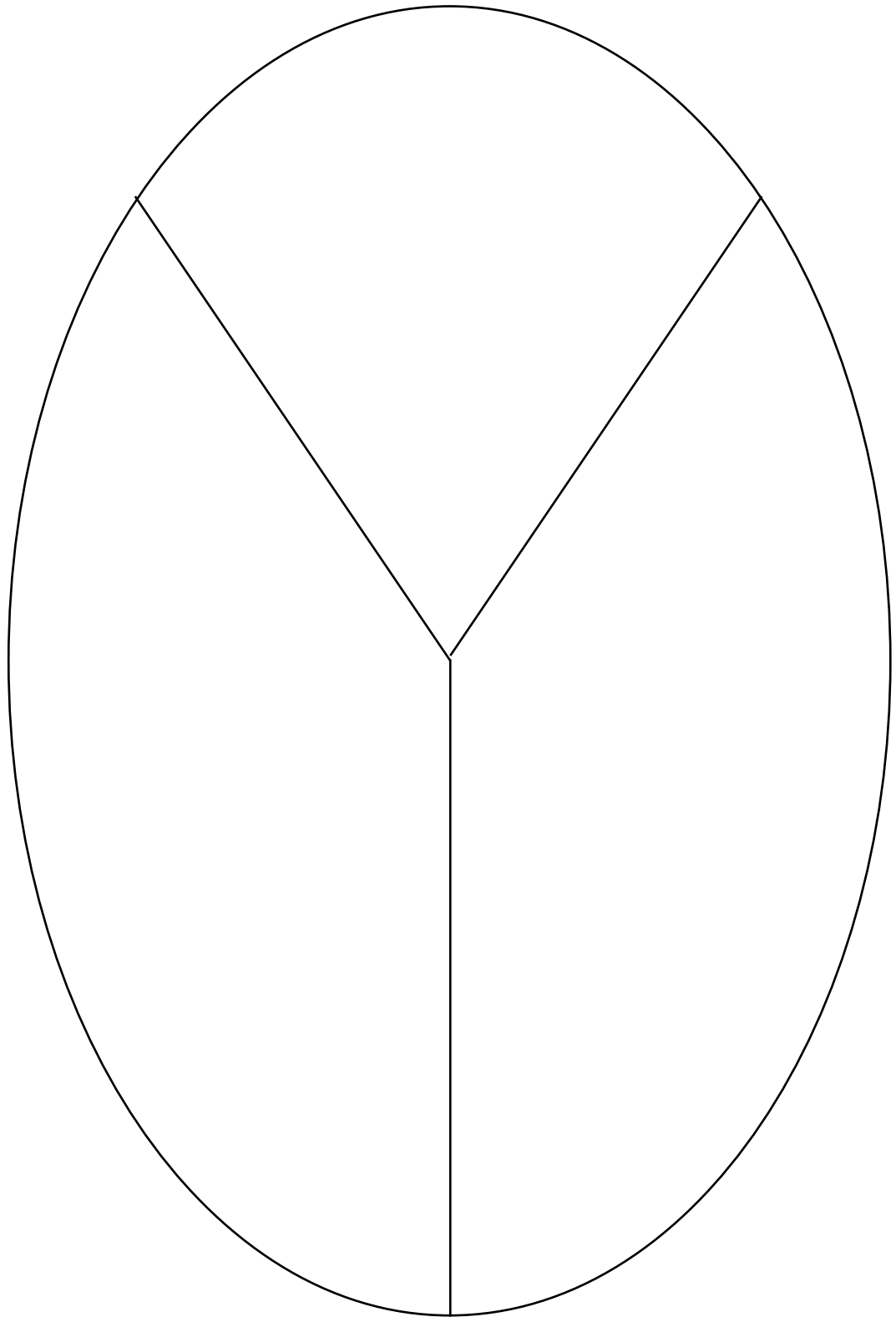
**Task: List some jobs in the building and construction industry**

- Bricklayer
- Carpenter
- Concrete worker
- Construction worker
- Plasterer – Fibrous
- Plasterer – Solid
- Plumber
- Stonemason
- Tiler – Roof
- Tiler – Floor

