

Teacher notes



Deadly Bay: Open for Work

A multimedia learning resource for Aboriginal
and Torres Strait Islander young people





DEPARTMENT OF EDUCATION, TRAINING AND YOUTH AFFAIRS

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Supporting the development of selected units of competency from the following Training Packages:

BSB01	Business Services
RUH98	Horticulture
SRC01	National Community Recreation Industry
SFI00	Seafood Industry
THH01	Hospitality Industry
THT01	Tourism

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Project Manager

Oksana Hull
Program Manager
TAFE NSW-Access Division

Author

Kristine Brown
Language, Literacy and Numeracy
Consultant

Team Advisors

Pat Fiddler
Assistant Director
TAFE NSW-Access Division

Brian Bagshaw
Assistant Director
TAFE NSW-Access Division

Publishing Team

Sandra Mackay
Editor

Phuong Tran
Design and DTP

Malvina Moffett
Cover Illustration

Heather Durik
Data Processing

Project Team

Tony Dreise
Principal Education Officer
NSW DET Aboriginal Programs Unit

Kristine Brown
Language, Literacy and Numeracy
Consultant

Simone Hudson
Indigenous Consultant
NSW DET Aboriginal Programs Unit

Heather McGregor
Indigenous Consultant
NSW DET Aboriginal Programs Unit

Anne Sheridan
Indigenous Consultant
NSW DET Aboriginal Programs Unit

Rob Wellington
Multimedia Producer and Writer
Tantamount Productions

Claire Wright
Numeracy Consultant
TAFE NSW-Access Division

**Special thanks to the members
of the National Project Steering
Committee for their time and
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Charles Davison (Chair)

President, NSW Aboriginal Education
Consultative Group

Cathy Barry

Director, TAFE NSW- Access Division

Louise Wignall

Manager, Workplace Communication ANTA

May O'Brien

Chair, Western Australian Aboriginal
Education and Training Council

Clair Andersen

Member, Australian Indigenous Council

Darcel Moyle

Federal Aboriginal Education Officer
Australian Education Union

Yvette Le Blowitz

Executive Assistant
Youth Sector QLD ANTA

Eric McCarthy

Representative, Australian Seafood Industry Council

Jude Nettleingham

Representative, Australian Seafood Industry Council

Laura Howlett

Representative, Sport and Recreation
Training Australia

Paul Comyn

Executive Officer, NSW Primary Industries ITAB

Lisa Burgess

Representative, Business Services
Training Australia Pty Ltd

Benjamin Pittman

Representative, Tourism Training Australia

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Contents

	page
Introduction	1
<hr/>	
Rationale	2
The workbook	4
<hr/>	
Organisation	6
Industry Sections	7
Activities	8
Training packages	10
<hr/>	
Grid	11
The Key Competencies	20
Assessment	21
National Reporting System	22
Related resources	23
<hr/>	
Teacher	23
Learner	29



Introduction

Deadly Bay: Open for Work is a language, literacy and numeracy multimedia learning resource for young Aboriginal or Torres Strait Islander people. *Deadly Bay: Open for Work* consists of a CD-ROM, workbook, and teacher notes.

Deadly Bay: Open for Work is one of a series of Training Package Support Material resources funded by the Department of Education, Training and Youth Affairs and managed by the Australian National Training Authority.

The aim of the resource is to develop the language, literacy and numeracy skills required to demonstrate the Key Competencies (see page 20 for a list of the Key Competencies) in the context of six industries. These six industries –seafood, tourism, hospitality, horticulture, community recreation and business services -have been identified as providing potential employment options for Aboriginal or Torres Strait Islander young people. The development of computer skills, which will have transferability to other situations involving computer use is also a feature of the resource.

Rationale

The approach taken by *Deadly Bay: Open for Work* is underpinned by:

- learning methodologies researched as appropriate to Aboriginal and Torres Strait Islander learners
- socio-cultural/critical language awareness approaches to language, literacy and numeracy
- meaningful, activity based learning approaches.

The setting for the *Deadly Bay: Open for Work* CD-ROM is a bay, Deadly Bay. This fictitious bay is home to five enterprises representing the industries identified. (The business services industry is integrated into all of these five enterprises -see page 3.)

The CD-ROM follows a working day in the lives of five young animated trainees within these enterprises. The use of a narrative with interlinking scenarios reflects the structure of Aboriginal and Torres Strait Islander oral traditions. (*Two Way English* 1999: 61). The learners' role is to help these young trainees with the work tasks they have to do throughout their day. These work tasks, set by an animated mentor, involve the skills of speaking, listening, reading, writing and numeracy. The animated mentor 'helps' the user complete activities by providing oral explanations, particularly relating to the function and purpose of written texts and terminology and provides models of written language.

