

# GUIDE TO WORK EXPERIENCE

For students, families, schools and employers of Central Australia's  
Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Region

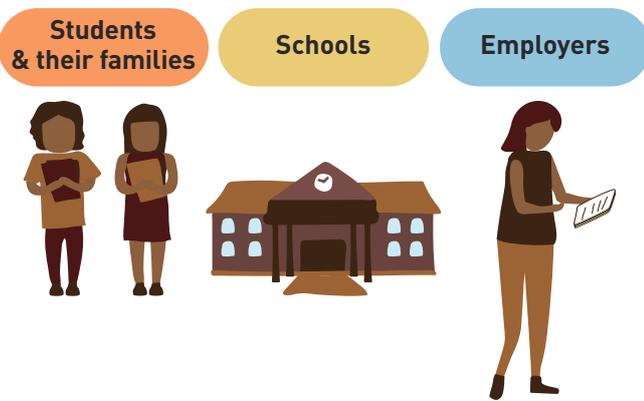


# NPY Guide to Work Experience

“My vision is to see kids from here get qualifications and jobs. But to do this in the future we need to look at what is going on today”.

## Makinti Minutjukur - Pitjantjatjara Yankunytjatjara Education Committee (PYEC)

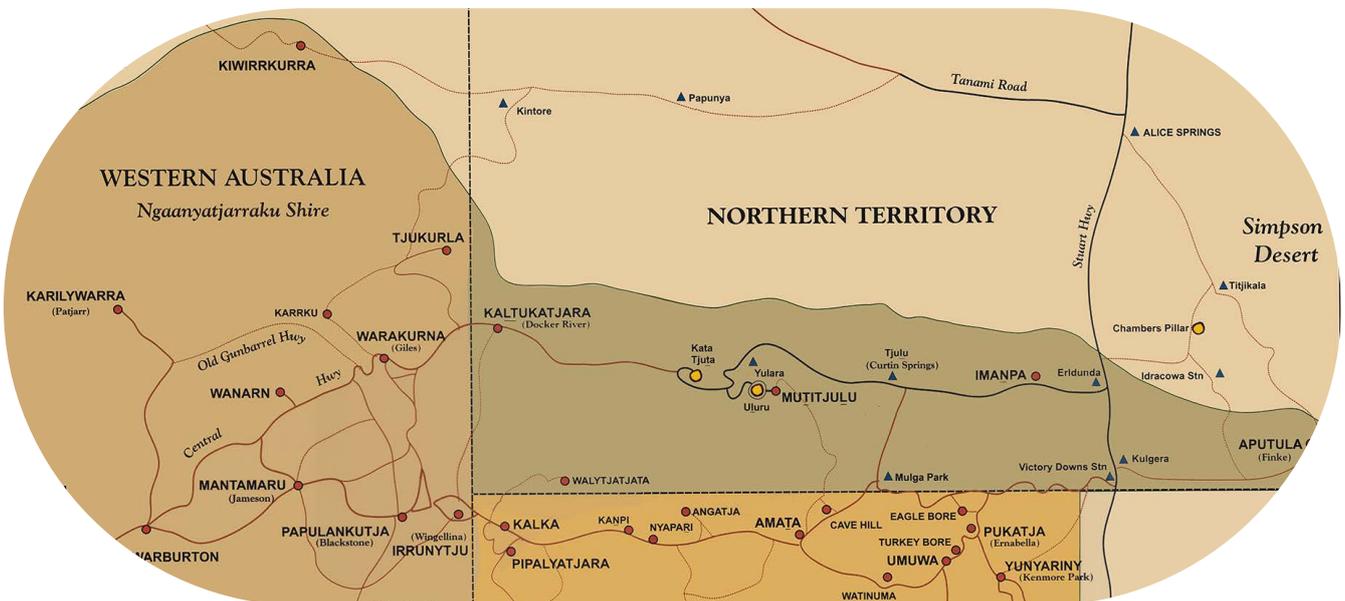
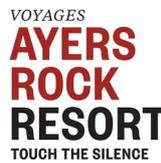
THIS MANUAL IS FOR:



This manual is to assist schools and employers in Central Australia’s Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Region to come together to provide positive, supported, standardised and meaningful work exposure and work experience placements for Anangu secondary school students in the NPY Region.

This manual was created by the NPY Education Working Group, facilitated by Empowered Communities, as a part of a broader focus on improving the ‘school-to-work’ transition outcomes for young people in the region.