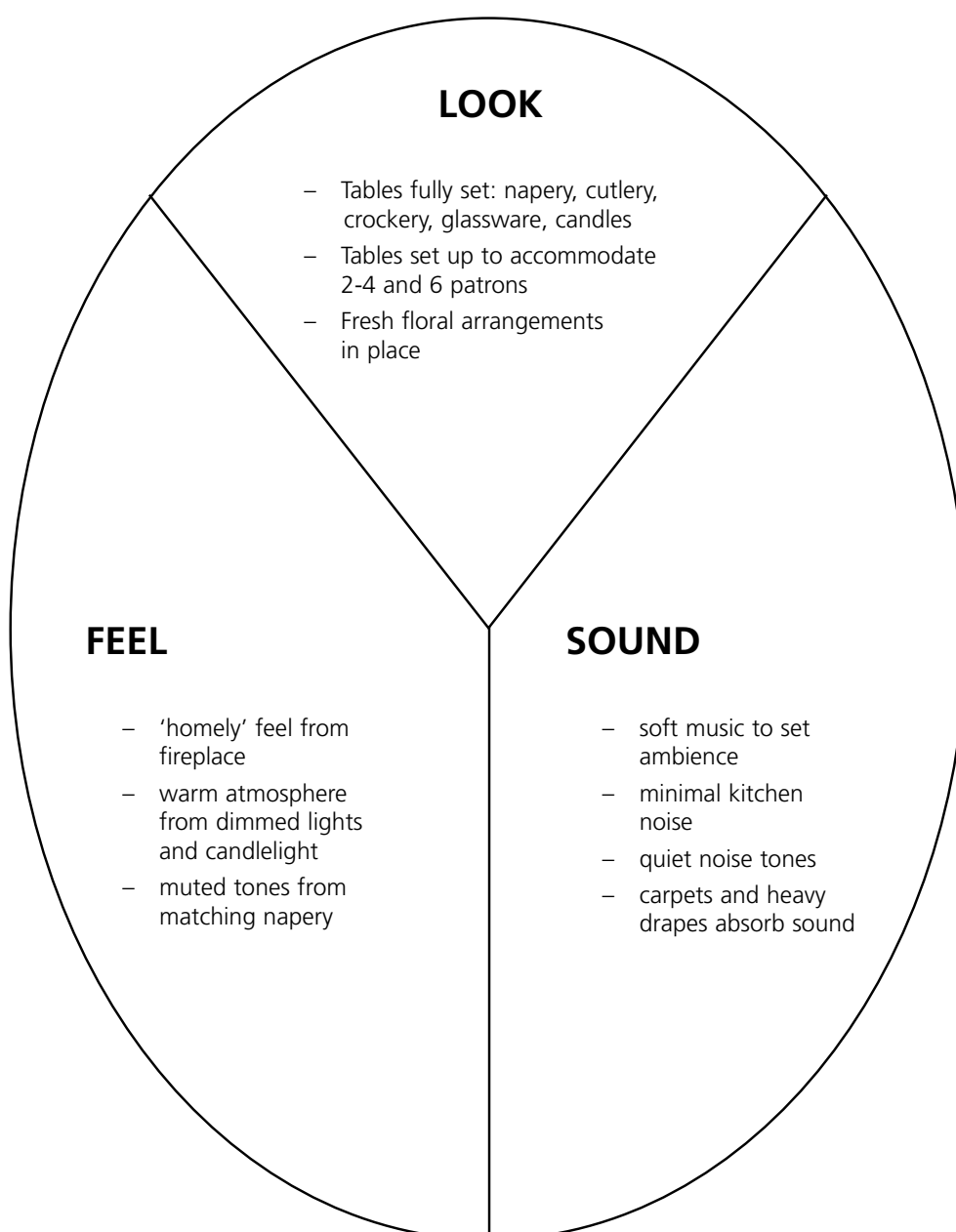


# Y-Chart

128

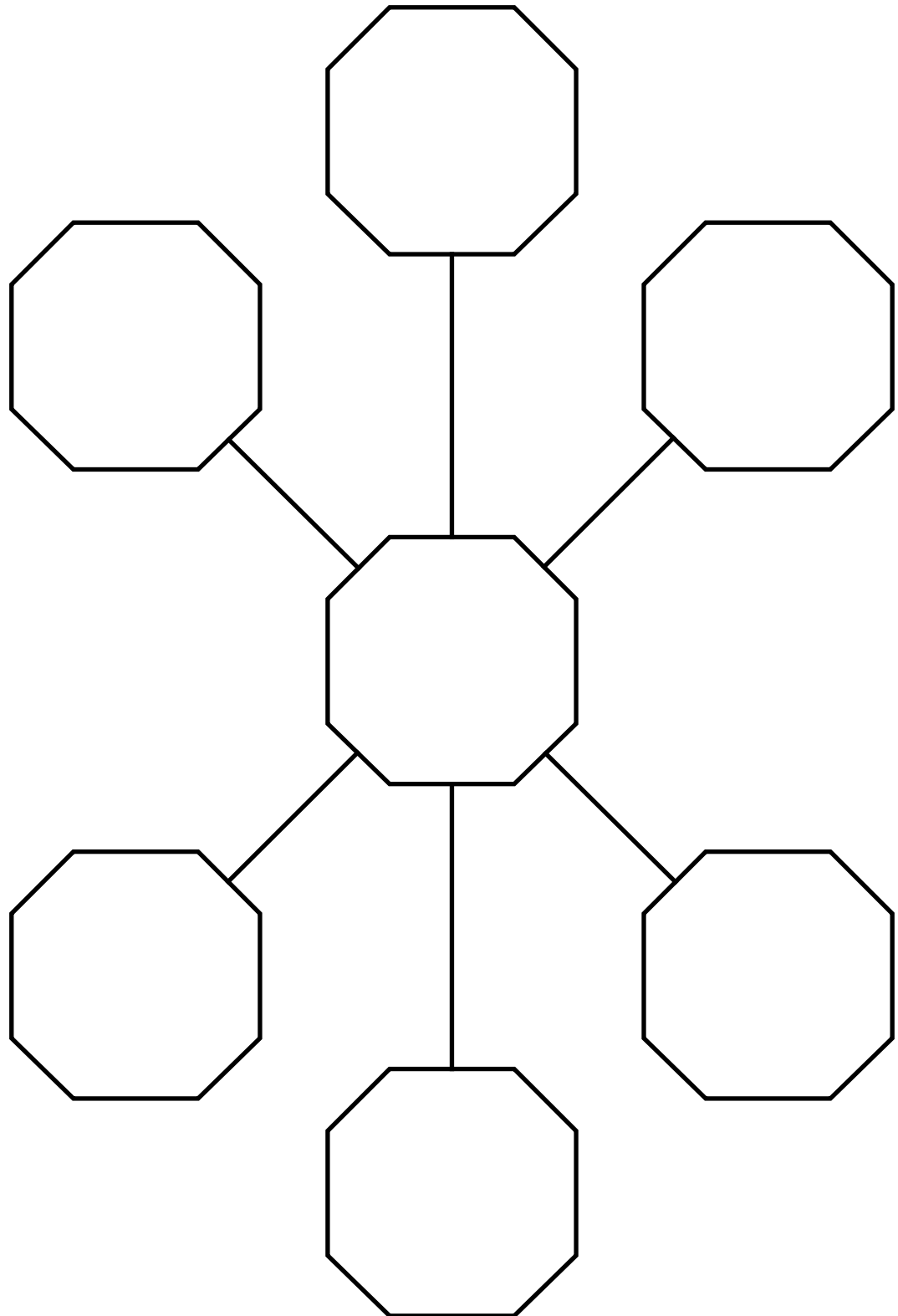


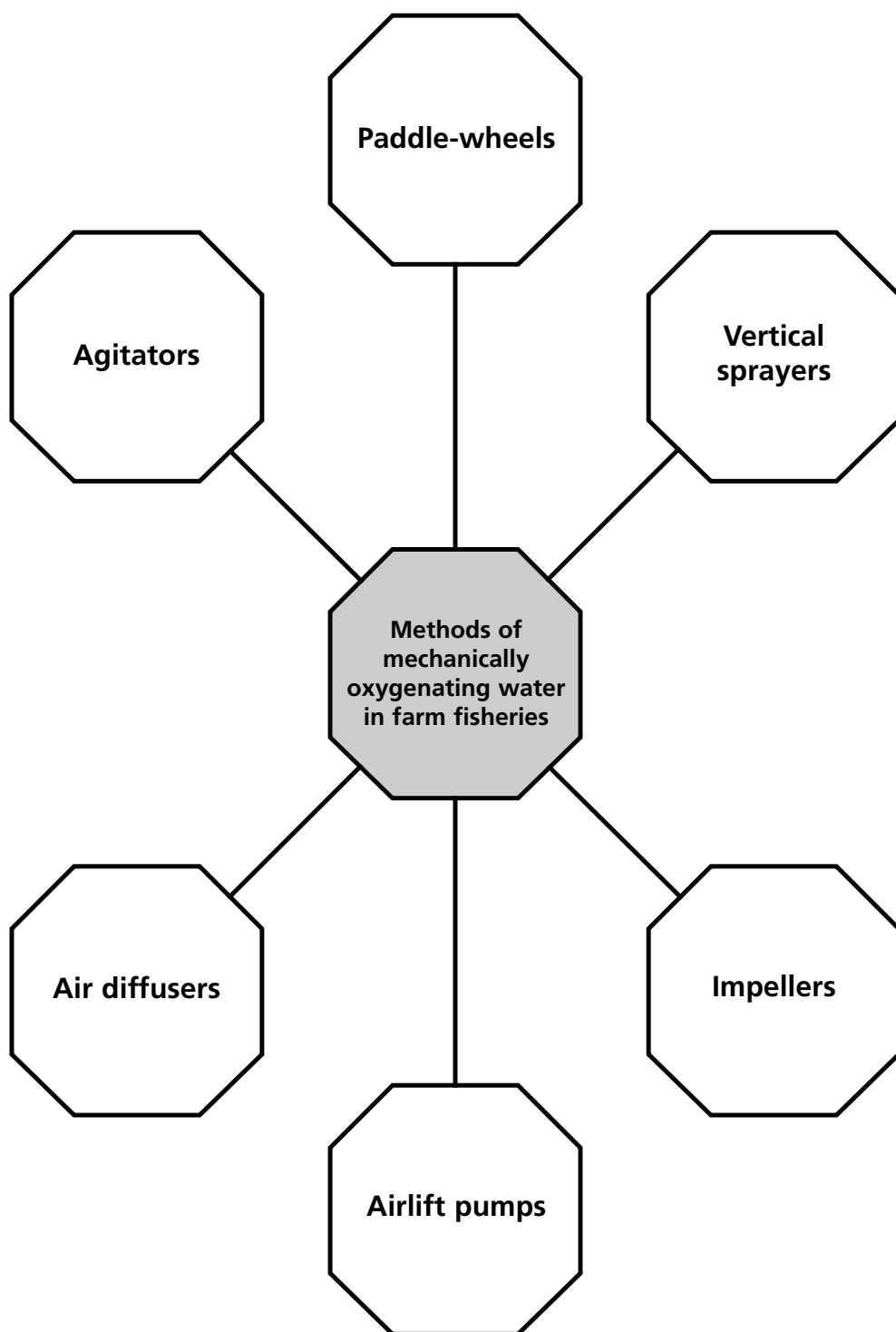
**Task: What should the Bayview Bistro look like, sound like and feel like when it's ready to receive customers?**



# Explosion Chart

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# T-Chart

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132



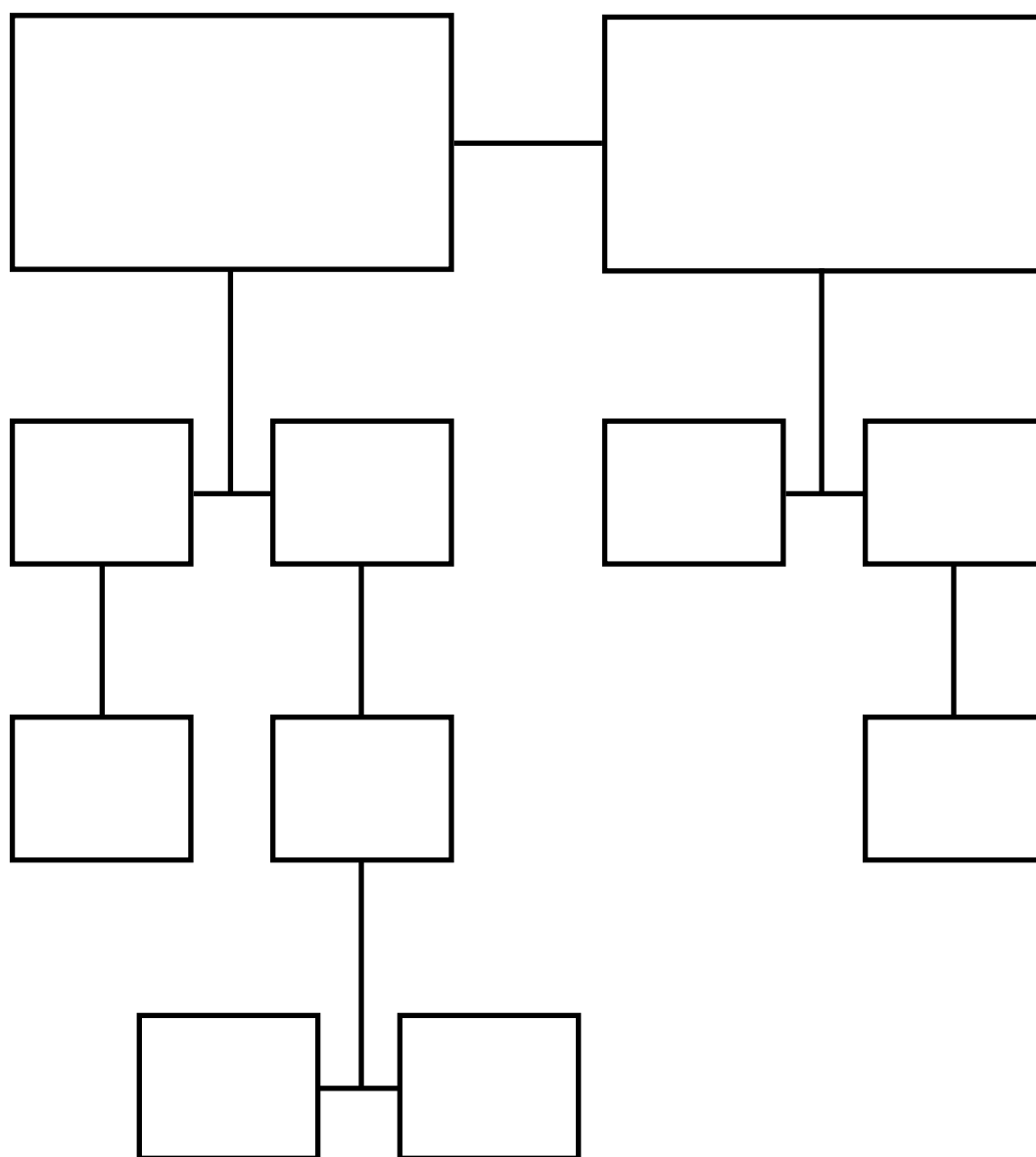
**Example**

Problem	Solution
<ul style="list-style-type: none"><li>• Delays in allocation of jobs</li><li>• Customer dissatisfaction/ complaints</li><li>• Loss of clients</li><li>• Stress on staff dealing with complaints</li><li>• Time wasted: service staff waiting for work</li></ul>	<ul style="list-style-type: none"><li>• Review procedure for allocating jobs</li><li>• Investigate availability/ cost of computer software to speed up process</li><li>• Issue service staff with mobile phones – cost?</li><li>• Provide training for staff dealing with angry clients on phone</li></ul>

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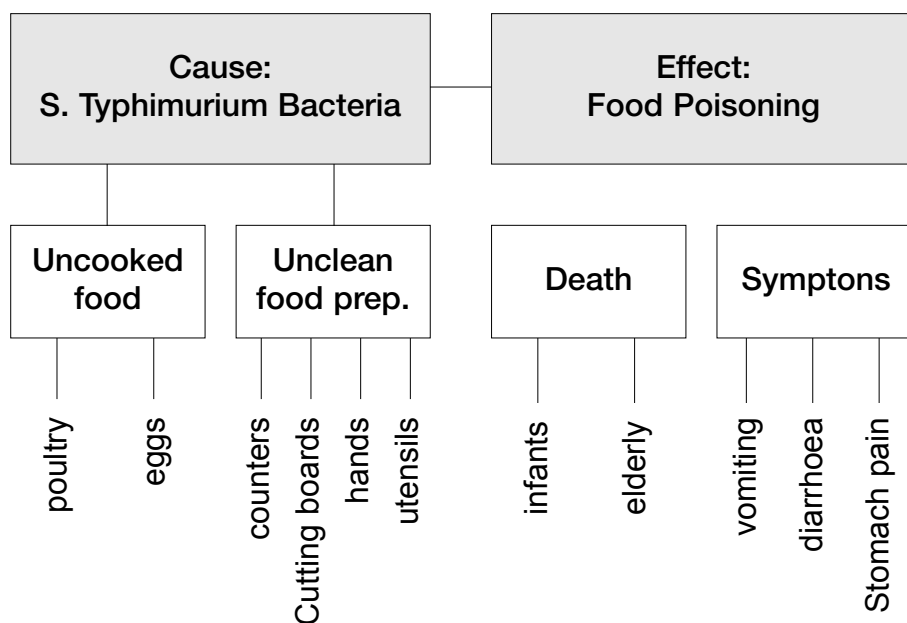
# Text Map