All learning activities occur in meaningful contexts with a clear purpose highlighting the integral aspect of language, literacy and numeracy in workplace tasks and roles, (Wignell, P. 1999, *A case study of workplace literacy and training for Indigenous workers in the mining industry*). These CD-ROM activities are built on and extended through the workbook.

The actual tasks that the learners are involved in on the screen are drawn from an analysis of the industry units of competency from the relevant industry Training Packages. The validity of the tasks was confirmed by enterprise site visits. The grid on pages 11-19 indicates how the language, literacy and numeracy activities relate to the underpinning knowledge and skills of particular units of competency from the different Training



Packages, at Australian Qualification Framework (AQF) Certificates I and II level.

As mentioned above, business services was one of the industries identified as relevant to the resource. However, because the units of competency from this industry 'gain in depth and meaning by being applied in different industries' (*Business Services Training Package*, p7) this industry is not dealt with separately in the CD-ROM. Business services is about running a business - keeping accounts, operating computer systems, answering the phone, so it is dealt with in the context of the other Deadly Bay enterprises.

In the workbook, we have similarly integrated this industry. The grid (on pages 11-19) indicates where activities relevant to business services are located.



The workbook

The aim of the workbook is to provide more practice in the language, literacy and numeracy skills and strategies focused on in the CD-ROM. It is directly linked to the 'world' of Deadly Bay and the people who work there. In each section learners are required to think back to the events and characters in that section of the CD-ROM before doing related reading, writing, speaking or numeracy activities.

We suggest the following approach to using the CD-ROM and workbook.

- Begin each industry with a look at the Introductory section of the workbook. This introductory section contains an industry overview and a discussion activity. This will set up the learners' expectations about what they are going to see and help them relate the CD-ROM scenes to their local community and experiences.
- Have learners go to the corresponding industry section of the CD-ROM and go through the activities until they reach the end of the characters' working day. This will allow them to become acquainted with the storyline, characters and the industry enterprise. It will also motivate them to learn more about the industry and to practise their skills further in the workbook.

Written responses by learners cannot be saved on the CD-ROM. Answers cannot be provided as responses will vary. If learners are to receive the *Learning Achievements* document (see section on Assessment), then you will need to observe learners completing written responses on the CD-ROM. For example, typing in a message (seafood), typing an email (hospitality), typing a list of cultural protocols (tourism).

- When they have completed the industry section of the CD-ROM, have learners return to the workbook and do the activities in that industry section.

This movement between the CD-ROM and workbook will allow a good mix of activities.

Note: While all explanatory notes in the workbook are written to the learner, it is expected that you will be guiding your learners as they work.

Organisation

The workbook is organised according to the five industries explicitly focused on in the CD-ROM – seafood, tourism, hospitality, horticulture, and community recreation.

Each industry section starts with an Introduction. The introduction includes:

- some broad questions for discussion in the classroom. These are intended to introduce learners to the industry by drawing on any knowledge they already have of its operation in their local community.
- a transcript of the video introduction to the particular industry from the CD-ROM
- a research activity. This aims to increase learners' knowledge of the industry and potential opportunities for work within that industry in their local area.

Learners could:

- interview people who work in industry and write up a short report
- invite people to speak to the group
- visit local enterprises
- use the Internet to find information.

The annotated list of resources on pages 23-31 provides a source of potential information.



Industry sections

After the general introduction, each industry focuses on some of the key language, literacy and numeracy tasks which learners have completed on the CD-ROM, for example reading brochures, writing emails, asking questions to get help.

It is important to note that while the texts used in activities relate to the particular industry, the literacy and numeracy skills are useful in all industries. For example, writing notes and messages is treated within the context of the seafood industry, but of course, writing notes and messages is a useful skill in any workplace. By doing all sections of the workbook learners will practice relevant work skills.

Each of the language, literacy and numeracy sections includes:

- **an introduction** which explains the purpose and importance of the text or task in the workplace, and asks learners to think about their experience of these texts or tasks in everyday life. Other questions ask them to think back to the CD-ROM and the scene where they saw the text or used the skill.

Where relevant, start with a spoken version of the text (for example, a procedure, a notice, a message) to highlight the difference between the spoken and written and to help learners move from talking to writing.