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THE NPY REGION

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## Chapter 1

# WELCOME TO THE NPY GUIDE TO WORK EXPERIENCE!

Welcome to the NPY Guide to Work Experience. This guide has been prepared to help students and their families, schools and employers plan for and carry out successful work experience placements.

**Young people** throughout the region have told us:



“We don’t know where to go or how to get a job after school. We need help to find our way and support to move into the next chapter of our lives”.

**Schools** in the region have spoken up:



“We don’t really know much about the local opportunities for students after school and how to find work that matches their interests. There is no model for how to do work experience and no coordinated approach”.

**Employers** in the region have said:



“It’s challenging recruiting work-ready young Anangu. We don’t have much connection with the schools or know what we need to do to make it all happen”.

And so, the NPY Guide to Work Experience was born.

A poorly planned and unsupported work experience placement can have a lasting negative impact on both the young person and employer alike. However, successful work experience placements can provide a positive early impression of work and raise the confidence and aspirations of young people. When linked to school curriculum, work experience can provide relevant, contextualised learning opportunities and contribute to improved school outcomes. Some work experience placements may even lead to employment post-school, contributing to increased local youth employment and improved community relations.

NPY Empowered Communities is working in collaboration with young people and their families, schools and local employers to improve the school-to-work outcomes for young people in the region. We have brought together collective knowledge, best practice experiences, robust evidence and the brightest ideas to design and implement a Transition Support Model for the region.

# The NPY Transition Support Model

We believe that a successful pathway from school to work or further study requires the following essential elements:

## WORK EXPERIENCE & EXPOSURE TRIPS

Trying a variety of workplace experiences; placements with increasing length and responsibilities; excursions and exposure outside of community to broaden young people's horizons.

## TRANSITION CURRICULUM & SCHOOL-BASED TRAINING

Bringing the world of work into the classroom helps prepare young people for work before they get there.

## INDIVIDUAL SUPPORT FOR YOUNG PEOPLE

Planned bridging support towards work or further study; developed in conjunction with family, education and employment providers; practical assistance plus wrap-around support at each step.

## COORDINATION & COMMITMENTS FROM STAKEHOLDERS

Forums and mechanisms for communicating job opportunities to community, plus information sharing & agreements between services.

## WORKPLACE COMMITMENTS TO ANANGU EMPLOYMENT

Local employers actively building relationships with schools, setting targets for Anangu recruitment and investing in opportunities for school leavers.

## FAMILY AS THE FOUNDATION

Family support is key to ensuring the best outcome for young people. Family participation ensures a locally led and culturally appropriate response and embeds an approach of Anangu ownership and empowerment.

## IMPROVED ACCESS & EQUITY IN EDUCATION & TRAINING

Access to vocational training and work-related courses provide a bridge from school to work.

## RAISING ASPIRATIONS; MENTORS & LEADERSHIP PROGRAMS

Inspiring role models and initiatives to build confidence and aspirations of young people and communities.



# How to make work experience 'work'?

We believe that by working together, we can deliver GREAT work experience opportunities for young people. All it takes is commitment, communication and good organisation. Together, work experience can be a positive and successful experience for everyone if we have:

- **A genuine commitment** to working together - schools, employer, students and their families. Good communication and information sharing is important in building strong partnerships.
- **A structured plan** with an agreed purpose and outcomes understood by all, consistently delivered across all communities. This includes clearly described roles and responsibilities – who will do what at each step – before, during and after work experience.
- **Good support for students** including lots of time in the classroom preparing before work experience commences. Creating opportunities for families to be involved and providing support and encouragement for students is important. Regular and supportive check ins from supervisors in the workplace are also essential, plus a clear plan for the employer, the school and student if things aren't working.
- **Complementary curriculum and training; pathways to real employment.** Work experience is most effective when linked to classroom learning. Curriculum and training that is practical, relevant and provides pathways to real jobs is key.
- **Make it fun and interesting!** Engaging projects, practical activities and hands-on tasks based on the student's interests and skills are best.



# What is work experience?

**Work Experience is a formal school arrangement** where students attend a workplace to observe and do practical tasks under the supervision of the employer. It is an activity for secondary students aged 15 years and older to build their understanding of opportunities post-school, and to build confidence and familiarity with the world of work.

