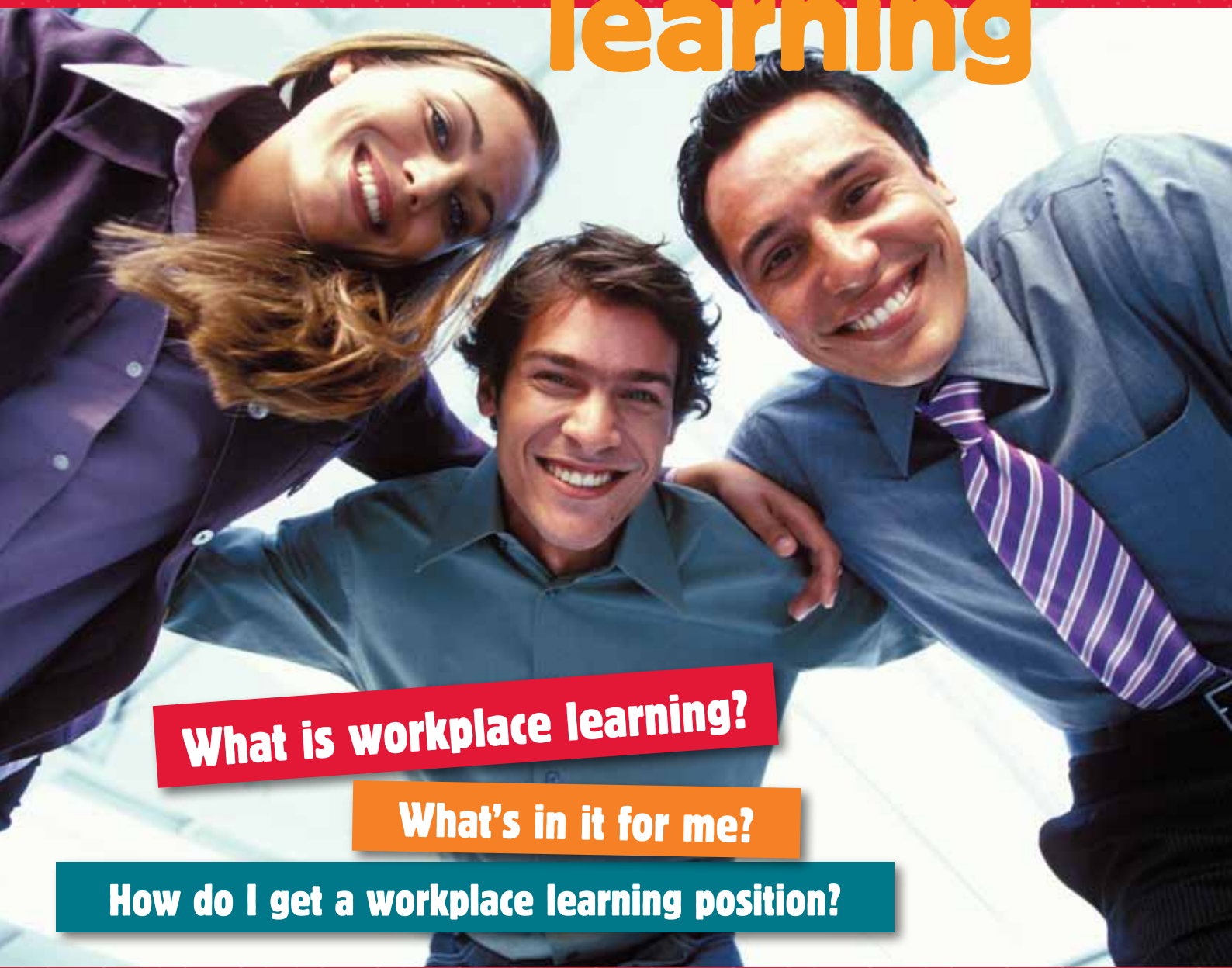


Student Guide to **workplace learning**



What is workplace learning?

What's in it for me?

How do I get a workplace learning position?

If you don't go, you won't know...

What is workplace learning?

‘helps you learn about what employers expect, what responsibilities people have, and what skills and attributes employers are looking for’

Workplace learning is all about doing some great learning – but in a workplace instead of a classroom. You learn **about** work – and also **through** work – using opportunities you and your teacher can plan together. Your involvement with planning will help customise those opportunities just for you!