134



**Example**



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# Retrieval Chart

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**Example**

**Hazards in Restaurant Kitchen**

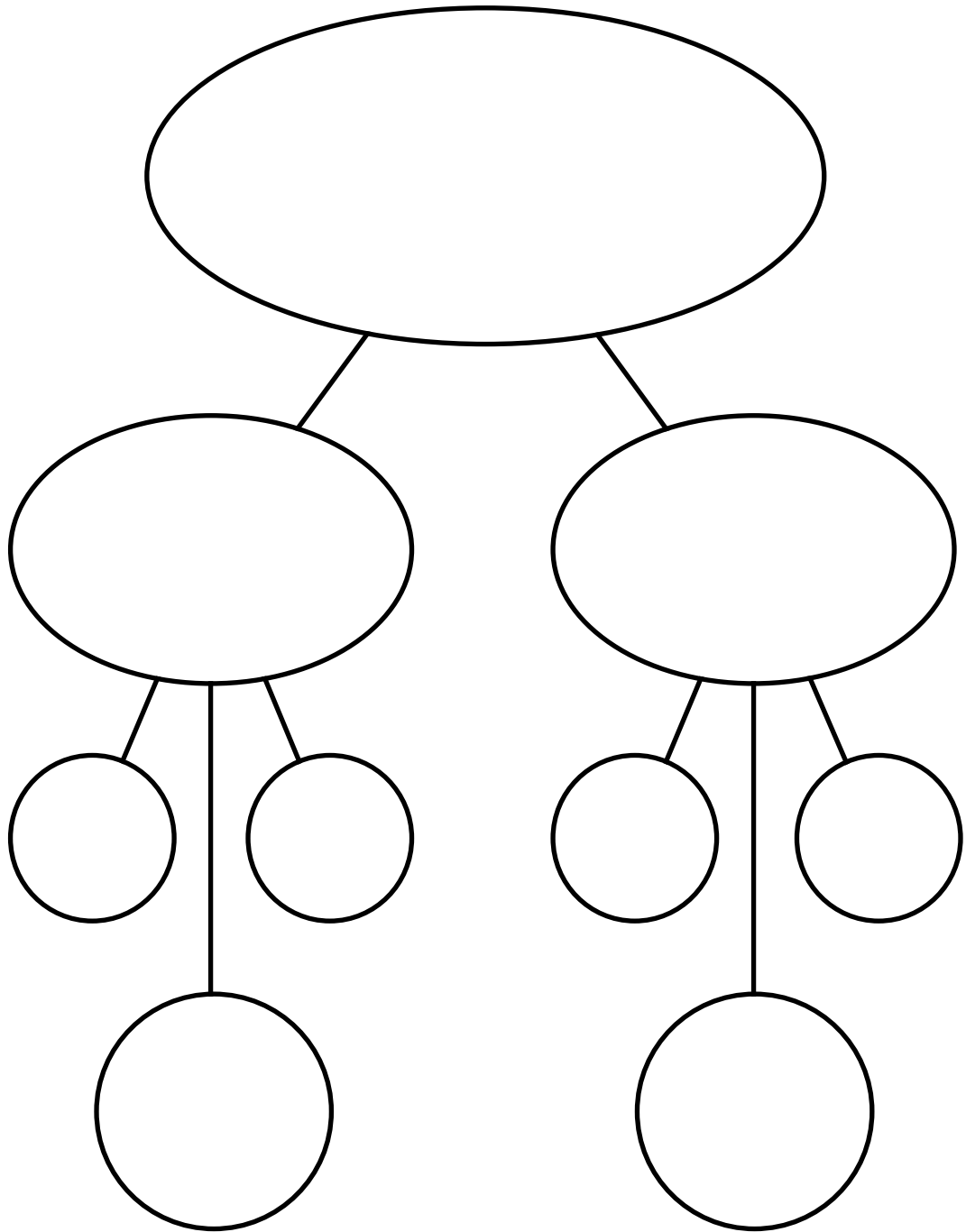
Hazard	Examples	Specific injury or damage risk	Strategies to avoid harm
<b>Heat</b>	Gas burners Deep fryer Hot liquids	Burns Fire	Fire alarms, exits, extinguisher First aid kit Training OHS signs
<b>Plant and Equipment</b>	Knives Slicer Bain-marie Commercial cookware Liquids Chemicals High Shelves	Cuts Bleeding Amputation Crushing Slips Falls Poisoning Burns	First aid kit Training OHS signs
<b>Biological</b>	Contamination of food	Food poisoning	Training Correct food handling procedures Personal hygiene OHS signs Washing facilities

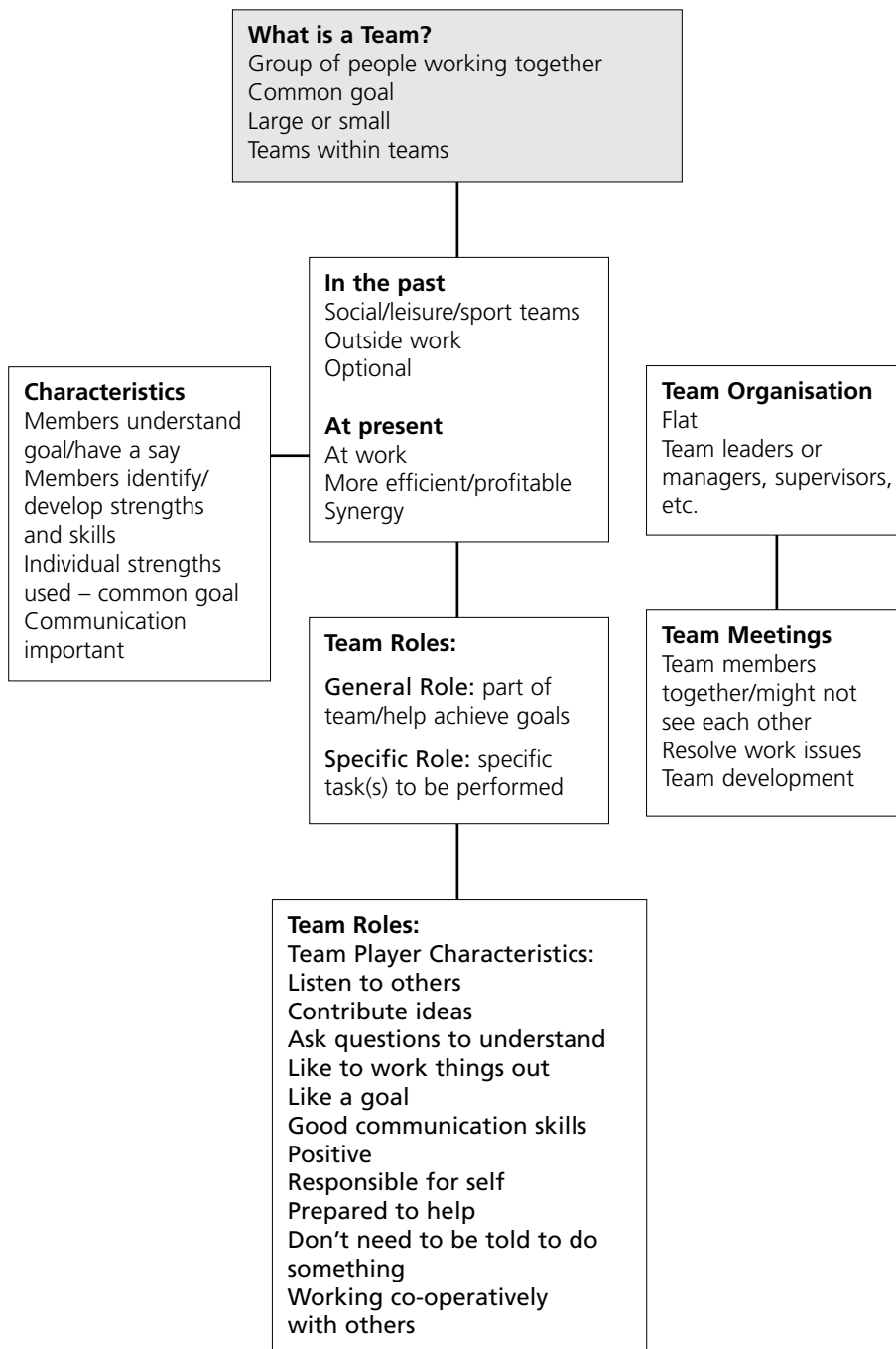
137



# Tree Diagram

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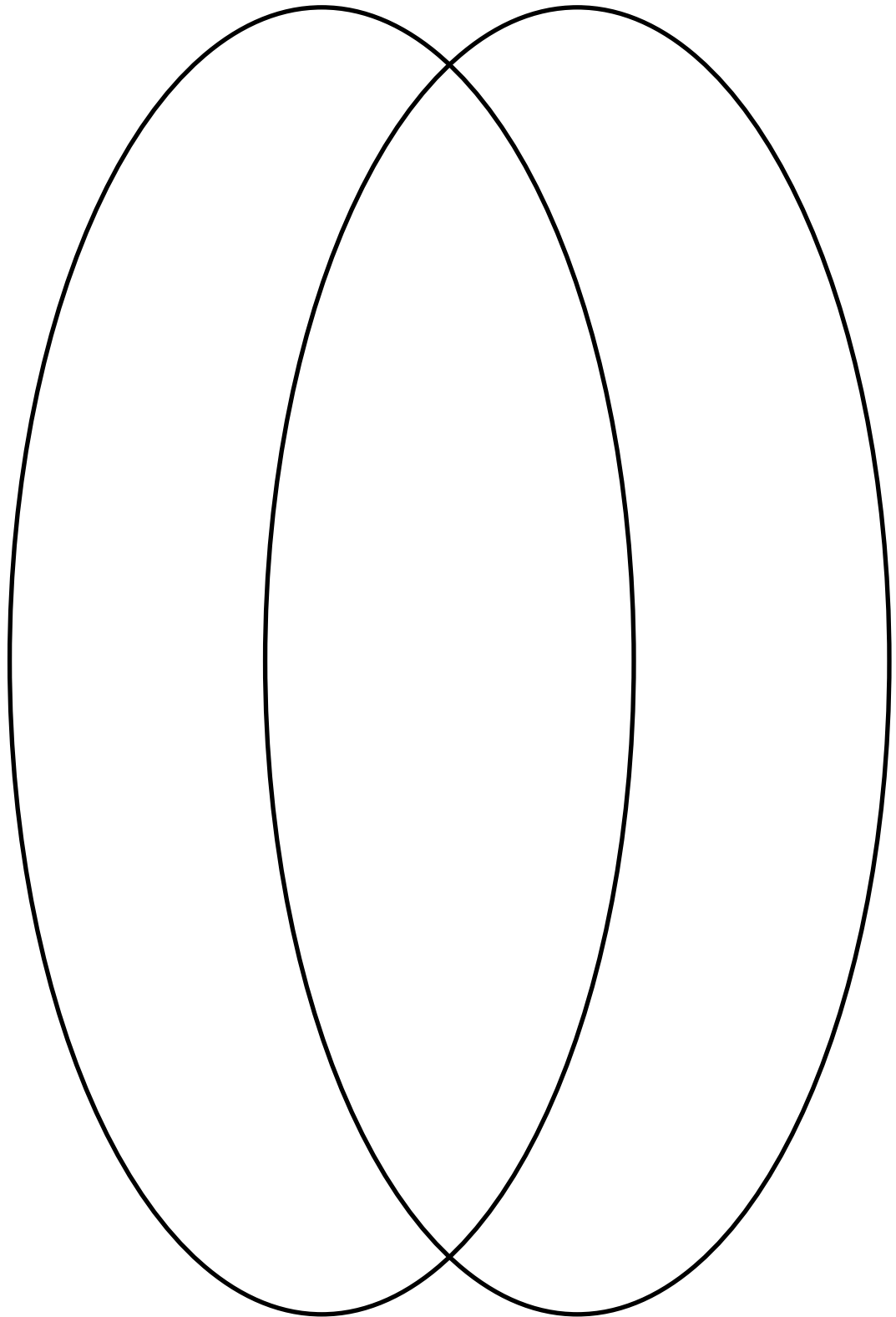