**Work experience placements can vary in length** and may be structured as, for example, 1, 3 or 5 day continuous placements, or 1 day per week over a number of weeks. Placements can be undertaken by individuals, in pairs or in small groups. These flexible arrangements mean that both students and employers can approach the placement with the best chance for success.

**Work experience is most effective when linked to the school curriculum**, with documented outcomes and formal steps for preparation, reflection and evaluation. Work experience can contribute towards subject credits and units in the school curriculum, or under special arrangements, be recognised towards Year 12 or VET accreditation.

## ... AND WORK EXPOSURE?

Work Exposure is a gentle introduction to work for junior secondary students aged 15 years and younger. It is a short and often informal learning opportunity supervised by the school, where students can observe and ask questions. Work exposure can provide a good lead-in for younger students to a future work experience placement when they are older, by familiarising them with the people and workplaces in the community.



## Examples of work exposure activities are:

- A guest speaker talking to students in the classroom.
- An excursion to a workplace.
- Watching a video or looking at resources in the classroom about work and jobs
- School camps and trips – for example to Ayers Rock Resort at Yulara, or other workplaces in cities and regional centres.

# What is the purpose of work experience?

## Students & their families



## Schools



## Employers



Exposure to new interests, ideas and goals for the future.

Work readiness; understanding what work is about and what to expect.

Builds confidence, resilience and a sense of achievement.

Practical learning; applying what happens in the classroom to the real world.

Pathway to paid work; increased employability after school.

Role modelling for younger students and family; building positive relationships across the whole community.

Provides meaning and purpose to the curriculum; 'real world', applied learning opportunities.

Opportunity for students to gain subject credits, and/or contribute to units at school.

Increases student engagement and attendance.

Increases student confidence, skills and capabilities.

Builds meaningful partnerships with local employers.

Opens doors to other learning opportunities.

Provides positive 'work readiness' opportunities for young people to develop their skills and confidence.

Demonstrates the link between school and pathways to work for young people.

Helps prepare and recruit a pipeline of future A<sub>n</sub>angu workers.

Builds trust and rapport with individuals and families.

Positive community contribution.

Opportunity for input from local youth to relevant projects and tasks.

# Roles and responsibilities during work experience:

## Students & their families



## Schools



## Employers



Communication is a big part of a successful work experience placement. It's really important for students to speak up, ask questions and share their ideas and worries. Equally important is listening and learning – students must follow instructions, take feedback and reflect on their experiences.

Students must be positive, polite and punctual on work experience placements.

Students have the right to feel safe and comfortable at all times. If this is not the case, students have the responsibility to tell somebody.

Families have an important role in supporting and encouraging students before, during and after work experience placements.

Families also have a responsibility to work together with schools – talking with teachers to plan, troubleshoot and celebrate throughout the placement.

Students are responsible for following the rules of both the work place and school.

Schools have a lead role in coordinating work experience by building partnerships, sharing information and jointly developing plans amongst students, families and employers. Facilitating communication and making sure everyone is on the same page is a key responsibility.

Schools are responsible for ensuring all paperwork is in place, including signed agreements, insurance and any compliance requirements (see Chapter Five).

Schools must take a lead in dealing with any incidents or disciplinary issues during work experience.

Schools are responsible for ensuring work experience is integrated into students' learning plans – through complimentary curriculum and classroom teaching.

It is essential that schools oversee jointly developed incident and support plans for all students.

Work experience placements should ideally be followed up with individual transition planning to work or further study.

Employers are responsible for providing honest, clear and regular communication with schools, students and families.

Working with schools to prepare students before each placement is really important. This might involve giving a talk in the classroom, a tour of the workplace, or providing information on the types of work your organisation does.

All workplaces must hold public liability and workers' compensation insurance, and complete formal paperwork from schools in order to host work experience students.

Employers are responsible for providing a safe, supportive and welcoming environment, a good orientation, a supervisor, regular check ins, and a clear procedure for responding to any issues or concerns.

Workplaces need to be able to offer engaging activities and meaningful, hands-on tasks suitable to the skills and interests of each student.

Workplaces may also be required to provide evidence and documentation of the student's achievements after the placement is over. Don't forget to celebrate and provide feedback at the end of the placement.

# GUIDE FOR STUDENTS AND FAMILIES



## What is the purpose of work experience for students?

- **Work experience helps you to get ideas about different jobs that are available in your community and the region.** It helps you to decide what you like (and don't like) doing, and gets you thinking about ideas for your future.
- **Work experience gives you new skills and knowledge.** It takes learning out of the classroom and applies it in the real world. It also helps build your confidence and connections, opening up doorways to new opportunities, including a paid job, after school.