Work experience, work placement for HSC VET courses, community learning, volunteering, student mentoring programs by employers in the workplace and some enterprise learning programs are all examples of workplace learning programs.

You can watch work being done, ask questions, join in workplace tasks and activities, learn new skills and find out more about careers and future employment opportunities. You will practise skills you have learnt in the classroom, as well as learning new ones in the workplace. And you will certainly learn more about yourself!

Two of the most popular types of workplace learning programs are **work experience** and **work placement**.



What's the difference between work experience and work placement?

Work experience ...	Work placement ...
gives you a 'taste' of the world of work, usually in a workplace or career area of your choice	is a planned and compulsory part of many HSC VET courses in a workplace relevant to your course
is usually undertaken in Years 9 and 10, but may occur in Years 11 and 12	is usually undertaken in Years 11 and 12
is organised by the school, or by you and the school	is organised through the school or TAFE using the Work Placement Service Provider
involves observing and carrying out tasks nominated by your supervisor	lets you practise and develop on-the-job industry skills that you learnt off-the-job at school or TAFE
helps you learn about what employers expect, what responsibilities people have, and what skills and attributes employers are looking for	lets you learn specific skills or competencies on-the-job
helps you learn how enterprises work	involves you participating in the industry relevant to your VET studies
gives you a chance to experience working life and test your career aspirations	helps you find out more about employment and training opportunities in the industry
improves your Employment Related Skills and gets you thinking about your next step in education or training	contributes to your HSC and a nationally accredited qualification recognised by industry
gives you increased confidence and maturity by working with adults	builds your capacity to meet industry standards
helps you to find out what you like and don't like.	helps you decide if this industry is the right one for you.

Spotlight on workplace learning programs

why do it?



Interview with Tama Carey, who did a workplace learning program at Café Radz as a chef.

Why did you decide to take up a workplace learning program?

Ever since I was quite small I liked cooking for my family and friends. I thought I could turn this into a career, but it's really hard to tell what a job will be like when you haven't actually done it before. I asked my school's careers adviser about workplace learning. A few places said "no" but we persevered and eventually I found Cafe Radz.

What are the best things about your workplace learning program?

At first I got to watch the chef do their thing and I learned heaps. Then came the fun part – I actually helped out with food preparation and presentation. It took a lot of practise to get things done exactly how the chef wanted them.

But I got the hang of it! The taste-testing part of this job was fantastic! It was also great to be out of the classroom using some of the things I learned at school in a practical sense.

What did you find hard about the program?

The chef was pretty fussy about things like neatness and dressing properly for the job. These things are important when you're handling food. I had to get used to tying my hair back every day. The other thing that was hard was getting to work on time.

What have you learned about the world of work?

My boss was always telling me that the most important thing is to ask questions. It's not hard to feel a bit stupid when everyone around you is busy – they all seem to know what they're doing all the time! The other thing I've learnt is how to prepare a crème caramel – pretty impressive!



Do you think this is the career for you?

Working in the bistro has made me love cooking even more! The chef has been a big inspiration. I think I'd like to specialise in desserts.

Q What are Tama's qualities and attributes that have helped make her workplace learning program a success? Examples of personal attributes include enthusiasm, determination and reliability.



What personal attributes could you bring to a workplace learning program?



Are you ready for a workplace learning experience?

I am ready to ...

1. Experience more variety in how and where I learn..... ☐ Yes ☐ No
2. Show independence and help plan my workplace learning experience ☐ Yes ☐ No
3. Identify and talk about any support I will need in the workplace ☐ Yes ☐ No
4. Organise myself to get to and from a workplace ☐ Yes ☐ No
5. Participate in an adult work environment..... ☐ Yes ☐ No
6. Meet and work with new people..... ☐ Yes ☐ No
7. Practise and improve my work-related communication skills ☐ Yes ☐ No
8. Test and refine my employment-related skills ☐ Yes ☐ No
9. Learn about the importance of networking with people in the workplace..... ☐ Yes ☐ No
10. Check out some different careers and their pathways..... ☐ Yes ☐ No

If you answered mostly 'Yes', then workplace learning is for you!!!