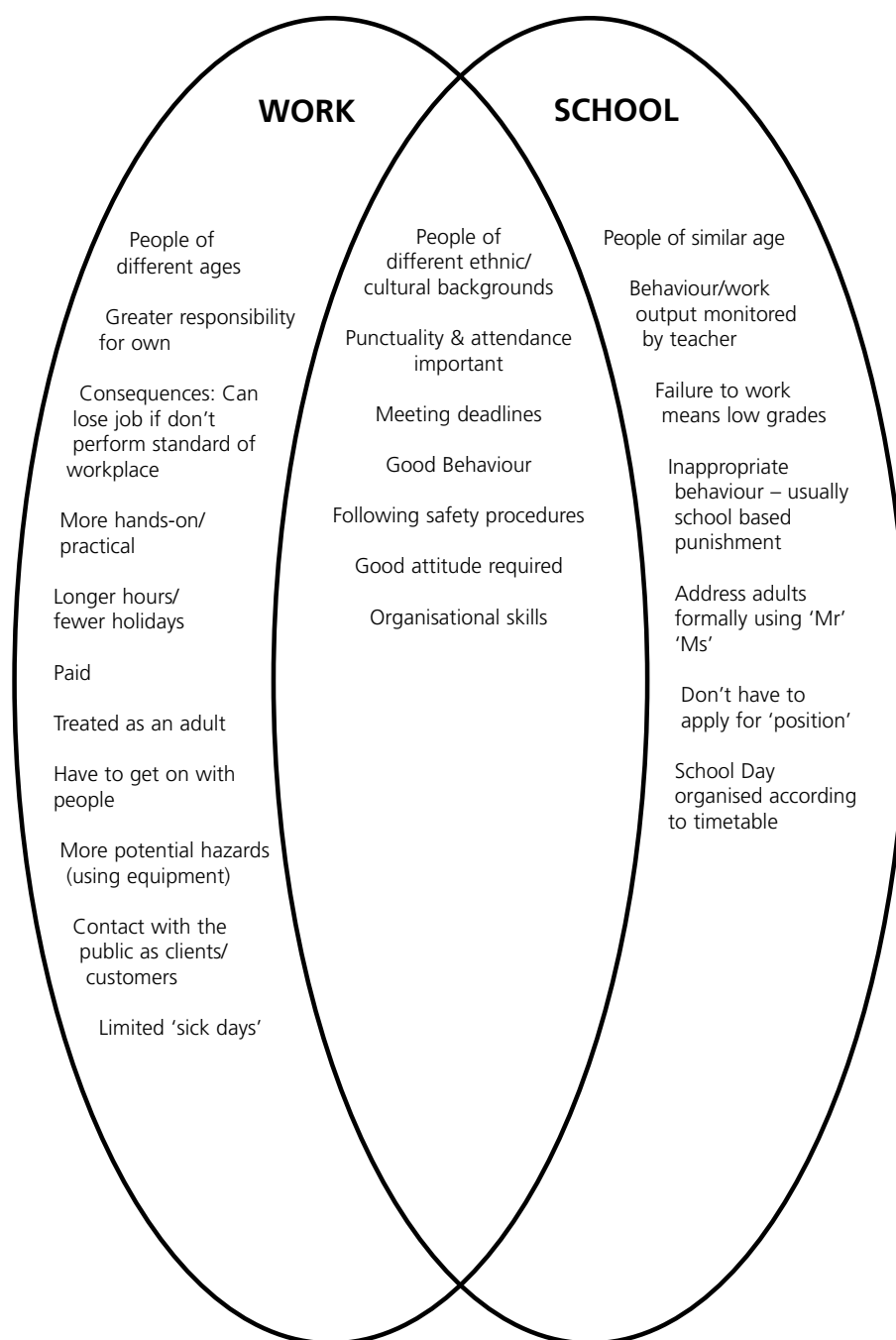


# Venn Diagram

140

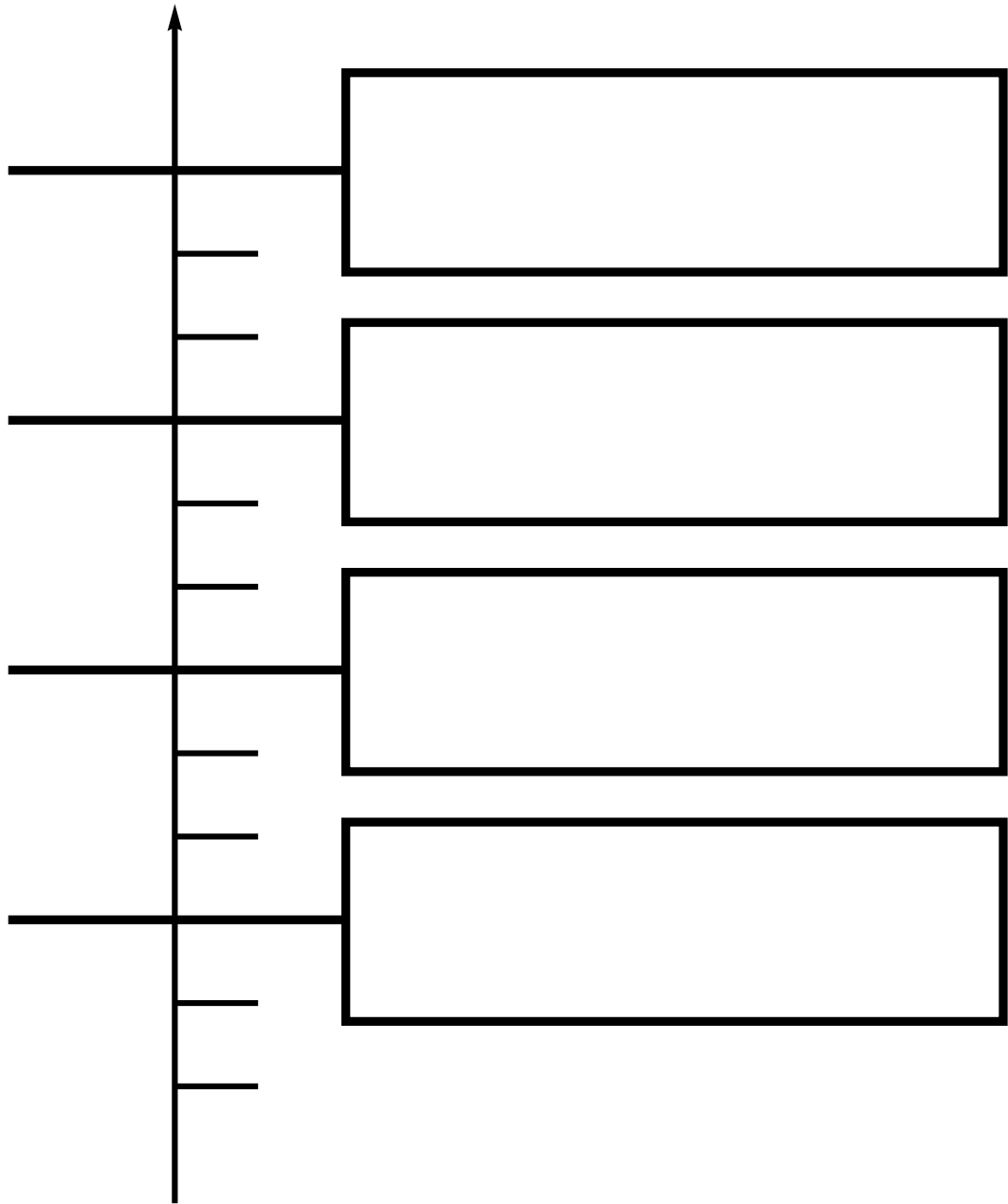


**Example**

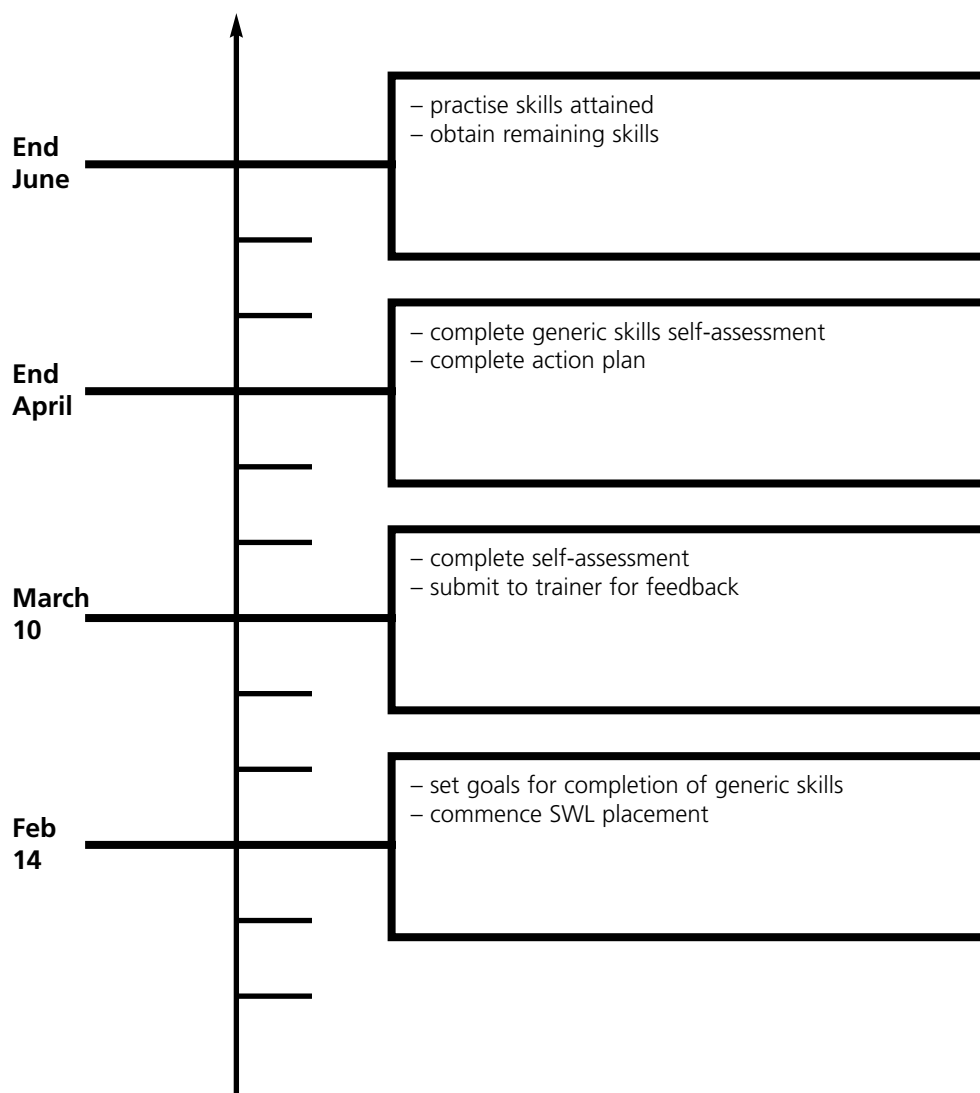


# Time Line

142



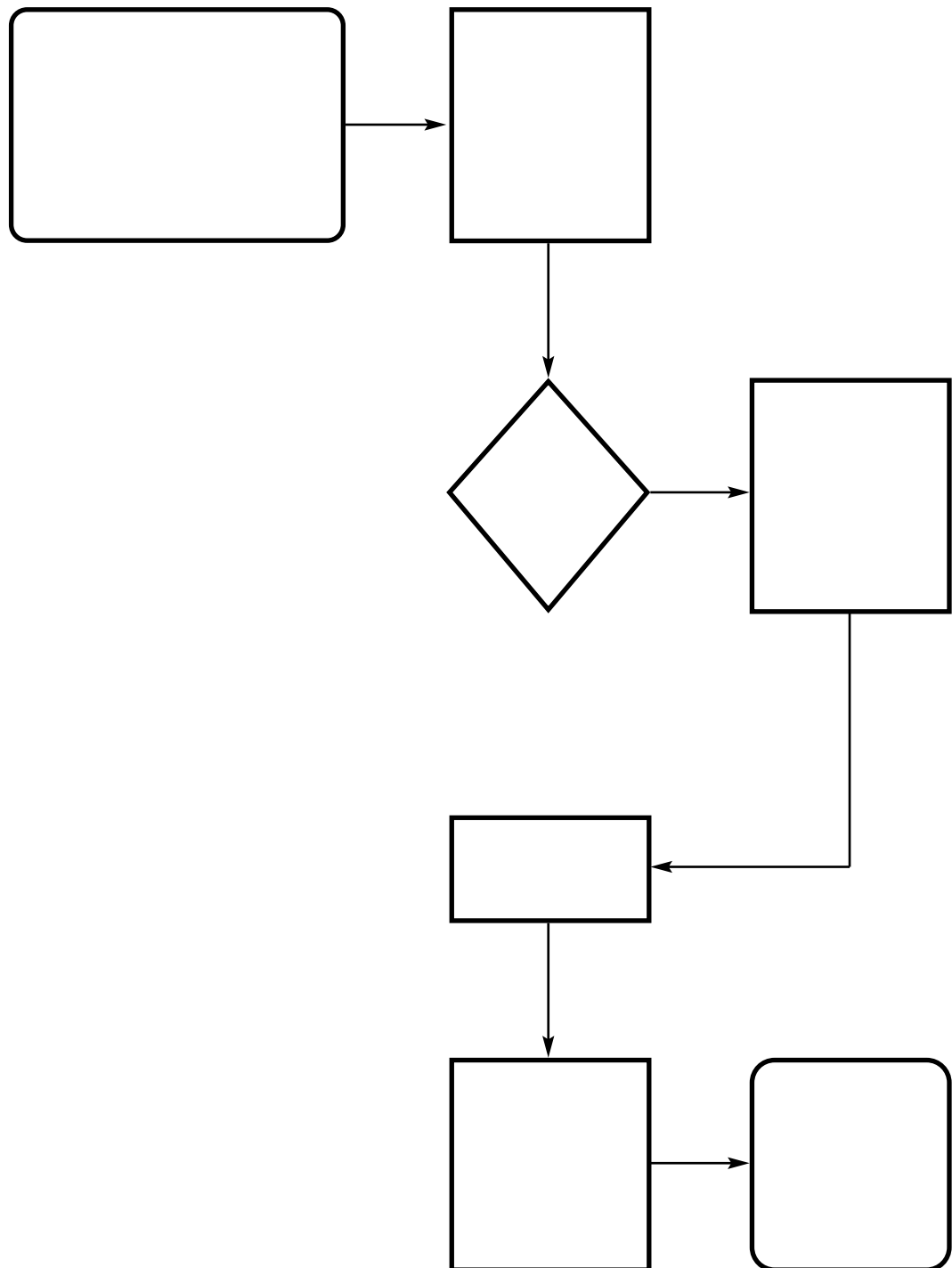
**Example**



143



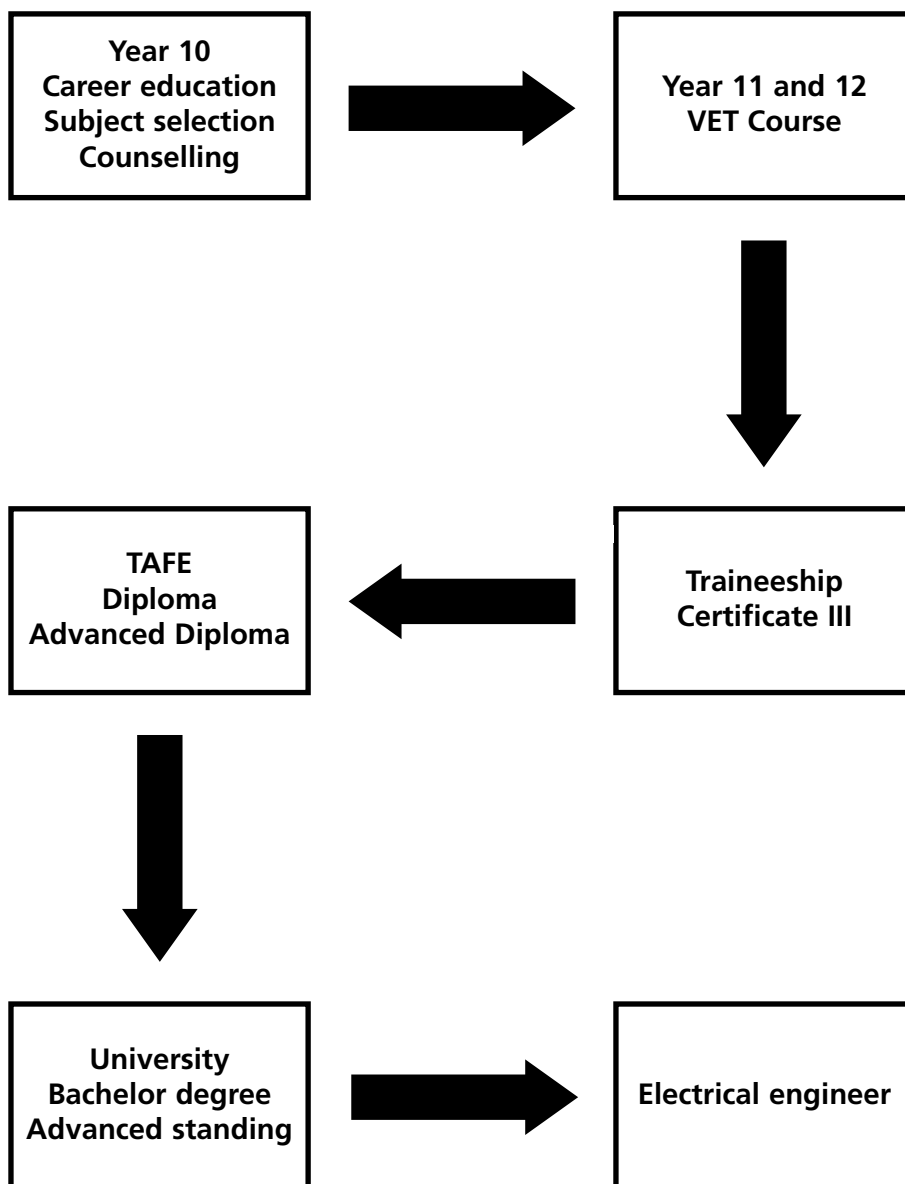
# Flow Chart



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**Example**

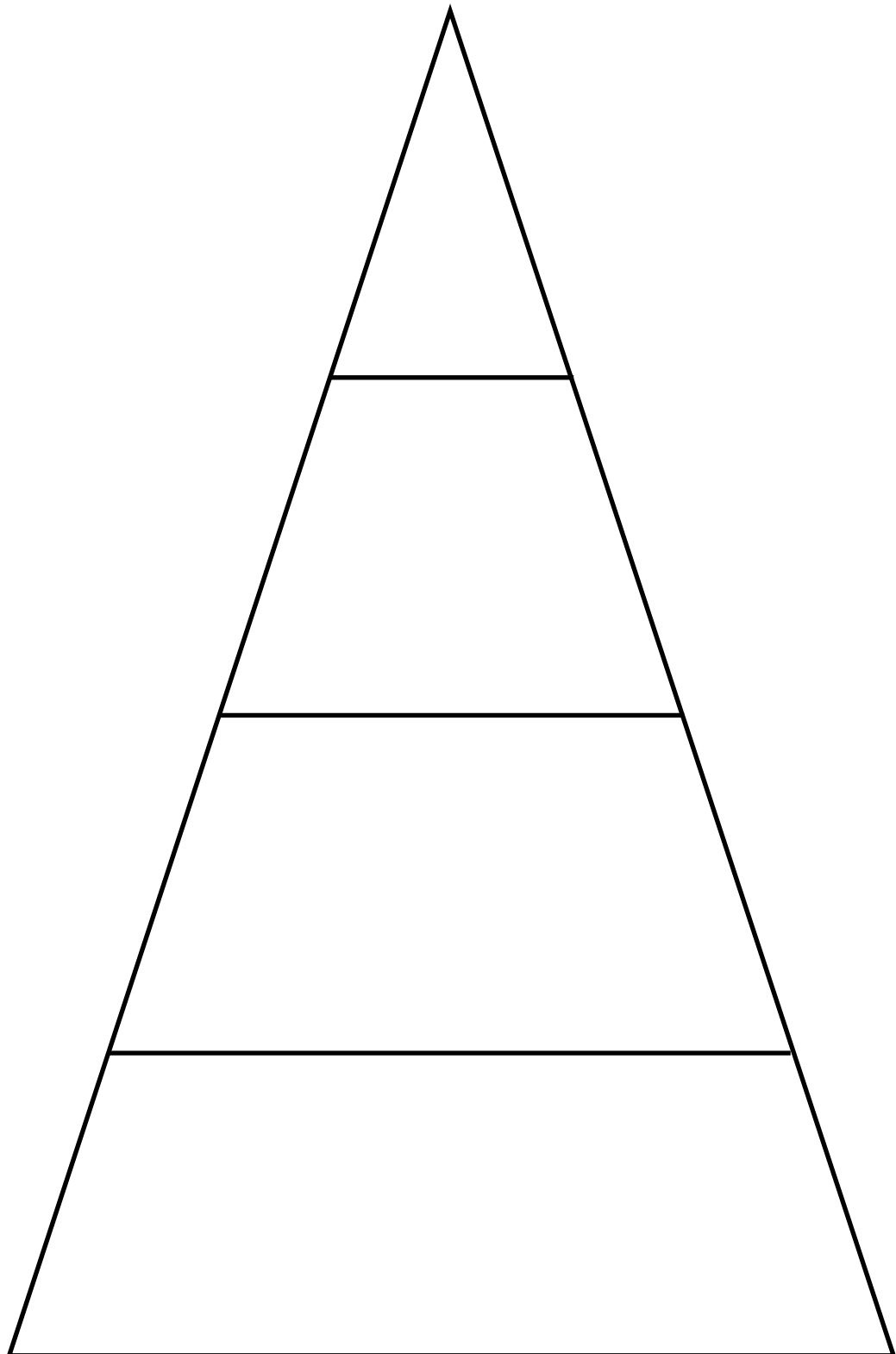


145

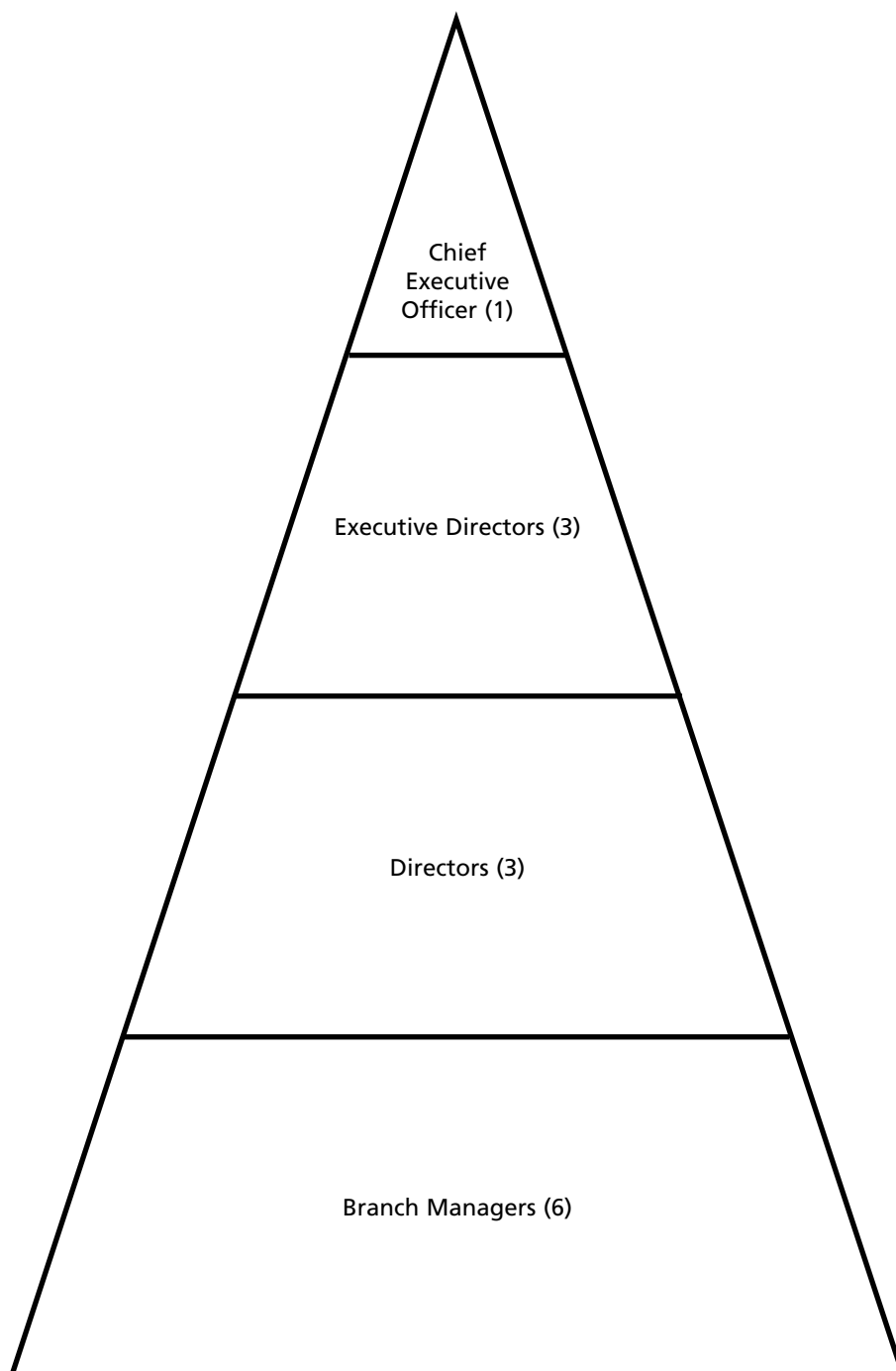


# Pyramid

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Example



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## Structured Overview\*

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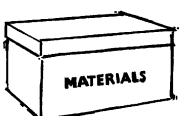
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\* Rumelhart, DE (1981)



## CLASSES of ROSES

### Modern Garden Roses

- can be bush, shrub, climbing or miniature
- large-flowered, hybrid tea cluster
- came from China to Europe in 18th century
- Value = flowers throughout warm months compared with Old European which only flower once in early summer
- Bush roses are most significant modern garden roses

### Old Garden Roses

- climbing and non-climbing types
- grown in gardens of Europe and Asia for hundreds of years
- originally from Wild Roses
- changes came through hybridisation

### Wild Roses

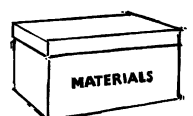
- True species roses often known as 'Wild Roses'
- Consist of climbing and non-climbing varieties
- Have 4 sub-genera:
  - Hulthania (Asia)
  - Husperhod (USA)
  - Platyhoach (SE China)
  - Eurosa (most rose species belong to this group)



# Talking Frameworks

- **Announcement**
- **Apology**
- **Chairing a Meeting**
- **Complaint**
- **Conversation**
- **Instructions**
- **Interview**
- **Introduction**
- **Invitation**
- **Lecture**
- **Speech**
- **Telephone Greeting**

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# Announcement

**Announcements are made in order to advise others of matters of importance to them**

## **At a team meeting**

I am pleased to be able to tell you that the State government has announced it will allocate \$1.2 million in next year's budget to subsidise child care for full-time working mothers.

**Content is relevant to the audience.**

This could mean that our centre will operate at full capacity.

## **At a morning tea break**

The Social Club Committee would like to announce that there will be a special morning tea next Wednesday to farewell John, who is retiring from the company....

**Brief and to the point**

## **Over the PA**

Would Martin Bourne please come to the office for an important telephone call.... Martin Bourne!

**Important information is repeated**

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# Apology

## A statement of regret

### OVER THE TELEPHONE

Mr. Haldon, this is James Bedford here, from Bedford Timber supplies. I'm just ringing to say we're very sorry that the timber you ordered can't be delivered by the end of this week...

Reason for apology

Identification of speaker

Adverbs describing the degree of regret

Salutation

### FACE TO FACE

Mrs. Lincoln, I am really sorry for the way I acted in class today. I know it was wrong of me. It's just that I'm working long hours in my part-time job and I feel tired all the time, and sometimes I find it hard to keep my eyes open in class. I know it was my fault and I shouldn't have spoken that way to you. It won't happen again.

Use of first person

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# Chairing a Meeting