## Students are responsible for...

- **Being positive, polite and punctual.** Follow the rules of the workplace and your school. A good attitude and willingness to learn will be the best thing you can bring to your work experience placement!
- **Be sure you know what to do and who to go to if something goes wrong.** You have the right to feel safe and comfortable at all times. If this is not the case, you have the responsibility to tell somebody.
- **Communication! Your supervisor should be checking in with you every day.** They will want to hear from you about how you are going and any worries or questions you have. They might also give you feedback on things you have done well and things to do differently. Don't be shamed by this, your employer is just trying to help you learn. You might feel shy, but that's OK. Be brave, ask lots of questions and learn as much as possible!

## Parents and carers are responsible for...

- **It is important that families support students before, during and after work experience.** Most successful young Anangu have said that it was encouragement and support from their families that made all the difference to their success.
- **Talk with young people about their interests and ideas for work or study.** Talk together about what they are good at and interested in. Think about where you have family connections and know supportive people where young people can go to learn about work. You may also share your own stories about work and how to overcome challenges.
- **Talk to teachers about the young person's interests, hobbies and ideas for life after school.** Teachers and parents need to work together to help young people realise their dreams.
- **Celebrate! Recognising the achievements of young people helps keep them motivated to strive for further goals and opportunities.** Recognising their good efforts is a way of promoting them as role models to younger students and family members.

# Checklist for students and families



## Step 1: Getting Ready

Getting ready for a work experience placement can require a bit of organising. Don't worry - schools and employers will help with all this! But here's what's expected of you:

### BEFORE



#### Start dreaming!

*2+ terms before*

Ask questions and get thinking about work experience! Think big about your ideas and interests for the future. Talk with your family and teachers about different jobs people are doing in your family and community and good organisations to work for.



#### Choose your placement.

*1 term before*

Identify an organisation or type of work that you are interested in.



#### Make a plan.

Talk with your teachers about the when, where, what and how of work experience. Make sure you clearly understand the plan and what you, your school and the employer are each responsible for during work experience.



#### Fill in the Forms.

*4 - 6 weeks before*

Work with your teachers and family – there will be some forms to fill in and agreements to sign about:

- Dates for placement
- What you will do (project/tasks)
- Who will help and support you
- Rules and behaviour during work experience
- Start/finish and break times
- What to wear
- What to bring

Make sure you understand everything before you sign it!

**Complete workplace preparation subjects at school; in some places, this is compulsory classroom learning to help you be ready for your work experience placement.**



#### Ready to go.

*1 week before*

Check in with your teachers about what time and day to turn up. Be clear on what to wear, what to bring and who your supervisor is at the workplace. Set your alarm and get set to go...!





## Step 2: The placement

It's now time to begin your work experience placement. You might be feeling worried or nervous but don't worry, it's going to be great! Your family, school and workplace are all there to help you.

### DURING



#### Meet and greet; take a tour.



Get to know the people you'll be working with and where everything is. Find out about times for starting and finishing work, where the toilets are and where to make a cup of tea!

*Start*

#### Talk about what you are going to do.



Go through your work plan. Does it include work you are interested in and things you'd like to learn more about? Make sure you know who you can talk to for help. Remember - it's OK to ask lots of questions!

#### Communicating!



Check in regularly with your supervisor to ask questions, talk about any issues and get feedback on how things are going.

*Middle*

#### Keep a record.



It's a good idea to write a journal, take photos and keep notes about what you are doing and learning during work experience. Keeping records of your work may also be required for school.

#### Stay on track.



Check back against the plans to make sure you are on track to achieve your goals. Collect photos and copies of your work as a record to take back to school.

*End*



### Step 3: Follow up

Congratulations! Now that your work experience placement is over, it's time to celebrate your achievements, reflect on what you've learned and build on this for your future.

## AFTER

### Reflect.

Check back over your plans and think about whether you achieved your goals or not, what went well, and any improvements you could make for next time.

*1 week  
to 1 term  
after*

### Celebrate!

Give yourself a pat on the back! Share your achievements with family and friends and be proud of yourself.

### Document.

Gather all your photos, work and reflections on what you learnt into your resume and school portfolio.