Highlight on workplace learning programs

If you have a medical condition, allergy, or medication you need to take, you or an advocate would have already raised it in a planning meeting at school or TAFE. Before you start at the workplace, let your program coordinator/workplace supervisor know. The medical and allergy information also needs to be included on or with your Student Placement Record.

If you have other support needs that require adjustments at the workplace, you will also have to discuss these at a planning meeting at school or TAFE before you start at the workplace.

You have to be 14 years of age or older to participate in a workplace learning program. If you are under 15 years of age, you cannot participate in a workplace learning activity before 7am or after 6pm.

What in the world is out there?

There are lots of career areas to choose from when you're deciding on a workplace learning experience. Your workplace learning experiences while at school will inform your career choices for the future - it's likely that you will change jobs and careers a number of times in your life.

Your workplace learning may be organised as part of a work experience program or other learning program. Or you might need to select a placement opportunity to meet the mandatory requirements of an industry based course.

Step 1o Explore your choices

Choosing a workplace learning experience requires you to take time to think, reflect and ask questions.

Not sure where to start? For a quick, broad guide to interesting careers, try the 15 question career quiz at Job Outlook (<http://joboutlook.gov.au/pages/careerquiz.aspx>).

For something more comprehensive, why not try the **My Guide** section of www.myfuture.edu.au You will need to register/sign in and then click on **My Profile** to start building your career profile. You will learn about your interests, skills and knowledge, consider your dream job, and much more.

Continue to work through **Explore Career Ideas**, **Help Me Decide** and **My Career Plan** for a personalised career exploration experience. You can revisit your My Guide account at anytime to update and review your information.

Myfuture is a great tool as it helps you identify careers and occupations of interest to you, so that you can focus on these areas when determining your workplace learning opportunities.



Step 2o Review your interests, skills and attributes

Take a good look at your interests, talents and personal attributes. Do you have any particular passions or interests e.g. music or cars or helping people? What skills are you developing either deliberately or by chance e.g. touch typing, customer service? What are some of your personal attributes, e.g. loyalty, empathy, reliability, determination, resilience? List each of them below.

For more attributes, refer to the Workplace Learning section of your *Employment Related Skills Logbook* or *Logbook Online*. Logon to the Home Page of the DET Student Portal where there is a link to *Logbook Online* under Other Sites.

My interests are:	My skills are:	My attributes are:
My needs in the workplace are:		

Step 3: Organise your interests and attributes into employment related skills

Some people find it useful to link their interests and attributes to employment related skills. These might point to some obvious career areas to explore.

First complete the activity below to refresh your understanding of employment related skills. Match the **skill** with its **definition** by drawing an arrow. Remember that over time, you should be developing all these skills.

Employment Related Skill	Definition: the ability to ...
1. Self-Management	look for and use opportunities
2. Initiative and Enterprise	respect diversity and act without discrimination
3. Learning	express and understand information
4. Communication	work effectively with others to get things done
5. Teamwork	identify problems and develop solutions
6. Planning and Organising	use appropriate technologies to get things done
7. Problem Solving	coordinate and prioritise tasks and resources
8. Technology	take responsibility for setting and achieving personal goals
9. Cross Cultural Understanding	achieve new skills and knowledge

To model how to link your interests and attributes with employment related skills, try the next activity. Tick the statements that are true for you, and then match them to the employment related skills numbered above. Use information from the previous steps to add your own too.

Tick if true	Interests and attributes	Which employment related skills do they match ?
<input type="checkbox"/>	I have played in a team sport for three years	e.g. self-management, teamwork
<input type="checkbox"/>	I attend regular music/language lessons	
<input type="checkbox"/>	I enjoy learning about new ideas, and learn new skills as required	
<input type="checkbox"/>	I always arrive on time	
<input type="checkbox"/>	I am enthusiastic about what I do	
<input type="checkbox"/>	I like going out with my friends	
<input type="checkbox"/>	I am self-motivated and I look for ways to do things better	
<input type="checkbox"/>	I take care with my appearance and dress according to where I am going	
<input type="checkbox"/>	I like people, and enjoy meeting and working with new people	
<input type="checkbox"/>	I enjoy using computers	
<input type="checkbox"/>	I respect and work well with people who have different backgrounds to me	
<input type="checkbox"/>	I like figuring out how to solve things	
Now you can add your own ...		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

Step 4. Brainstorm some jobs or industry areas

Brainstorm some jobs or industry areas that you are interested in for workplace learning, based on your identified potential careers and occupations from Step 1, your interests, skills and attributes from Step 2, and the employment related skills you most identified with in Step 3.