**A chairperson manages a meeting, using a set of rules that allows decisions to be made in a cooperative and effective manner.**

Many people like the idea of chairing a meeting because it looks like the Chair simply opens the meeting and stops any arguments that may arise. There is, however, more to being a Chair than that. For example:

## **Before the meeting**

- Make sure there is a specific purpose for calling the meeting
- Consult with the secretary regarding the agenda
- Ensure that all participants have been notified of the meeting
- Canvass the likely interest and potential for conflict about each item on the agenda
- Decide on the likely time allotment for each item.

## **During the meeting**

- Ensure the meeting achieves its aims
- Keep the discussion 'on track'
- Ensure all participants have an opportunity to express their point of view
- Attempt to remain impartial on the issues being discussed
- Ensure adequate time is given to each item
- Summarise the decisions taken and future actions.

## **Qualities needed to effectively chair a meeting:**

- **Assertiveness:** ensuring that everyone gets a fair hearing in a meeting may involve ensuring the proceedings are not dominated by one or more individuals. Effective chairs are assertive without being rude. For example, using phrases such as "Would someone from the budgeting committee like to comment on that point?" and "Would Ms Poynter like to respond to that comment?" can be effective approaches.
- **Impartiality:** a Chair needs to leave their own opinions out of the meeting and simply act like a judge in a court. The Chair does not vote on a motion unless there is a tied decision.

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# Complaint

## A formal expression of grievance or fault

### Identification of speaker

It's Susanne De Bono of De Bono Timbers speaking. I'm ringing to complain about the service your company has provided servicing my telephone connection at my business address. When I rang on Monday to request the service, I specifically said that we were losing business because of the faulty line and that I needed it fixed up urgently. I was told that someone would look at it that day. It is now Wednesday afternoon and the phone is still faulty. Can you tell me what the problem seems to be?

### Reason for complaint

### Tone is assertive but not aggressive

### Factual, unemotive language

### Use of specific questions

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*Ms Ward: What can I help you with Tracey?*

*Tracey: Well, Ms Ward, I'm here representing the students studying Hospitality in our year. We believe we've got a problem with the equipment in our home economics rooms.*

*Ms Ward: What sort of problem would that be?*

*Tracey: For a start, when it comes to our cooking classes, there is not enough equipment for everyone in the class to use. Usually, what we end up having to do when using the blender, for instance, is to share the equipment.*

*Ms Ward: Well, that shouldn't be a problem, should it ?*

*Tracey: What 'sharing' means, Ms Ward, is, like, one blender between twelve kids. This doesn't give us enough time to complete our tasks properly.*

### Gives a specific example

### Reasoned explanation



# Conversation

## Informal talk between people

Colloquial language  
suits the situation

Trish: Hey, Lockie, how was your job interview with *Raven Records*?

Lockie: I dunno, really...

Use of open-ended  
questions to solicit a  
response