### Set new goals.

Think about how you can build on this experience – where might it lead next? Talk with your teachers and family about more work experience placements or ideas for jobs in the future.

*6 months  
to 1 year  
after*

### Work with teachers and family on a plan for transitioning to work or further study after finishing school.

Get all the papers you need ready (Including ID and setting up a Tax File Number, drivers licence, MYGOV, bank account etc.)



**TODAY IS THE FIRST DAY  
OF THE REST OF YOUR LIFE,  
GOOD LUCK!**

# GUIDE FOR SCHOOLS



## What is the purpose of work experience for schools?

- **Work experience provides applied, 'real-world' learning opportunities for students - giving meaning and purpose to the curriculum.** Linking classroom learning to applications beyond school can contribute to increased engagement and attendance, as well as increasing student confidence, skills and capabilities. Furthermore, work experience can fulfil learning requirements and be an opportunity for students to gain subject credits, and/or contribute to units at school.
- **Work experience is an excellent way for schools to build connection with families and employers operating in the community.** These partnerships strengthen community support for schools and can open doors to other learning opportunities beyond the school.

# Schools are responsible for...

## COMMUNICATION AND COORDINATION

- Provide clear information and regular communication between students, families and employers about the purpose and practicalities of work experience. Schools have a lead role in coordinating a structured plan – before, during and after the placement. Ensure the student is well supported and that there is a plan in place for dealing with any concerns from the workplace, student or family. Schools must take a lead in dealing with any incidents or disciplinary issues.

## PREPARATION AND PAPERWORK

- Support students to identify a suitable placement that links to their interests. Ensure students are well prepared prior to each placement through integrated classroom activities and, where appropriate, incorporate work experience as part of their unit assessment and reporting procedures.
- Ensure all the paperwork is in place – including agreements, insurance, and any compliance requirements for students to be in the workplace.

## FAMILY AND COMMUNITY INVOLVEMENT

- Where possible, include families in the whole process – from planning through to celebration! Families can help identify students' areas of interest and suggest suitable workplaces in the community. The support and encouragement of family will help to make the student's placement a success.
- The broader community will also be interested in supporting and celebrating work experience placements. Consider how you can work with the employer to let the community know about the placement, share photos and good news stories about the student's progress.

## CELEBRATE AND INTEGRATE THE LEARNING

- Celebrate and provide feedback to students, families and employers. Recognise the efforts as well as achievements made by the students! Build on the experience through discussion and planning with the student and their family about next steps and pathways to work.
- Don't give up! You have an essential role to play in supporting the future aspirations of young Anangu! Perseverance and giving people a chance to make mistakes is all part of the valuable learning.

Each State/Territory has its own forms and guidelines that must be followed – including formal agreements and risk assessment templates. All the required State/Territory Guidelines and forms can be found in **Chapter 5** of this manual.

# Checklist for schools



## BEFORE



Provide information to students and their families about the purpose of work experience.



*2+ terms before*

Work with students and their families to identify individual interests and ideas for work experience<sup>1</sup>.



Help prepare students by organising guest talks and site visits with local employers plus complimentary curriculum to prepare students for their work experience placements.



Match student interest and goals with possible roles/employers in the community or region.



Establish employer commitment and a contact person to liaise with. Work with employer to schedule time, length and structure for work experience placements. If possible, arrange for the student and employer to meet face to face. This early connection can make a big difference for students once they arrive in the workplace.



Complete paperwork<sup>2</sup> together with student, family and the employer. Check you have covered:



*1 term before*

- Date(s) for placement
- Timeline for preparation, placement and follow up
- Agreed project/tasks
- Roles and responsibilities
- Support plan for student – including process in case of incident or issue
- Insurance
- Risk assessment
- Travel and transport
- Start/finish and break times
- Lunch/meals
- PPE/uniform;
- Any other compliance checks required (i.e. white card, first aid)

*4 – 6 weeks before*

Talk with student and family about the placement and what's involved, rights and responsibilities during placements and procedures if there are any issues.



Deliver classroom curriculum to prepare students – linking work experience placements to pathways to work or further training beyond school.



*1 week before*

Arrange final review meeting with student and their family, plus supervisor from the workplace.