If possible, you should provide your learners with locally collected examples of the particular text being focused on, for example tour brochures from the local area, and then elicit the text and language features and relevant skills such as skimming or scanning. This should be done **BEFORE** moving onto the next page where they look at a model text.

- **a model** of the text being focused on, for example a sign or notice, a memo, a conversational exchange with customers or clients. The model is in fact the text used in the corresponding scene of the CD-ROM. It is labelled to draw learners' attention to key structure or language features of the text and key skills related to understanding or constructing such texts. You should discuss the model and the language notes with your learners.

- **a few tips** for reading or writing the particular text type or for doing the numerical operation. You should discuss these tips with your students, encouraging them to draw on their own experiences and to add their own tips where appropriate.
- **activities** which give practice in negotiating the particular text type or numeracy task being focused on in the unit.

Activities

The activities within the workbook utilise similar texts to the text focused on in the CD-ROM. Some of the topics in the CD-ROM will be recycled in the activities and texts but, in general, the activities aim to give a broader approach.

The topics for the texts used in activities are based on industry enterprise visits and documentation obtained during these visits. Some of the activities are intended for individual work and some are intended as pair or group activities involving discussion. The way you approach these activities will depend on your own pedagogical preferences and the particular group. For example, it is likely that you might choose to do some of the individual activities as group tasks instead.

Where possible, a similar sequence of activity types has been followed in each section to provide students with some level of predictability and security as they work their way through the section.

There is considerable potential to use the texts in the activities in other ways as well. It would also be possible to extend the activities further by using texts you have collected from industry visits or from the community. The activities are set out for photocopying and learners may also require a notebook to complete writing tasks and to record answers.

You might like to help learners develop a word bank for each industry.



Extension activities

At the time of going to press, the following website was not available and we were unable to include it in the activities. However it could be useful for learners to follow up.

The website contains Aboriginal and Torres Strait Islander people talking about their jobs. Users will be able to email these Aboriginal and Torres Strait Islander people for further information or advice.

<http://www.deadlymob.org>

The website was developed by the Gap Youth Centre Alice Springs, ph:(08)8953 3927.



Grid

The learning activities in *Deadly Bay: Open for Work* relate to work tasks involving the skills of speaking, listening, reading, writing and numeracy. The language, literacy and numeracy activities that learners are involved in, are drawn from an analysis of units of competency from six Training Packages. These activities were then confirmed by enterprise site visits.

The grid indicates how the language, literacy and numeracy activities relate to:

- the underpinning knowledge and skills of particular units of competency at element and performance criteria level (a “√” indicates the performance criteria is addressed; an “X” indicates the performance criteria is not addressed)
- the Key Competencies.

The grid also shows where business services activities are integrated into the five enterprises.

Units of competency selected are either core units or units that have applicability to numerous specialisations within an industry, at AQF Certificates I and II. Such units provide broader options for learners in their future selection of pathways.

The units of competency from the six Training Packages are prefixed as follows:

SFI	Seafood
BSB	Business Services
RUH	Horticulture
THH	Hospitality
THT	Tourism
SRC	Community Recreation

SEAFOOD					
ACTIVITY	UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA		KEY COMPETENCY
1. Follow a task schedule	SFICORE103A Communicate in the seafood industry	Underpinning knowledge and skills			
2. Numeracy – Multiplication – Bin return and deposit collection	6. SFICORE103A Communicate in the seafood industry	Estimate, calculate and record routine workplace measures	6.1	X	Using mathematical ideas and techniques
			6.2 Basic arithmetic processes are used to calculate routine workplace measures	✓	
			6.3	X	Using technology
			6.4	X	
3. Matching numbers – Collecting bought fish	SFICORE103A Communicate in the seafood industry	Locate specific information in written material	2.1 Specific information relevant to purpose is located	✓	Using mathematical ideas and techniques
			2.2 Key information is interpreted correctly	✓	
4. Get the van cold	SFICORE101A Apply basic food handling and safety procedures	Underpinning knowledge and skills			
	SFICORE103A Communicate in the seafood industry	1. Perform routine workplace duties following simple written notices	1.1	X	
			1.2 Routine written instructions/ procedures are followed in sequence	✓	
		1.3	X		
5. Taking messages	BSBCMN103A Apply basic communication skills	Draft written information	2.1	X	Communicating ideas and information
			2.2	X	
			2.3	X	
			2.4 Written information meets required standards of style, format and detail	✓	
6. Sorting fish	SFICORE103A Communicate in the seafood industry	6. Estimate, calculate and record routine workplace measures	6.1	X	Using mathematical ideas and techniques
			6.2 Basic arithmetic processes are used to calculate routine workplace measures	✓	
			6.3	X	
			6.4	X	
7. Filleting room	SFICORE101A Apply basic food handling and safety practices	1. Identify hazards and risks to seafood and aquatic product	Key hazards and risks associated with the individuals work area or area of responsibility are identified.	✓	Collecting, analysing and organising information