Trish: Well, what did the manager say to you?

Lockie: Not terribly much – she just asked a few questions and then asked me if I had any questions to ask.

Asks questions to get more information

Trish: Like what?

Lockie: Things like, what qualities would make me a good employee and ... umm...how well do I work in team. Things like that.

Trish: Well, that sounds good. Seeing as you've had a job with your uncle's plumbing business for the last couple of years, you should have been able to answer questions like that all right.

Good listeners tap  
into background  
knowledge

Lockie: Yeah, I guess you're right. I was able to answer all the questions pretty easily, especially the one about working as part of a team.

Trish: What did you say to that one?

Lockie: Well, you know, things like how when you're working on a job, say like when you're installing new pipes at a house, everyone has their own part of the job that they have to do, and if you don't do your bit right and on time then you get behind on the job and that costs money.

Trish: That sounds like a good reply!

Reinforces speaker

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# Instructions

## Step-by-step advice on how to complete a task

When installing an air conditioner, you've got to be sure to evacuate the air inside the indoor unit and pipes. Watch me as I take you through the procedure step by step.

Statement of goal

What you've got to remember is, if air remains in the indoor unit and refrigeration pipes, it will affect the compressor, reduce the cooling capacity, and this could lead to a malfunction, so it's important to do it properly.

Words to indicate logical order

Outline of reason for performing the task

First you connect a charging hose with a push pin to the Low and High sides of a charging set and service port of the 3-way valves. Can you see that?

Questions inviting clarification

Direct address "You"

Right, now connect the centre hose of the charging set to a vacuum pump like this.

Then you turn on the power switch of the vacuum pump and make sure that the needle in the gauge moves from 0 cm Hg (0 Mpa) to -766 cm Hg (-0.1 Mpa). Then evacuate the air for approximately ten minutes.

Imperative tone eg so this, then do that

The next step is to close the valve of both the Low and High sides of the charging set and turn off the vacuum pump. Make sure that the needle in the gauge does not move after approximately five minutes. BE SURE TO FOLLOW THIS PROCEDURE IN ORDER TO AVOID GAS LEAKAGE

Emphasises important points

After that, disconnect the charging hose from the vacuum pump and from the service ports of both of the 3-way valves.

Then tighten the service port caps of both of the 3-way valves at a torque of 18 Nm with a torque wrench – this one here.

Appropriate technical language

Remove the valve caps of the 3-way valves. Position both of the valves to 'open', using a hexagonal wrench.

Statement of result

Finally, mount valve caps onto both of the 3-way valves.

And there you have it. The pipes should be free of air and you're ready to start installing the unit.

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# Interview

## A formal meeting or conversation with a person to obtain information and/or make an assessment

**Coordinator:** Simone, so far your responses indicate you are quite familiar with the entry requirements for the INSTEP program. Let's talk about your attributes as a prospective employee in the workplace. What would you say are your strengths as an employee?