You can also review the **Help Me Decide** activity in the **My Guide** section of www.myfuture.edu.au, consult the latest Job Guide Online, look up the 'jobs vacant' section in newspapers and magazines, or go to a variety of web sites such as those listed below in Step 5.

Your ideas	
Job/industry area	Why is it on your list?

Step 5. Get more help if you need it

- **Ask** your careers adviser or VET teacher or other teachers for information about possible workplace learning opportunities
- **Find out** about the skills shortages by industry, and in your part of the state. www.skillsinfo.gov.au/skills/skillshortages/ will have some up-to-date information. Did you know that some skills shortages are also world-wide?
- **Understand** about any additional support needs you may have
- **Research** industry-specific information, using suggestions from your teachers
- **Network** with your parents, other family members and friends for further opportunities – some workplace learning placements (and jobs) may never be advertised but only arranged via personal connections.



Check out these other web sites:

Sample Australian Apprenticeships job descriptions	www.najobpathways.com.au
A gateway to youth information, services and resources	www.youth.gov.au
Networking as an essential life skill	www.networkingtowin.com.au
Post-school education and training pathways	www.year12whatnext.gov.au
Career advice and research, and job details	www.mycareer.com.au/advice-research
Information about occupations, including job prospects and earnings	www.jobsearch.gov.au/joboutlook
Meet real people behind a variety of job titles	www.abc.net.au/acedayjobs/
Info on choices you have and how TAFE can help	www.tafensw.edu.au/schooltotafe
ACTU worksite for schools	www.worksite.actu.asn.au
WorkCover NSW	www.workcover.nsw.gov.au
Employment and workplace relations	www.workplace.gov.au
Sydney Access - a program for students enrolled in one or more school or TAFE delivered HSC industry curriculum framework courses	www.workplacement.nsw.edu.au/sydneyaccess/index.php
Other:	

Step 6. Check that the job areas you have chosen are okay for workplace learning programs

Workplace learning programs are organised and approved by the school or TAFE NSW institute you are attending. There are some conditions and guidelines about what you can do within these programs.

Guidelines for workplace learning programs



What work can I do?

Talk to your careers adviser, VET teacher, other teachers or support teacher transition about what work you can do. Any workplace activities involving risks to your health and safety need to be carefully risk assessed by the host employer before approval is considered.

Some workplace learning placements also require you to know about specific occupational health and safety (OHS) before you can work in the workplace. For example, to be on a building site, you and any accompanying support staff must first complete the *General OHS Induction Training for Construction Work*. Similarly, to take part in any VET work placements, you must have done the OHS training in the course beforehand. Ask your careers adviser about the OHS requirements of your chosen job area. For more information about OHS, see page 13 of this guide.

Can I do work outside of school hours?

- Yes, where possible you should aim to work the normal hours of your chosen industry for a realistic experience. But as you are a young person, your teacher will advise you about what your school or TAFE expects of you.

- If you are in Years 9 or 10, you can only do workplace learning during school terms.
- If you are in Years 11 or 12, you may also be given approval by your Principal to do workplace learning during school holidays, but only if the circumstances are exceptional.
- Weekend work will only be approved if it is essential in the industry and has your Principal's approval.

Can I do workplace learning with my family or at a place where I already work?

It is better to go somewhere different so you can learn new skills and experience being supervised by another host employer. It is often better not to work with your family in case you get treated differently because you are a family member. You can talk this over with your organising teacher if you need to.

How will I get to the workplace?

You will have to plan your own safe way to and from work and meet any travel costs. Try the Transport Info line at www.131500.com.au or phone 131500.

You can use your student concession cards on government trains, buses and ferries. If you have to travel by private bus, you will need to ask the driver if you are entitled to a concession fare with them.

Do I get paid?

No, because you are a volunteer worker. Any payment affects the Department's insurance arrangements with host employers.