Final classroom preparations i.e. completion of Work Placement Preparation Unit<sup>3</sup>





## DURING



<i>Start</i>	Support students to arrive and settle in; meet and greet their supervisor, accompany them during initial orientation (if necessary).	<input type="radio"/>
<i>Middle</i>	Visit student and family to check in and see how placement is going; follow up on any issues as needed. Remind students of any documentation required – such as photos and evidence of work for school portfolios etc.	<input type="radio"/>
<i>End</i>	Reflect on the goals and achievements; promote and celebrate the placement!	<input type="radio"/>



## AFTER



<i>1 week after</i>	Carry out reflection and evaluation with student, employer and family.	<input type="radio"/>
	Document feedback and evidence of student achievements; incorporate as part of any unit assessment or reporting procedures.	<input type="radio"/>
	Talk with student about next steps and future goals. Help them to apply learning from work experience to bigger plans for transitioning from school.	<input type="radio"/>
<i>6 months to 1 year after</i>	Plan for next work experience placement, or...	<input type="radio"/>
	Support student to build skills and prepare for work or further study <sup>4</sup> . Inform employers of students graduating or looking to transition from school to work. You may be able to help facilitate an opportunity for employment with the student, family and employer.	<input type="radio"/>

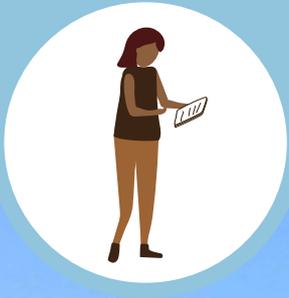
<sup>1</sup> Link to individual Student Learning Plans

<sup>2</sup> See the relevant State/Territory Guidelines listed in Chapter 5 of this manual

<sup>3</sup> Required unit for APY & NT schools

<sup>4</sup> Some practical suggestions include help with creating a resume, practising job application/interview skills and working with families and service providers to obtain ID, set up bank account, Tax File Number, drivers licence, MYGOV, WWC checks etc.

# GUIDE FOR EMPLOYERS



# What is the purpose of work experience for employers?

- **Work experience makes a positive contribution to the confidence and capacity of young people** and reinforces the connection between education and pathways to employment.
- **Providing work experience to students in your workplace also helps increase understanding within the broader community** about what your organisation does, strengthening public relations and support.
- **Providing work experience helps increase local input to your work and provide a voice for young people on specific project areas.** For example - 'Junior Rangers' in Land Management Programs and 'Youth Councils' alongside community/regional councils.
- **Work experience can create interest amongst students to work with your organisation and build a pipeline of Anangu workers for future recruitment and development.** Employers can provide meaningful supported pathways for young people – including transition from work experience to weekend and after school jobs, part time or casual roles, and succession planning into further opportunities. Attracting local workers can also help organisations to meet Aboriginal employment obligations in funding contracts.



# Employers are responsible for...

## INFORMATION AND COMMUNICATION

- Providing clear and regular communication with schools, students and families - before, during and after work experience placements. Honest information and clear feedback at all stages is important. Good internal planning and preparation within your workplace will also ensure that staff are well prepared and have a positive experience.
- Employers are also encouraged to work with schools around work exposure visits and introductory activities as a lead-in to work experience. This means giving talks, tours and providing schools with information on the work undertaken by your organisation, the types of jobs people do and the opportunities available to young people for work experience and beyond. Meeting students face to face prior to their arrival helps build rapport and can make a big difference for students once they begin their work experience placement.

## PREPARATION AND PAPERWORK

- Contribute to the placement planning process – providing clear information about times, dates, hours of work, what to wear, what to bring, meal breaks, plus your expectations and outcomes for the placement. Ensure the student is well supported and that there is a plan in place with the school for dealing with any concerns. Clarify with schools their role in managing any incidents or disciplinary issues.
- Work with schools to ensure all the paperwork is in place – including agreements, insurance and any compliance requirements for students to be in the workplace. All work experience students are covered by insurance through the schools. However, all workplaces must hold public liability and workers compensation insurance and sign formal agreement documents in order to host work experience students.
- It is useful to set up a file for each work experience student you host. This stores a copy of records for legal requirements, or just in case the student misplaces any paperwork. These records may later be useful if the student applies for a position with your organisation.

Each State/Territory has its own forms and guidelines that must be followed – including formal agreements and risk assessment templates. All the required State/Territory Guidelines and forms can be found in **Chapter 5** of this manual.