HORTICULTURE

ACTIVITY	UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA	KEY COMPETENCY	
1. Task list	SFICORE103A Communicate in the seafood industry	Underpinning knowledge and skills			
2. Pot selection • Who to ask for help • Ask correctly	RUH CORE4 A Cooperate in the workplace	CORE 4.2 Interact with others in the workplace	CORE 4.2.1	X	Communicating ideas and information Problem solving Working with others and in teams
			CORE 4.2.2	X	
			CORE 4.2.3 Work instructions are clarified where necessary and concerns are raised promptly with the supervisor	✓	
			CORE 4.2.4	X	
		CORE 4.3 Work in a team	CORE 4.3.1	X	
			CORE 4.3.2 Assistance is actively sought by approaching other team members when difficulties arise	✓	
			CORE 4.3.3	X	
	RUH CORE6 A Plan daily work routines	CORE6.3 Respond to problems as they arise	CORE 4.3.4	X	
			CORE 4.3.5	X	
			CORE 4.3.6	X	
			CORE 6.3.1	X	
			CORE 6.3.2	X	
			CORE 6.3.3 Response is consistent with workplace priorities and requirements	X	
3. Choose plants based on Quality Chart	RUHHRT107A Provide nursery plant care	Underpinning knowledge and skills		Collecting, analysing and organising information	
4. Flag water system	RUH CORE2 A Meet workplace health and safety requirements	CORE 2.1 Follow workplace procedure for hazard identification and risk control	CORE 2.1.1 Workplace procedure and work instructions for controlling risks are followed accurately	✓	Communicating ideas and information
			CORE 2.1.2	X	
			CORE 2.1.3	X	
			CORE 2.1.4	X	
			CORE 2.1.5	X	
			CORE 2.1.6	X	
	RUH CORE4 A Cooperate in the workplace	CORE 4.4 Meet, greet and direct clients and customers	CORE 4.1.1	X	
			CORE 4.4.2	X	
			CORE 4.4.3 Clients with special needs are referred or redirected as required	✓	
			CORE 4.4.4	X	
			CORE 4.4.5	X	
			CORE 4.4.6	X	
5. Forklift	RUH CORE2 A Meet workplace health and safety requirements	Underpinning knowledge and skills		Solving problems	



HORTICULTURE					
ACTIVITY	UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA	KEY COMPETENCY	
6. Leave form	RUH CORE 4A Co-operative in the workplace	CORE 4.1 Observe and record in the workplace	CORE 4.1.1	X	Communicating ideas and information
			CORE 4.1.2 Information is recorded accurately and in the required format		
	2. Draft written information	2.1 Relevant procedures and formats are identified	✓		
		2.2	X		
		2.3	X		
2.4 Written information meets required standards of style, format and detail	✓				
	2.5	X			
7. Labelling	RUH HRT107 A Provide nursery plant care	Underpinning knowledge and skills			

HOSPITALITY

ACTIVITY	UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA		KEY COMPETENCY
1. Take a message from an answering machine	THHGA01B Communicate on the telephone	1. Respond to incoming telephone calls	1	X	Communicating ideas and information
			2	X	
			3	X	Collecting analysing and organising information
			4	X	
			5 Record caller requests accurately and pass to the appropriate location/person for follow-up	✓	Using technology
			6 Relay messages accurately to the nominated person within designated timelines	✓	
			7	X	
			8	X	
	BSBCM203A Communicate in the workplace	2. Draft routine correspondence	2.1 Written information and ideas are presented in clear and concise language and the intended meaning of correspondence is understood by recipient	✓	
			2.2	X	
2.3			X		
2. Booking enquiry	BSBCM107A Operate a personal computer	Underpinning knowledge and skills			Collecting, analysing and organising information Solving problems
	THHCORE01B Work with colleagues and customers	3. Provide services to colleagues and customers	3.1 Identify customer needs and expectations, including those with specific needs and provide appropriate products and services	✓	
			3.2 Meet all reasonable needs and requests of customers meet within acceptable enterprise timeframes	✓	
			3.3	X	
3. Email	THHCOR01B Work with colleagues and customers	1. Communicate in the workplace	1.1	X	Communicating ideas and information
			1.2 Use appropriate language and tone to given situation	✓	
			1.3	X	Using technology
			1.4	X	
			1.5	X	
			1.6	X	
	BSBCM203A Communicate in the workplace	1. Gather, convey and receive information and ideas	1.1	X	
			1.2 The method/equipment used to communicate ideas and information is appropriate to the audience	✓	
			1.3	X	
			1.4	X	
			1.5 Instructions or enquiries are responded to promptly and in accordance with organisational requirements	✓	