Steps for finding that great placement opportunity

Step 1. Do I need to find my own placement?

- ☐ Ask your careers adviser or VET teacher or other teachers if you need to organise your own workplace learning opportunity, or if they will do it for you. If you are going on work placement, there will be a Work Placement Service Provider that can work with you and your teacher to organise your placement
- ☐ If you are expected to organise your own placement, go to Step 2
- ☐ If your placement is being organised for you, check with your teacher about completing Steps 3 and 4.

Step 2. Where do I look?

- ☐ Start with your brainstorming ideas from Step 4 of *What in the world is out there?*
- ☐ Begin locally and if unsuccessful, look further afield
- ☐ Contact workplaces that other students have been to before
- ☐ Visit local shops, businesses or industrial areas in the job area you are interested in working
- ☐ Talk to your local council
- ☐ Look in the Yellow Pages www.yellowpages.com.au under your chosen work area
- ☐ Network with your peers, family, friends, teachers and neighbours for useful contacts.

Step 3. Applying for a placement

- ☐ Research a business beforehand, for example, using the two Workplace Learning Research pages in your *Employment Related Skills Logbook* or *Logbook Online*.
- ☐ Discuss your plans with your careers adviser or teacher to check you are on the right track



- ☐ Use your *Employment Related Skills Logbook* or *Logbook Online* and keep it up to date.
- ☐ Write a résumé and a business style cover letter and send it to the employer, or make a phone call to the employer and introduce yourself
- ☐ If appropriate, make an interview time with the employer
- ☐ Attend the interview with your paperwork and workplace learning documents, including *An Employer's Guide to Workplace Learning*, and
 - be polite and friendly
 - dress neatly and appropriately
 - arrive on time
 - present your skills in a way that is useful for the employer. For example, if you are applying for a placement with a receptionist, you could say 'I have an excellent phone manner'. If you are applying for a placement with a mechanic, you could say 'I have a passion for cars'
 - be clear about what you can offer, and give employers some good reasons to offer you workplace learning
 - keep it brief
 - be prepared to come back at a more suitable time and be flexible
- ☐ Follow up with a phone call
- ☐ If you are knocked back, keep trying with other employers. It's not the end of the world and we all need to develop resilience and persistence. Remember, a knock-back might be more about the needs and processes of the business than about you
- ☐ If you are successful, complete the paper work.

Step 4. Completing the paper work

- ☐ Give the employer a copy of *An Employer's Guide to Workplace Learning* if they don't already have one
- ☐ Give your parents/carers a copy of the *Parents and Carers Guide to Workplace Learning*
- ☐ Fill out sections of the Student Placement Record under your teacher's guidance
- ☐ You need to have your Student Placement Record completed and signed by
 - you
 - the host employer, and
 - your parent or carer
 before final school/TAFE approval is provided on the form.

Note: if there are any issues with your placement, approval might not be given.



Spotlight on workplace learning programs

– the preparation



Interview with Martin Lee who did a workplace learning program with Ross & Quiggin, a firm of accountants based at Dubbo.

Q How did you go about getting your workplace learning position?

First I spoke to my careers adviser. I am normally a bit shy on the phone and I wanted to make sure I gave a good impression when I made the phone call. When we had practised a few times, I made the big call!

Q What happened?

I knew from researching the workplace that I had to speak to someone in Human Resources. I had to speak to a few people before I got to the right section, so I told my story a few times. Everyone I spoke to was friendly, so it helped me not be so nervous. The Human Resources person was really busy and we kept getting interrupted. I offered to make a time to go in and meet in person, and they thought this was a good idea.

Q How did you prepare for the interview?

I put together a presentation folder with some references, my Year 10 School Certificate and details of some jobs that I had in the holidays. I got up early and ironed some nice clothes and even wore a tie! The thing that really helped was going through the questions I thought they would ask me. I imagined sitting in the interview and went through what I would say. I'm glad I did that!

Q How did you go?

I'm glad I made the effort to dress properly because all the guys in the office were wearing ties. When the interview started I had to try not to laugh because the first question was exactly as I had imagined it! I was offered a place at the end of the interview!

Communicating with others

List the things that Martin did to present himself well to his employer.



Choose a partner and practise the questions below. Ask your partner to rate your verbal communication.