## SUPPORT AND SUPERVISION

- Provide a safe, supportive and welcoming environment. Provide a good orientation for students on arrival, a supportive supervisor, regular check ins (at least daily) and a clear procedure with the school for responding to any issues or concerns. An Anangu supervisor is recommended to provide culturally appropriate support<sup>5</sup>. This may include pastoral as well as workplace care for the student. Make sure all workers know that the student is coming and what is expected of them in supporting and welcoming them.
- Provide fun and engaging activities for students to be involved in, with plenty of opportunities for observation, shadowing AND doing! Provide varied and meaningful, hands-on tasks suitable to the skills and interests of each student. Projects with a tangible output often work well i.e. designing a poster, taking photos for social media or helping out at a community event. Break tasks into small steps with simple instructions; allow time to practise and build confidence.

## FAMILY AND COMMUNITY INVOLVEMENT

- Where possible, include families in the whole process – from planning through to completion. Open days or special morning teas with family at the workplace will help build understanding and support. This should be done in partnership with the school. Support and encouragement by the family is one of the most significant contributors to a student's success.
- The broader community will also be interested in the placement. Consider how you can work with the school to let the community know about the work experience placement, share photos and good news stories about the student's progress.

<sup>5</sup> Always check with Anangu staff if it is OK for them to supervise the student. Cultural avoidance relationships, family dynamics or other factors may make it inappropriate to pair the student with that worker.

## CELEBRATE AND INTEGRATE THE LEARNING

- Celebrate and provide feedback at the end of the placement. Recognise the effort as well as the achievements of each student. You may be required to provide evidence and documentation of the student's achievements after the placement is over.
- Don't give up! You have an essential role to play in supporting the future aspirations of young Anangu! Perseverance and giving people a chance to make mistakes is all part of the valuable learning.



# Checklist for employers



## BEFORE



Identify areas where your organisation has capacity to host a work experience student and the types of roles and activities students could do.



*2+ terms before*

Share information with schools about the work of your organisation and the types of roles available. Offering guest talks at the school or hosting short visits for the class can really be helpful.



Establish school commitment and contact person to liaise with about work experience. Work with the school to schedule time, length and structure for work experience placements.



Liaise with school about matching students to role/projects as per their interests.



If possible, arrange with the school to meet the student face to face. This early connection can make a big difference once they arrive in the workplace.

Complete paperwork<sup>6</sup> together with student, family and the employer.  
Check you have covered -



*1 term before*

- Date(s) for placement
- Timeline for preparation, placement and follow up
- Agreed project/tasks
- Roles and responsibilities
- Support plan for student – including process in case of incident or issue
- Insurance
- Risk assessment
- Travel and transport
- Start/finish and break times
- Lunch/meals
- PPE/uniform;
- Any other compliance checks required (i.e. white card, first aid)

Confirm placement details with the school including what's involved, the student's rights and responsibilities during placements and procedures if there are any issues.



Prepare your staff to host the visit:



*4 – 6 weeks before*

- Inform the team and consider any impacts that the placement may have on their work.
- Identify supervisors to work alongside the student and provide culturally appropriate support. Consider also age, gender and any inhibiting/enabling family relationships when selecting appropriate support people in your workplace.
- Let the team know what the student's interests are. Help them to think about the work that the student can undertake in accordance with their age, interests and abilities.
- Ensure risk management strategies are in place along with plans to support any special needs for the student. Remember to ensure that a student's privacy is protected at all times.
- Check what uniform and PPE the student will need for the placement and make sure you have arranged this with the school beforehand.

Arrange final review meeting with the school, student and their family. If possible, arrange a final check in between the supervisor and student prior to the placement.



*1 week before*

Ensure orientation is prepared and all final plans are in place.





## DURING



Welcome the student and provide introductions and orientation. Including school and/or family support people may be helpful to begin with.



*Start*

Go through the placement plan - including goals /outcomes to be achieved, support people and daily schedule, including start, finish and break times.



Provide engaging, varied tasks and hands-on activities based on the student's interests. Break tasks into small steps with simple instructions; allow time to practise and build confidence. Think about how you can make the placement a positive and enjoyable experience for the student.



*Middle*

Check in with student at start and end of every day to see how the plan is going and address any issues/questions. Provide encouragement and feedback. Work with the student to record their activities, through photos, stories and reports.



Inform the school immediately of any issues, unexplained student absences, illness or injuries.

*End*

Reflect on the goals and achievements; promote and celebrate the placement!



## AFTER



Carry out reflection and evaluation with student, employer and family.