Formal tone

**Simone:** My major strength is that I'm a hard worker, Ms Schribowski. These references in my portfolio from my part-time employment will back that up. As this one from *Hungry Joe's* says, I'm a good team worker and always finish my tasks on time. My work is always of a high quality and I make sure I don't let the reputation of the team down. The second reference from *Farmer John's* also talks about my ability to ask questions when I am not sure of something. This shows I have initiative. These are the sorts of qualities I think I will bring to the work placements I am given.

Referral to paperwork to back up responses

Gives concise answer

**Coordinator:** Can you give me an example of the importance of punctuality in the workplace?

**Simone:** Yes quite a few examples. Being on time for work and back on line from break times is really important. One time at *Hungry Joe's* a couple of the members of my team were late back from their lunch break. During that time, we had an unexpected rush of business. This put a lot of pressure on everyone else. The result of this was that we had a lot of what we call 'returns' that day – people who are not happy with what they were served. This really affected business on the day and could have an impact on business in the future. For example, some of those customers may not come back again. So, you see, not being punctual can be bad for business!

Response indicates ability to listen carefully to the question

Elaborates on answers rather than just saying yes or no

**Coordinator:** That's a good example. Well, Simone, do you have any questions to ask me?

**Simone:** Yes, I was wondering whether or not my part-time work experience can be credited towards my INSTEP program?

Prepares questions to ask interviewer

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# Introduction

**Formal: announcement of a speaker to an audience**

**Informal: make someone known by name**

**Informal**

*"David, this is Joseph. Joseph, David.*

*Joseph works in the same department as me."*

**Brief and to the point**

**Formal address**

**Formal**

*Good morning everyone. I'd like to welcome our guests here this morning: Ms Judy Robbins, Area VET Coordinator and Mr Ivan Lowden, Post-compulsory Consultant.*

**Acknowledgment of audience**

*We are very fortunate to have with us today, the well-known author of Team Works, Dr Alex James.*

**Explanation of who the person is and the reason for their presence**

*Dr James has written many of the books on the benefits for industry of working in teams that are on the shelves of our school library – titles like Cooperation not Collaboration and Top Ten Tips for Successful Teams. Today, Dr James is going to address us on how he became interested in team dynamics and why he decided to write books that, in his words, make working together pay for everyone.*

**Polite tone**

*Please join me in a round of applause to thank Dr James for agreeing to speak to us today.*

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# Invitation

## To ask someone to a place or gathering

**Acknowledging the person to be invited**

“Good morning, Ms. Hegarty. My Hospitality Group is holding an afternoon tea on Wednesday afternoon after school. It’s to show parents and teachers what we’re doing in class and how we’re being prepared for industry. I was wondering if you would like to be my guest?”

**Polite tone**

**Invitation in the form of a question**

**Invitation framed in the form of a statement**

This is an invitation to all workers who are required to be part of decision-making groups in their jobs. A free seminar entitled “Making Decisions Work for You” is being offered by the Australian Commerce Group. It will be held at lunchtime on 24 January at 99 Elizabeth Street, Central City. If you would like to join the seminar contact Jane on 9264 1000.

**Details of time place and any other requirements**

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# Lecture

**A one-way communication process in which a long speech is delivered about a subject to an audience or a class**

## **Engage – Preparing for lectures**

*Reflect on the value of the lecture*

- What purpose does the lecture serve in relation to other learning resources introduced in the course: books, tutorials, etc.?
- Assess the value of the lecture in terms of exams and assignments in the course.
- If lectures are compulsory, reflect on why the faculty has given them this status.

*Reflect on where the topic of the lecture sits within the broader course*

- Refer to the course outline
- Skim-read previous lectures
- Peruse the recommended reading
- Make a list of questions you have about the topic

*Reflect on how to record the lecture*

- What sort of note-taking framework might be suitable?
- Would it be helpful to tape the lecture?

## **Extend – Listening to lectures**

*Practise on-going questioning* as the lecture is in progress. Anticipate what is going to be said and evaluate the information as the lecture occurs

*Adopt an appropriate framework for taking notes*

- Spend most of the lecture sitting back and listening.
- Listen for a pattern in the lecture so that you can choose the most appropriate framework for taking notes.
- Notes should be a condensed version of the lecture – only take notes on key ideas. Use graphics to trigger memory.

## **Enact – Post-lecture action**

*Review notes soon after the lecture*

- Ensure that the lecture can be recreated from the notes
- Decide whether the lecture notes need to be added to
- Listen to a tape of the lecture if available

*Compare notes with others*

- Discuss and adjust notes in response to other students' note-taking. Fill in any gaps.

*Make a list of material to follow up on*

- Follow up on recommended references and activities.
- Pursue ideas of interest or points that need clarification.

*File notes systematically for easy future reference* e.g. in chronological, alphabetical or numerical order; by thematic relationships.

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# Speech

## A form of communication made to a particular audience for a specific purpose

Acknowledgement of immediate audience

Good morning everyone. On behalf of Gemma, Brad and myself, I just want to thank you very much for putting on this morning tea for us. I wonder if any of you remember how many work experience students you've had from our school over the years?

States purpose of speech

Responds to audience

*Too many.....Heaps.....*

Questions to engage interest

Yeah, I know there have been a lot of us! But there's a good reason for that. Kids from our class actually want to come here for SWL. It can be pretty scary going out on one of these blocks of work, and some kids come back with horror stories about how they've been treated. You also hear stories about how bored lots of them are every day. Two weeks is a long time doing boring work!! But that never happens here.

Backs up main points with supporting detail

*Too right.....We like to get our pound of flesh.....*

That's right. You sure do work us hard when we're here, but we've never been bored and boy, do we learn a lot. Sometimes we even get to go back and tell the teachers they're doing things wrong – that's something we all like to do.

Language level suits audience

So, I just want to thank Jenny, our trainer, in particular – she's been great. And Chen and Cath for fixing up our mistakes, particularly when the photocopier had a meltdown. And the rest of you for not tarring and feathering us or carrying out any other weird initiation rites. We really appreciate everything you've done for us.

Conclusion links back to purpose

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# Telephone Greeting

Telephone: Buzz buzz..buzz buzz..buzz...

Answers 'phone promptly – before fourth ring

Josh: Good morning, Barker's Mineral Sands, this is Josh Munro speaking.

Carmen: Hello Josh, this is Carmen from Speedy Courier Services here.

Uses 3 point greeting: Salutation; identifies organisation; identifies self

Josh: Yes, Carmen, how can I help you?

Use name if identified

Carmen: It seems we've got job sitting here for delivery to Sands Pty Ltd in Melbourne, but we don't know what type of service you want it sent.

Asks open question to assess situation

Josh: I see. What job number would that be?

Carmen: Job #607.

Asks closed question for specific details

Josh: Can you hold on one minute Carmen and I'll quickly ask our accounts department?

Carmen: Sure.

Josh patches through to Accounts

Kristen: Accounts, Kristen speaking

Changes tone and language type for different audiences

Josh: Hi Kristen, I've got Speedy Courier Services on the line. Apparently, job #607 is supposed to be delivered to head office in Melbourne, but they don't know what type of service the package requires. Can you help me out with this?

Kristen: Hell, that's a really important contract, it needs to go the fastest service there is and it needs to get there pronto!

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Josh: No worries, Kristen, I'll get onto it. Thanks.

*Josh switches to first call*

**Employs a courteous tone**

Josh: Sorry to keep you waiting, Carmen. Our Accounts Department tell me it's an urgent delivery; it needs to go by the fastest service there is. Which one would that be?

Carmen: That's our express overnight service. It will most likely make it, but I've got to tell you that this is not the first time someone there hasn't filled in the right details. Every time they do that, it holds things up and makes us look bad, but it's not our fault. The service order needs to be filled in properly every time – it's on the top right hand corner of the consignment note.

Josh: Thanks for pointing that out, Carmen. I'll make sure accounts are told about the situation and take steps so that it doesn't happen again. Am I right in saying that the service order number is different from the job order number and that it's found in the top right hand corner of the consignment note?

**Paraphrases information to ensure understanding**

**Asks questions for clarification**

Carmen: That's right.

Josh: And you'll be sending the parcel by the express overnight delivery service now?

Carmen: Yeh, I'll do it straight away.

Josh: Thanks for calling us so quickly.

**Uses closing phrases**



# Writing Frameworks

- **Agenda**
- **Invitation**
- **Itinerary**
- **Letter**
- **Memo**
- **Minutes**
- **Notice**
- **Procedure/Instructions**
- **Recount**
- **Report**

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# Agenda

## List of matters/things to be done

### Sprite Health Club

#### Team Meeting

Type of meeting

**Date:** 19 February 2004  
**Time:** 6.30pm - 8.00pm  
**Place:** Meeting Room, Sprite Health Club,  
Mount Hawthorn  
**Chair:** Sigrid Halley (SH)  
**Secretary:** Trent Russo (TR)

Important  
organisational  
details listed

#### Items:

1. Welcome and apologies (SH)
2. Minutes from December 2003 meeting (TR)
3. Business arising from minutes (SH)
4. Financial report (John Cimino)
5. Correspondence inwards (TR)
6. Correspondence outwards (TR)
7. Results of 2003 customer survey (Sally Crowley)
8. Other business
9. Details of next meeting
10. Close

Person responsible for  
presenting item at meeting  
acknowledged

Items listed briefly  
and clearly

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Each item  
numbered in  
order of  
presentation



# Invitation

A formal way of asking someone to join in an event

## *Special Invitation*

To the opening of  
**2004 Hair Affair Expo**

at

**The Brassey Room  
South Point Casino  
The Esplanade  
Cairns**

on

**24 July 2004**

at

**6.00pm for Cocktails  
6.30pm-11.00pm Trade Expo**

*Special Guest Appearance by  
Zac Daniels from ZETOS, London*

**RSVP before 14 July to Melanie**  
Tel/fax: (074) 953 9999  
email: mel@hairexpo.com.au

Description of  
occasion

Specific details of  
the event to avoid  
misunderstandings

Particulars of  
other attractions

Specific  
contact details

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# Itinerary

## A record of travel arrangements

### 'We've Got the Moves' Travel Centre

29 Barry St, Melbourne VIC 3251  
Fax: 03 9697 9890 Phone: 03 9697 9898

Ms Poppy Pythian  
PO Box 212  
MELBOURNE VIC 3251

17 April 2004

Dear Ms Pythian

I am writing to confirm your travel itinerary for 29th November 2004:

**Passenger(s):** Ms Poppy Pythian + 1 infant  
**Flight:** VP707  
Sat 29 November 07:40 Depart: MELBOURNE  
Sat 29 November 09:00 Arrive: SYDNEY

**Service:** Economy  
**Status:** CONFIRMED  
**Aircraft:** 734  
**Departure Terminal:** Melbourne Domestic  
**Arrival Terminal:** Sydney Domestic  
**Reservation Number:** LIM006

Factual information is listed and highlighted

Wording is concise

Please check in at least 30 minutes prior to the departure of your domestic flight.

This letter functions as an Electronic Ticket. You will be required to present this letter and photo identification at check in.

*\*Important Note: Governments have directed that, for security reasons, all knives, sharp objects or cutting implements must be packed in your checked luggage, and cannot be carried in cabin luggage or on your person.*

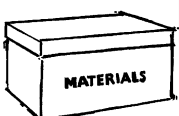
On behalf of We've Got the Moves Travel Centre, thank you for letting us organise your travel requirements. Please call us if you have any further questions. Happy travelling!