TOURISM

ACTIVITY	UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA	KEY COMPETENCY	
1. Gear checklist	THHCOR03B Follow health, safety and security procedures	1. Follow workplace procedures on health, safety and security	1.1 Follow correct health, safety and security procedures in accordance with enterprise policy and relevant legislation and insurance requirements	✓	Collecting, analysing and organising information Planning and organising activities
			1.2	X	
			1.3	X	
2. People checklist	THHCOR03B Follow health, safety and security procedures	1. Follow workplace procedures on health, safety and security	1.1 Follow correct health, safety and security procedures in accordance with enterprise policy and relevant legislation and insurance requirements	✓	
			1.2	X	
			1.3	X	
3. Polite language	THHCOR01B Work with colleagues and customers	1. Communicate in the workplace	1.1 Conduct communications with customers and colleagues in polite, professional and friendly manner	✓	Communicating ideas and information
			1.2 Use appropriate language and tone to a given situation	✓	
			1.3	X	
			1.4	X	
			1.5	X	
			1.6	X	
4. Bee sting	THHCOR03B Follow health, safety and security procedures	Underpinning knowledge and skills			Communicating ideas and information
5. Tourist disturbs rocks	THHCOR02B Work in a socially diverse environment	Underpinning knowledge and skills			Communicating ideas and information
	BSBCM103A Apply basic communication skills	Underpinning knowledge and skills			
6. Cultural protocols	THTFTG07B Research and share general information on Australian Indigenous cultures	2. Share general information with customers on Australian Indigenous cultures	2.1	X	Collecting, analysing and organising information
			2.2	X	
			2.5 Share information in a manner which shows respect for local community values and customs	✓	
		2.6 Share information in a manner which enhances customer understanding of Australian Indigenous cultures	✓		

COMMUNITY RECREATION

ACTIVITY		UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA	KEY COMPETENCY	
1.	Read memo about mobile phone use	BSBCMN103A Apply basic communication skills	Underpinning knowledge and skills		Collecting, analysing and organising information	
		SRXCOM001A C Communicate in the workplace	4. Read and interpret documents	a. b. Information from a range of documents is read and interpreted	X ✓	
2.	Assist client with information	SRCCRD 001A Access information for community recreation	2. Identify sources of information and resources relevant to community recreation	a.	X	Communicating ideas and information
				b. Informal and/or formal research is used to obtain knowledge of the resources available	✓	
				c.	X	Solving problems
		3. Access information and resources to meet identified needs	a. Specific information and/or resources are accessed to facilitate community recreation activities	✓		
			b.	X		
		BSBCMN203A Communicate in the workplace	1. Gather, convey and receive information and ideas	1.1	X	
				1.2 The method/equipment is used to communicate ideas and information is appropriate to the audience	✓	
1.3	X					
		1.4	X			
		1.5 Instructions or enquires are responded to promptly and in accordance with organisational requirements	✓			
3.	Council regulations 1 – Find information	SRC CRD 001A Access information for community recreation	3. Access information and resources to meet identified needs	a. Specific information is and/or resources are accessed to facilitate community recreation activities	✓	Using technology Collecting, analysing and organising information
				BSBCMN203A Communicate in the workplace	1. Gather, convey and receive information and ideas	
						1.1
		BSBCMN107A Operate a personal computer	Underpinning knowledge and skills			

COMMUNITY RECREATION					
ACTIVITY	UNIT OF COMPETENCY	ELEMENT	PERFORMANCE CRITERIA		KEY COMPETENCY
4. Council regulations 2 – Apply information	SRC CRO 001A Assist with recreation games not requiring equipment	3. Assist in making arrangements for recreation games	a. Allocated tasks are carried out within the learner's role and the responsible person is promptly notified of any difficulties	✓	Collecting, analysing and organising information Solving problems
			b.	X	
			c.	X	
			d.	X	
			e.	X	
			f.	X	
5. Consultation	SRC CRD 001A Access information for community recreation	Underpinning knowledge and skills	2.1	X	Communicating ideas and information
	SRC CRO 001A Assist with recreation games not requiring equipment	Underpinning knowledge and skills	2.2 Assigned written information is drafted and presented for approval clearly and concisely within designated timelines	✓	Collecting, analysing and organising information
	BSBCMN103A Apply basic communication skills	2. Draft written information	2.3	X	
			2.4	X	