1. What is your favourite subject at school?
2. What hobbies and sport do you do?
3. Tell me something you are really good at.
4. If you had to say something that you are not good at doing ... what would it be? Why?
5. What would you like to do when you leave school? And how will you achieve your goal?
6. Who do you admire most and why?
7. What has been your proudest achievement so far?
8. Give an example of a time you thought you couldn't do something but you stuck at it and made it work.

Your communication rating:

☐ Excellent ☐ Good ☐ Fair ☐ Needs work

Possible answers to the quiz
 • spoke to careers adviser • practised phone technique • researched info on the workplace
 • knew who to speak to • offered an alternative time (flexible) • had a presentation folder
 with references • was well groomed
 • practised interview questions

What will be expected of me while I am at the workplace?

I will be expected to ...

- attend a workplace induction
- suggest ideas about what I would like to learn during my workplace learning placement
- participate like a new employee
- behave and communicate appropriately, recognising I am in an adult workplace
- fit in with the rules of the workplace
- dress appropriately for the workplace
- carry out directions I am given by my workplace supervisor, especially about safety.

I also need to ...

- be at least 14 years of age
- have a positive attitude
- show enthusiasm and initiative
- be pleasant and appreciative
- be willing to learn
- listen to instructions
- accept and complete duties planned by the workplace supervisor
- ask questions if I am not sure what I am supposed to be doing
- ask how to do something if I am finding it difficult
- ask for another task if a task is completed
- be polite, courteous and well-mannered with all staff, clients and customers
- accept and act on advice given by workplace supervisors
- avoid distracting other employees from their work unnecessarily
- avoid distracting myself by using my mobile phone or checking my emails all the time.



Be on time!

I will be expected to ...

- start on time each day
- take only the allocated time for morning and afternoon tea and lunch and return to my work promptly after all breaks
- contact my workplace supervisor and the supervising teacher as soon as possible if I am unable to attend my placement
- account for absences to my workplace supervisor and my supervising teacher. Check whether these absences need to be made up as lost hours at another time
- attend my placement for the normal hours of work for that job, unless I have negotiated otherwise.

Do I have to do school work there?

- You may be asked to keep a journal of your experiences
- You may also be asked to conduct some research while you are there. For example, find out about occupational health and safety, work practices, role of unions, duties of employees, etc. Check with your supervisor before you start your research

- Work placement students may have some industry-specific work skills (competencies) formally assessed while they are in the workplace.

What happens if I don't like it?

Give it a real go! Talk to your supervisor at work. If you have really tried to make it a positive experience and it's still not working for you, let your school/TAFE know as soon as possible. Remember that this is a new experience and you may find it takes a day or two to settle in. Talk to your nominated contact if you're having any problems. If things don't improve, your placement at the workplace might be postponed to another date.

Can I talk about what happens at work?

Of course you'll want to tell your family and friends all about your workplace. However, remember that the client and business information of your workplace is private. Keep those things confidential! If in doubt, talk to your supervisor at work about what you can and can't discuss outside of work.



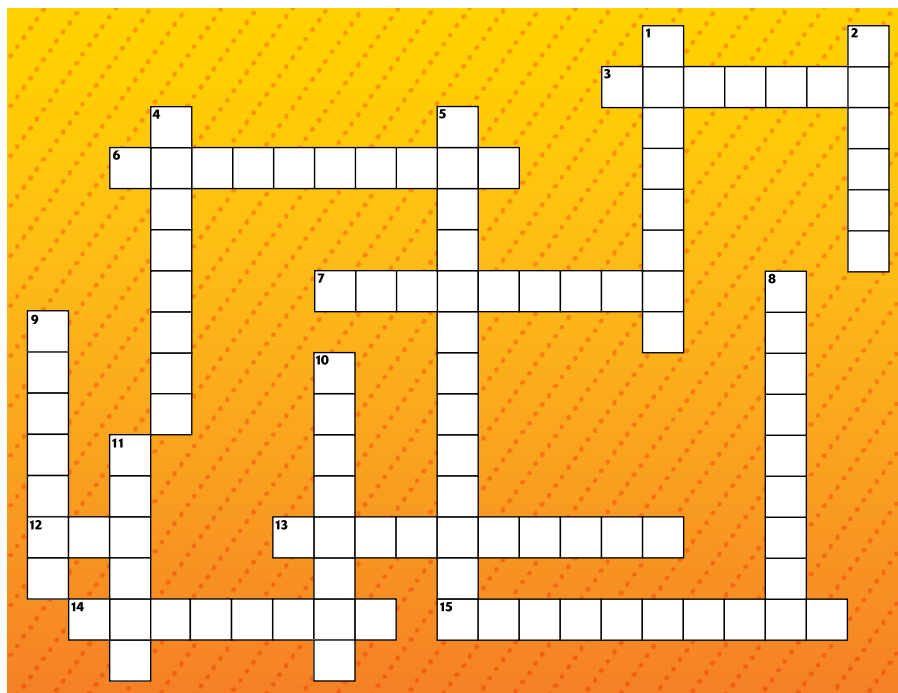
What if I feel unsafe or bullied at work?