C Torvill

Cynthia Torvill  
TRAVEL CONSULTANT

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New information affecting travel is included



# Letter

A written message conveying important detail

## JMC PAINTING & DECORATING SERVICES

PO Box 154, Joondalup WA 2633

Tel/fax: (02) 9435 5555

8 October 2004

Mrs P Greenaway  
103 York St  
KARUNDA WA 6234

Dear Mrs Greenaway

**Re: Quotation for internal painting of house**

Following our conversation on Wednesday 6 October, please find below details to support my quotation for the painting job at your house. Quotations are valid for a period of 60 days.

### Description:

Internal painting of house: 5 rooms in total (2 bedrooms, 1 lounge/dining, 1 kitchen area, 1 bathroom). Sand down, fill holes and cracks. Dust clean.

### Materials:

Two coats of paint, finished in Taublux "Verdant" matt finish, with trim in Taublux "Federation Green" semi-gloss. JMC to supply all paints, brushes, scaffolding, cleaning products and furniture protection materials.

### Cost:

\$2,500 plus 10% GST. Total = \$2,750.00 (20% payable upon acceptance of offer, the remainder on completion of service).

I hope these details meet your requirements. Please if you need any further information.

Yours sincerely

James Chase

Salutation reflects knowledge of receiver of letter

Closure is polite and invites further contact

Signature of sender

Formal letter layout: names, dates, addresses and contact details of sender

Formal acknowledgement of customer

Salutation: Name and title used when known

Specific details are clear and concise

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# Memo

## Informal written

### Message

**To:** Lyn Pustack  
**From:** Aaron Parkins, Swift Enterprises  
**Phone no:** 08 9370 3000  
**Time:** 9.25am  
**Date:** Thurs 17/4

Basic details clear and to the point – legible and able to be read quickly

- 
- ☐ Called ☒ Please call  
☐ Returned call ☐ Will call back  
☒ Urgent!

Actions required are clearly marked

---

#### Message:

Supply of prefabricated sheets held up - Boatshed project – needs other instructions urgently.

Taken by: Shane C.

Details of reason for phone call recorded briefly but clearly

Person taking message stated for further reference and/or clarification

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# Minutes

## Record of proceedings at a meeting

### Kingston Aged Care Facilities

*Aging in comfort, dignity and pride*

#### Record of Team Meeting: Ward 3 B

Meeting No: 13  
Date: Tuesday 1 September 2004  
Venue: Kingston Memorial Hall  
Commencement Time: 4.30pm

Statement of  
meeting details

Bold font used to show  
parts of meeting

1. **Attendance:** (p = present; a = apologies; n = not present)  
Mr R Rob [p] **Secretary** Mr P Kowald [p]  
Mrs J Buzzard [p] Ms P Martin [a]  
Mr J Gough [n] Ms F Oates [p]  
Ms M Hersch [a] Mrs R Golide [p] **Chair**

Record of attendance

2. **Confirmation of record of previous meeting** [ ✓ ]  
3. **All items attended to from previous meeting** [ ✓ ]  
4. **Decisions arising from meeting:**

Descriptions consist of  
key ideas, not word-  
for-word transcript

Numerical order  
of items

- 4.1 **Community based Activities for the Elderly**  
Mr Kowald confirmed that the Community First Group, funded by the Department of Health, has officially included our organisation in a two-year pilot program to provide community activities for the elderly. Discussion ensued about what this would involve in organisation, transport, duty of care and costs. Mr Kowald advised that he would seek further information on these concerns before the next meeting.  
[Action: P. Kowald]

Actions for next meeting noted

- 4.2 **Workplan**  
Mrs J Buzzard reported that the quarterly work plan for Ward 3B had been completed and forwarded to the...

8. **Next meeting date, time and venue**  
5 October 2004 at 4.30pm at Kingston Memorial Hall

9. **Closure 6.00pm**

Final part of minutes  
signals details of next  
meeting

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# Notice

## Important information posted in a public place

PLEASE TAKE ONE

### Kidz Childcare Centre

#### Important Notice for our Parents

Date: 29 March 2004

Audience clearly signalled

#### Re: Head Lice

Subject highlighted

Contextual  
information  
included

One of the children in our Centre has been found to have head lice. The parents of this child have been contacted and appropriate measures taken.

We have already performed a head check on all children and did not find any signs of head lice. However, please check your child's scalp for signs of head lice or lice eggs every few days for the next 3 weeks. (This covers the lifecycle of head lice). The following information is provided as a *guide* to the signs of lice:

Many head lice infections cause no symptoms, and probably less than half cause itching. So you have to LOOK to find out if your child has head lice. Use a strong light and look on the hair shafts across the entire head of your child.

Eggs are not difficult to see with the naked eye. Newly-laid eggs are usually within 1.5 cm of the scalp while older eggs are higher up the hair shafts. Eggs are yellowish white in colour, and are difficult to remove.

Important  
information  
highlighted

Adult head lice are white or greyish in colour and are about the size of a sesame seed. If they are alive, you will see them crawling.

If you find signs of lice, don't panic. There are many products available to remove lice and there are simple measures you can take to prevent re-infestation. For the best advice on what you need to do, contact your local pharmacist or family doctor.

Helpful action included

Please also notify us *immediately* if you discover that your child has head lice. Together we can take a coordinated approach to treating and preventing the spread of lice to other children in the Centre.

Thank you for your help, and please do not hesitate to contact us if you have any questions or concerns.

Margery

Signatory included for  
further reference

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# Procedure/Instructions

Step-by-step advice on how to complete a task

## Chicken and Carrot Pilaf (Serves 6)

1/4 cup olive oil  
1 onion, firmly chopped  
1 teaspoon cumin seeds  
1 1/2 teaspoons ground tumeric  
1 cup (200g) basmati rice, washed and drained  
650g carrots, coarsely grated  
1 cup chicken stock  
400g can chickpeas, drained.

Requirements for  
completing the  
task are listed

Goal is signalled

Visual support  
for text

Heat oil in flameproof dish, add onions and cumin. Stir over medium heat until onion is soft. Add tumeric, rice and carrot and stir to coat in oil.

Add stock and season to taste with sea salt and cracked black pepper.

Organises steps in  
a logical order

Steps are  
brief and  
to the  
point

Bring mixture to the boil, then cover tightly with foil and cook in the oven at 180C for 15 minutes, or until stock is absorbed and rice is tender.

Remove from oven, stir in chickpeas and stand, covered, for 5 minutes before serving.

Language used  
is precise

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# Recount

**National Groceries Pty Ltd**  
962 Beaufort Street  
Mount Darlington 6129

**Nature of Incident:** Theft  
**Date:** 10 August 2004  
**Place:** Cheap Charlie's, Padbury Store  
**Person Reporting Incident:** Karen Whitford  
**Position:** Trainee Cashier, Cheap Charlie's, Padbury  
**Witnesses:** Robert Guramothy  
**Position of Witness:** Manager, Cheap Charlie's, Padbury Store

Account given in first person "I"

## Details:

At 5.25pm on 10 August, I was on duty at my register. It was a busy time in the store. Two boys were in a queue at my counter. When it was their turn, I scanned several items of groceries. When putting through a box of Cheezles, I noticed the box felt much heavier than usual. I lifted it again and shook it. I realised there was something else in the packet. I opened it and there was family-sized chocolate bar in the box. I asked the customers if they were aware that it contained a chocolate bar and they said they weren't. Then I asked them if they wanted to purchase the chocolate bar and they said no. I asked them to wait and signalled to Mr Guramothy that I needed him at my register. As I did this, the boys grabbed the packed groceries from the counter and ran from the shop. I shouted at them to stop, but they didn't. Mr Guramothy asked me what had happened and I pointed to the two boys running through the carpark and said they had stolen some groceries. He chased after them but they had disappeared.

Both boys were approx. 14 year old with short hair and black caps.

Uses connecting words

Uses past tense

Events in sequential order

Use of concise wording

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# Report

An official account of an issue under consideration.

<b>Structured overview of contentions of report</b>		<b>Report on Tyre Disposal for <i>Safe 'n' Sound Tyres Ltd</i></b>		<b>Title of report and audience</b>
<b>Contents</b>		<b>Page</b>		
1.	<b>Introduction</b>	<b>Introduction contains purpose and background to the report</b>		
	1.1 Background to report		2	
	1.2 Aims of report		3	<b>Page numbers listed for easy reference</b>
2.	<b>Government regulations</b>	<b>Bolded headings help distinguish between key parts of the report and supporting parts</b>		
	2.1 Disposal regulations		5	
	2.2 Recycling regulations		7	
3.	<b>Business opportunities</b>			
	3.1 Government-sponsored opportunities		9	
	3.2 Commercial opportunities		10	
4.	<b>Summary</b>	<b>Includes a summary for a succinct overview of information</b>		
			11	
5.	<b>Recommendations</b>	<b>Contains a list of recommendations arising from the research</b>		
			12	
6.	<b>References</b>			
	Appendix 1: Federal Government paper <i>Meeting the Challenge</i>		15	

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# Glossary of Key VET Acronyms

<b>ANTA</b>	Australian National Training Authority	The Commonwealth statutory authority that oversees the VET system
<b>AQF</b>	Australian Qualifications Framework	A national framework connecting all qualifications in post-compulsory education and training.
<b>AQTF</b>	Australian Quality Training Framework	A set of nationally-agreed standards designed to maintain the quality of VET services in Australia.
<b>ARF</b>	Australian Recognition Framework	Superseded by the AQTF.
<b>CBT</b>	Competency-based Training	Training that develops the skills, knowledge and attitudes required to achieve competency standards.
<b>DEST</b>	Department of Education, Science and Training	Absorbed the Australian National Training Authority in 2005.
<b>ITAB</b>	Industry Training Advisory Board (also called an Industry Training Advisory Body)	An organisation recognised as representing a particular industry, that provides advice to government on the vocational education and training needs of the industry.
<b>MCEETYA</b>	Ministerial Council on Education, Employment, Training and Youth Affairs	A body comprising State, Territory, Commonwealth and New Zealand Ministers with responsibility for the portfolios of education, employment, training and youth affairs.
<b>MINCO</b>	ANTA Ministerial Council	A body comprising the Commonwealth, State and Territory ministers responsible for vocational education and training, that decides national policies, objectives and priorities.
<b>NTF</b>	National Training Framework	Made up of the AQTF and Training Packages
<b>RCC</b>	Recognition of Current Competencies	The acknowledgement of competencies currently held by a person, as a result of training, work or life experience. More commonly known as 'Recognition of Prior Learning'.
<b>RPL</b>	Recognition of Prior Learning	The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, may be used to grant status or credit in a subject or module.
<b>RTO</b>	Registered Training Organisation	A training organisation meeting AQTF standards, and able to deliver, assess and issue AQF qualifications and Statements of Attainment.
<b>SWL</b>	Student Workplace Learning	The generic term for a range of programs in which students undertake work experience.



# Practical Resources

## Textbooks

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### **On-line resources**

Australian Council of Trade Unions: [actu.asn.au](http://actu.asn.au)

Dusseldorp Skills Forum: [dsf.org.au](http://dsf.org.au)

National Centre for Vocational Education Research: [ncver.edu.au](http://ncver.edu.au)

Oral Language Assessment and the Communicative Competence of Adolescent Students: [ecu.au/ses/research/CALLR/SPIRT/research](http://ecu.au/ses/research/CALLR/SPIRT/research)