The Key Competencies

	Performance level 1
<p>Collecting, analysing and organising information</p> <p>The capacity to locate information, shift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used.</p>	<i>Access and record from a single source</i>
<p>Communicating ideas and information</p> <p>The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.</p>	<i>Simple activities in a familiar setting</i>
<p>Planning and organising activities</p> <p>The capacity to plan and organise one's own activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.</p>	<i>Under supervision</i>
<p>Working with others and in teams</p> <p>The capacity to interact effectively with other people on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.</p>	<i>Familiar activities</i>
<p>Using mathematical ideas and techniques</p> <p>The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.</p>	<i>Simple tasks</i>
<p>Solving problems</p> <p>The capacity to apply problem-solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achievement outcome.</p>	<i>Routine – minimal supervision Exploratory - close supervision</i>
<p>Using technology</p> <p>The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</p>	<i>Reproduce or present basic product or service</i>
<p>Source: Committee to advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on employment-related Key Competencies for post compulsory education and training. Key Competencies. August 1992</p>	<i>Kit to Support Assessor Training. DETYA 2001</i>



Assessment

Learners using this *Deadly Bay: Open for Work* are working toward the industry units of competency identified for each part of the CD-ROM and workbook.

The learning resources are not a complete training program leading to the assessment of whole units of competency. Formal assessment events have therefore not been structured in. Instead, teachers or trainers can undertake ongoing assessment of learners through:

- peer feedback on presentation of group projects
- observation of CD-ROM activities
- participation in group work and discussions
- role play (where and if appropriate)
- successful completion of workbook activities.

Teachers or trainers can then sign and present learners with a *Learning Achievements* document.

This document is available for photocopying at the completion of each section of the workbook.

The *Learning Achievements* document is a summary of what learners have achieved through successfully completing the activities from the relevant industry section of the CD-ROM and the workbook. The document could be added to learners' portfolios.

The document and how the activities being undertaken relate to units of competency from industry Training Packages, should be explained to learners.

National Reporting System

Language, literacy and numeracy demands within *Deadly Bay: Open for Work* relate predominantly to level 2 on the National Reporting System (NRS).

Level 2 on the NRS indicates:

- *access to support is available; modelling is available*
- *competence is demonstrated in familiar and predictable contexts*
- *language, literacy and numeracy tasks are limited and routine.*

As the activities are based on authentic workplace contexts, some activities align with NRS level 3.

Level 3 on the NRS indicates:

- *modelling, support is available if required*
- *competence is demonstrated in a number of contexts which may be interrelated*
- *language, literacy and numeracy tasks may have some complexity.*

Learners use language, literacy and numeracy in *Deadly Bay: Open for Work* to:

- perform procedures
- use specific technologies or media
- participate in activities, structures and goals of an organisation
- work with people external to the organisation
- interact as part of a team
- express information about their identity.



Resources:

Teacher

Anderson, C. 1998, 'An investigation into Aboriginal learning styles particularly in the adult literacy context' in *Multiple Voices: A Collection of Reports of Small Scale Adult Literacy Research Projects from WA*, NLLIA, ALRN, Perth WA.

The author of this paper uses both personal experience and theoretical research to suggest philosophical and practical approaches which may be useful to explore when working with adult Aboriginal learners, particularly in adult literacy.

Beattie, P. 1998, 'Digging deeper: using text analysis to develop the English literacy of Indigenous students' in *Literacy On The Line: Conference Proceedings of the Australian Council for Adult Literacy (ACAL) 21st National Conference*, Adelaide.

This is a report on a survey of English language and literacy teaching practices of 52 educators engaged in teaching adult Indigenous students from non-urban communities across the Northern Territory in a wide range of VET and Higher Education courses. Using the information from the survey, the author investigates the difficulties inherent in reading English written texts and develops a strategy for text analysis.

Cahill, R. 1999, *Solid English*. Education Department of Western Australia

This booklet and *Two-way English: Towards more user-friendly education for speakers of Aboriginal English* provide a very comprehensive and useful perspective on appropriate methodologies and strategies.