You have the right to feel safe and be protected. Talk to your supervisor or to your nominated contact person at school or TAFE. If the problem still continues you must tell your nominated contact person.

What if I have an accident or get injured?

- Refer to your *Safety and Emergency Procedures Card!*
- Let your host employer and the school/ TAFE know as soon as possible, even if you think it's really minor at the time
- You are covered by insurance if you get hurt at work or while travelling to or from work, as long as you are doing an approved workplace learning program and everyone signed your Student Placement Record before you started. You may not be covered if the injury or damage was your fault, or if you did not obey clear instructions
- Provide your Medicare number to the doctor or hospital if you need treatment.

Student Guide to **workplace learning**



teamwork	communication	resume	volunteer	networking
planning	referee	supervisor	initiative	punctual
listen	OHS	learning	logbook	induction

ACROSS

- Someone you can refer to in your resume that will speak well of you (often a teacher, previous employer or family friend)
- The person who is responsible for looking after you and your work in the workplace
- A person who does unpaid work
- Legislation to keep you safe in the workplace
- Looking for and then taking advantage of opportunities
- Getting new skills and knowledge, can occur at school or in the workplace
- Keeping in touch with people who can be of help and assistance to you, and being a help to them

DOWN

- Working well with others to get the job done
- A summary of your education and relevant job experience, usually for the purpose of applying for a new job
- Being on time
- The process of successfully exchanging information and ideas with someone else
- Training you receive on your first day of work placement, particularly regarding OH&S
- A place to record your skills
- Coordinating, organising and prioritising tasks and resources
- Actively paying attention when people speak to you



Occupational Health and Safety

You have the right to a safe and healthy workplace. Under the NSW Occupational Health and Safety Act 2000 (OHS Act) employers must make sure the workplace is as safe as possible. This includes maintaining safe machinery and equipment; developing safe work practices; training employees on safety, and providing protective clothing.

Also under the Act, employees are responsible for safety too. Employees must take care of their own and others' safety at work by: following safety and health instructions; using protective clothing and equipment as required; reporting hazards or work-related injuries, and cooperating with their employer on health and safety issues.

All these things apply to school students doing workplace learning. Your host employer should consult with you and give you information, instruction, training and competent supervision to help you to do a task safely. If you still have any doubts about your safety, ask your host employer. Then if still in doubt, phone your school or TAFE college and speak to your nominated contact.



Every workplace has potential dangers and OHS issues. Find at least seven in this illustration and suggest ways to fix each hazard.

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For more information on health and safety at work: WorkCover NSW 131 050 or www.workcover.nsw.gov.au



Spotlight on workplace learning programs – the interview

Interview with Natalie Collis, who did a workplace learning program at Wesley Dalmar Out Of Home Care at Tuggerah

Q How did you prepare for the interview?

I made an appointment to meet with my careers adviser. We completed the Student Placement Record sheet, the Emergency Contact card and she outlined the relevant sections of the *An Employer's Guide to Workplace Learning* to show the employer. I had previously compiled a Job Interview Folder in my Careers class, so I had a current resumé, references and certificates neatly organised in a black presentation folder. To prepare for the interview, my careers adviser and I talked about travel arrangements, punctuality, personal presentation, posture and the need to respond with full sentence answers to questions, using examples of skills I had developed at school. I had recorded these on the Classroom Log Sheets in my blue logbook and so I revised what I had recorded.