Foley, G and Flowers, R. 1992, 'Knowledge and power in Aboriginal adult education' in *Convergence*, Vol XXV, Number 1.

This paper draws on data from a three year study in NSW to explore some of the difficulties in achieving Aboriginal control of Aboriginal adult education. It is suggested that these difficulties are attributable to the continuing colonial relationship of the Australian State and Aboriginal people and to the internal dynamics of Aboriginal communities. The creation of genuinely participatory mode of program development is suggested.

Gotts, A. 1993, 'The multimedia approach to teaching adult literacy' in *Good Practice*, No 20 Oct 1993 DEET Canberra.

This article outlines the production and trialling of interactive media literacy learning packages to meet the needs of remote Aboriginal and Torres Strait Islanders.

Malcolm, I., Haig, Y., Konigsberg, P., Rochecouste, J., Collard, G., Hill, A. & Cahill, R. 1999, *Two-way English: Towards more user-friendly education for speakers of Aboriginal English*. Education Department of Western Australia.

Steadman, M. 1995, 'Aboriginal workplace and work – access literacy programs. WELL out of it?' in *Looking for Answers in Adult Literacy: A Collection of Reports from Small Scale Adult Literacy Projects*. Funded in 1994 by the Adult Literacy Research Node of the NLLIA.

This is a report on a project which attempted to map existing policies and programs relating to Aboriginal employment and literacy, and to establish Aboriginal workers literacy needs. These needs are then used in to frame an appropriate workplace model.



Taylor, A. 1995, 'Unmasking assumptions: Literacy and the fit between employment-oriented literacy and Aboriginal language use' in *Critical Issues, Essential Priorities: Papers from the ACAL/ VALBEC 18th National Conference, Bundoora, Vic Nov 1995*.

The author of this paper outlines the difficulties that Aboriginal people may have in workplace competence, as identified in the National Framework, because of the culturally specific ways in which socio-cultural behaviours are employed.

The four aspects of socio-cultural behaviour identified are:

- independence and personal autonomy
- authority and leadership
- decision making
- evaluation and critiquing.

Wignell, P. and Boyd, K. 1994, Kakadu National Park as a Case Study in Workplace Literacy .National Languages and Literacy Institute of Australia Ltd, Deakin ACT.

This paper is a report on a workplace adult literacy project. It explains the complex socio-cultural features of Kakadu National Park :combining traditional ownership and custodial obligations with a modern bureaucratic structure and culture. It deals with

- use and function of written text in the work of park rangers
- perceptions of park staff about written text,

and from this

- assessment of the literacy needs of park rangers and trainee park rangers in order to develop training programs.

Wignell, P. 1999, 'Rough Diamonds: a case study of workplace literacy and training for Indigenous workers in the mining industry' in *Double Power: English literacy and indigenous education*. Language Australia, Melbourne

This report describes a WELL (Workplace English Language and Literacy) program for Indigenous workers at a mining site in the Kimberley region of WA.

Key competencies - Transferability

Down, Catherine M. 2000, *Key competencies in Training Packages*.

This is the report of a research project which examined the linkage between the key employment-related competencies and the units of competency within Training Packages. The research demonstrated that the links need to be strengthened and the report proposes a range of strategies for achieving this.

Foundation Studies Training Division TAFE NSW (now Access Division), *English Language, literacy and numeracy and Key Competencies*

This discussion paper explores and describes the relationship between English language, literacy and numeracy and the Key Competencies as they relate to the vocational education and training context. Part 1 contains background reading. In Part 2 the nature of the relationship is viewed from a number of angles.

Stevenson, J. 1999, 'Key competencies as generic knowledge' in *Australian Vocational Education Review*, Vol 6 No1, pp1-9.

This paper challenges the notion of Key Competencies as generic knowledge. It presents a view of Key Competencies as highly context bound rather than generic but that transferability can be enhanced by diverse experiences and an understanding of the similarities and differences among such tasks.

Tennant, M. 1999, 'Is learning transferable?' in *Understanding Learning at Work*, Boud, D and Garrick, J, Routledge, NY.

This paper focuses on learning but it also includes reference to the Key Competencies. It provides examples of strategies that enhance transfer of learning.



Training Packages

Australian National Training Authority

<http://www.anta.gov.au>

This is a very comprehensive site with useful links to other sites about Training Packages. It also contains publications about workplace language, literacy and numeracy in Training Packages.

Australian National Training Authority

Built in, not bolted on (revised edition 2000).

This excellent resource can be downloaded from the ANTA publications page at:

http://www.anta.gov.au/anta_prod/PUBS/ALALLPUBS1.asp

The resource provides case studies, examples of assessment tasks relating to language, literacy and numeracy in Training Packages.

Literacy and numeracy for VET: the nuts and bolts of vocational education and training ACT Department of Education and Community Services

<http://www.decs.act.gov.au/publicat/litnumVET/vet0005.htm>

This is the outcome of a project to review the literacy and numeracy requirements required for secondary school students to access and complete a Vocational Training Package. It contains advice on identifying literacy and numeracy requirements in Training Packages.

National Training Information System

<http://www.ntis.gov.au>

This site allows access to full copies of units of competency from all Training Packages.

Tourism and Hospitality

Adams, M and Holden, P. 1998

Now Read This! Language, Literacy and numeracy skills in training and assessment, Adult Literacy Information Office

A guide for trainers and assessors in the tourism and hospitality industry

Australian Training Pty Ltd
GPO Box 5347BB
Melbourne Vic 3001

Sport and Recreation

ANTA, 1999,

A Level Playing Field: A Communications Resource for the National Sport and Recreation Industry Training Package.

This is a useful general resource for teachers, workplace trainers and assessors. It examines what is meant by workplace communication and provides training and assessment strategies which could be used to support trainee learning.



Resources:

Learner

Seafood

Apply Basic Food Handling and Safety Practices (SFICORE101A) CD-ROM

This CD-ROM goes through the four elements within this core unit of competency. It identifies key hazards and risks, demonstrates required hygiene standards and practices and safe storage and handling of seafood and aquatic product using photographs and short clear explanations. Quizzes are included for the user to test their knowledge.

Available from:

Seafood Training Tasmania
2A Gladstone St
Hobart TAS 7000

From Boat to Belly -A Chain Approach to Quality, Safety and Hygiene for the Australian Seafood Industry

Video (28 minutes)and Users Guide

Available from :

Australian Seafood ITAB
PO Box 533
Curtin ACT 2605

This is an educational training video which highlights Occupational Health and Safety Issues, Food Safety and Hygiene principals and best practices in maintaining seafood quality from the catch to the consumer. It demonstrates correct handling requirements throughout all stages from catching to selling of seafood.

Seafood 2000 CD-ROM

This CD-ROM covers 4 core competencies of the Seafood Training Package.

Available from:

Seafood Training Tasmania
2A Gladstone St
Hobart TAS 7000

Horticulture

Activity books and workbooks for the six core units of The Horticulture Training Package.

Available from:

<http://www.westone.wa.gov.au>

Community Recreation

Our gig! How to plan your own gig

Open Training Services West Melbourne Institute of TAFE 1998

This is an interactive CD-ROM covering all aspects of managing and staging a live music event.

Tourism and Hospitality

Welcome to Hospitality CD-ROM

This program looks at a sample of the huge number of jobs that make up the hospitality industry, represented by the hotel, motel, pubs, clubs and restaurant sectors. The CD-ROM was developed as part of the Commonwealth School to work program.



Available from:

Vocational Learning Unit
Curriculum Support Directorate
NSW Department of Education and Training
3A Smalls Rd
Ryde NSW 2112
Ph: (02) 9886 7444

Work in a culturally diverse environment

Create Australia, Level 9, 418A Elizabeth St, Surry Hills 2010

This trainee workbook relates to the core unit of competency THHCOR02A Work in a socially diverse environment from the Entertainment Training Package. This unit is also a core unit within the Tourism and Hospitality Training Packages.

The workbook could be utilised by language, literacy and numeracy practitioners for group work rather than as a self-paced resource.

It could be adapted for use in the Tourism and Hospitality industries. Activities are varied, with many being completed in the workplace. For example, observing people at work in different situations. These activities would however need to be negotiated by the trainer.

Internet

How to use the Internet for Aboriginal Studies students

www.oten.edu.au/access/aboriginalhowto

This resource developed by TAFE NSW - Access Division, DET - Aboriginal Programs Unit and OTEN assumes no prior knowledge of using the Internet. The resource teaches the user how to navigate the Internet to search for information. There is a range of interactive activities to help the user develop skills in analysing and evaluating information and sites. There are student worksheets with answers.

Deadly Bay: Open for Work

This resource supports the development of language, literacy and numeracy skills relating to selected units of competency from the following Training Packages:

- BSB01 Business Services**
- RUH98 Horticulture**
- SRC01 National Community Recreation Industry**
- SFI00 Seafood Industry**
- THH01 Hospitality Industry**
- THT01 Tourism**



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