What employment-related skills did Natalie show in preparation for her interview?

What the employers are saying ...

"Her initiative and confidence in her ability made her stand out."

"With more young men like this, we would have 5 work placement students every week."

"Displayed outstanding enthusiasm and thirst for knowledge."

"Where do I start! Great potential. Always asked for more tasks. Very punctual. Loved making desserts. Will make a great chef."

"We've just taken on 2 new apprentices that have done work placement here. That makes a total of 8 that have started their trade with us ..."

"Always willing to go the extra mile. Got on well with everyone."



Spotlight on workplace learning programs – the placement

Interview with Adam Mandarano who did workplace learning with the NSW Department of Education and Communities based at Ryde.

I was in Year 10 at a special school and my plan was to work with my cousin who is a landscape gardener. I was doing work experience outside with a gardener, and I mostly worked on my own so I didn't have to talk to many people. I did weeding nearly every day.

In Year 11 my teachers organised work experience in the Department of Education and Communities State Office at Ryde so I would learn to travel by train and bus. I also needed to speak up and look at the people I was talking to. I had to learn to listen and do what people told me and do the jobs in the right order. I also had to do the jobs the right way or I had to do them again.

I went every Thursday for the afternoon for the whole year. At first my teacher came with me then later I stayed on my own.

I liked this job. I liked wearing a shirt and tie to work as well.



When I returned to school after that office job:

- I knew I wanted to learn more about office work
- I talked to the TAFE teacher (Teacher Consultant for disabilities)
- I went to TAFE for TVET in Year 12 doing Business Services.

After I left school (with the HSC including 4 competencies from Business Services) I got a job at the NSW Department of Education and Communities in Oxford St, Sydney with Disability Programs Directorate. A vocational trainer from an employment agency supports me sometimes.

Am I ready to start?

Before you start your workplace learning program, use this checklist to make sure you are ready. Follow up any gaps before you start your placement.

Yes ☒ I am ready! or No ☒ I need to work on this!

I have chosen an area of work that suits my interests, skills and career planning Yes ☐ No ☐

I have done the preparation activities arranged by my school/TAFE Yes ☐ No ☐

I have completed the OHS training requirements for this particular placement Yes ☐ No ☐

My *Student Placement Record* has been signed by me, the host employer, my parents (or my carer) and approved by the school/TAFE. Yes ☐ No ☐

I have a photocopy of my *Student Placement Record* along with details of my placement Yes ☐ No ☐

I have called my host employer to check final details Yes ☐ No ☐

I know how I will get to work safely Yes ☐ No ☐

I know my hours of work and what I am expected to wear

I know who to contact when I first arrive at the workplace Yes ☐ No ☐

I know I am responsible for my behaviour Yes ☐ No ☐

I know what food will be available at, or near, my workplace Yes ☐ No ☐

I have packed my journal/diary and I am ready to do the planned activities Yes ☐ No ☐

I am aware of my rights and responsibilities in the workplace. Yes ☐ No ☐

I have my completed *Safety and Emergency Procedures Card* and know who to contact and when Yes ☐ No ☐

I understand what might be an emergency and who I should contact in these circumstances Yes ☐ No ☐

I understand the importance of follow up activities when I return to school/TAFE. Yes ☐ No ☐

When I return to school/TAFE I will:

- ☐ complete the follow up activities
- ☐ write and thank my workplace supervisor and other staff
- ☐ return the relevant evaluation sheets
- ☐ note any suggestions or comments on the employer's report
- ☐ consider my choice of subjects for the future
- ☐ consider my next workplace learning opportunity – it could be in a different industry area
- ☐ purposefully build my personal network of connections and contacts for the future.

Workplace Learning –

what the students are saying ...

"Enjoy the learning experience!"

"I had the best time."

"I felt very proud of myself."

"The experience was definitely a positive one."

"I followed all the interview tips and felt very confident talking with the manager."

"All the people I worked with were heaps nice."

"There was definitely a variety of things to do."

**And remember,
workplace learning is a chance
to find out:**

- what you are good at
- what you like about work, and
- even what you don't like doing!

It's also about you developing knowledge, skills, confidence and connections as part of your life-long learning – so enjoy!



**Education
& Communities**

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