*1 week after*

Document feedback and evidence of student achievements; incorporate as part of any unit assessment or reporting procedures.



Talk with student about next steps and future goals. Help them to apply learning from work experience to bigger plans for transitioning from school.



*6 months to 1 year after*

Plan for next work experience placement, or...



Reflect on the goals and achievements; promote and celebrate the placement!



<sup>6</sup> See the relevant State/Territory Guidelines listed in Chapter 5 of this manual

# Troubleshooting for employers:

It is quite likely that not everything will go according to plan during work experience placements. Some of the following situations might arise. Here are some suggestions about how to handle these:

## POOR ATTENDANCE – THE STUDENT IS LATE OR DOESN'T ATTEND

- If there are any attendance issues with the student, make contact with the school immediately. It is the school's role to follow up with the student.
- Work with the school to go over the attendance requirements again with the student. The school may be able to talk to them about anything happening in their family or community that is making it hard for them to attend. Talk about what support can be arranged to help the student be up and ready on time each morning.
- Ask the school to check if anything has happened at the worksite that has upset the student or made them reluctant to attend. This could range from the student not being interested or confident in the work tasks they have been given, the student feeling embarrassed, tension or disagreement with others in the workplace. Work with the school to see if you can get to the bottom of the problem and come up with a plan to re-engage the student.

## STUDENT FAILS TO FOLLOW INSTRUCTIONS OF SUPERVISOR

- This problem can arise for a variety of reasons and is not always a result of students deliberately not doing what was asked of them.
- Remember that English is likely not the first language for the student. They may be shy about speaking up to let you know that they don't understand. If you have another worker who speaks the student's language, consider having them assist the student by interpreting instructions and helping to explain what is required.
- The student may be unfamiliar with the equipment or language the supervisor is using to give instructions. Take time to explain using plain, non-technical language. Always demonstrate (showing, rather than just saying) and break down tasks into small, achievable steps. Give the student time to practise and make mistakes. Treat mistakes with support and humour and encourage them to try again.
- Think about how you can offer positive and enjoyable tasks for the student. Fun, engaging and hand-on projects related to the student's skills and interests work best.

## STUDENT HAS AN ACCIDENT

- Whether they injure themselves or not, all accidents must be reported to the school immediately. There may be a form that you need to complete for the school. Also, follow your own organisation's accident/incident management process including completing any relevant forms/reports.
- If the student requires medical attention, follow your organisation's first aid and emergency procedures. Ask the school to contact the family.

## SUPERVISOR IS NOT AVAILABLE (E.G. CALLED IN SICK)

- See if another person can step in. If this can be arranged, notify the school so that they are aware of the change. Also take the time to communicate the change with the student and family. Give them an opportunity to meet the new supervisor and get to know them. If possible, have the school attend the meeting as well to give the student support.
- If you don't have another supervisor who can step in, notify the school immediately and see if the placement can be rescheduled. It is recommended that the placement be postponed until a suitable supervisor is available. Do not have students working unsupervised or in an area that is not prepared for the placement.



# LINKS AND APPENDICES

## SOUTH AUSTRALIA RESOURCES

- SA Government, Department of Education: Workplace Learning Procedures

<https://www.education.sa.gov.au/sites/default/files/workplace-learning-procedures.pdf?v=1585806284>

- Required forms

*(from SA Government SA, Dept of Education: Workplace Learning Procedures -p.24)*

- Workplace learning agreement form

<https://www.education.sa.gov.au/sites/default/files/workplace-learning-agreement-form.pdf?v=1584419078>

- Work health & safety checklist

<https://www.education.sa.gov.au/sites/default/files/workplace-learning-work-health-safety-checklist.pdf>

- Student risk assessment summary form

<https://www.education.sa.gov.au/sites/default/files/workplace-learning-student-risk-assessment-summary-form.pdf>

- Worksite risk assessment summary (only required for high risk worksites)

<https://www.education.sa.gov.au/sites/default/files/worksite-risk-assessment-summary.pdf>

- Work placement monitoring report

<https://www.education.sa.gov.au/sites/default/files/workplace-learning-work-placement-monitoring-report.pdf>

## NORTHERN TERRITORY RESOURCES

- NT Government, Department of Education: Work experience guidelines

[https://education.nt.gov.au/\\_data/assets/pdf\\_file/0007/495394/Work-Experience-Guidelines.pdf](https://education.nt.gov.au/_data/assets/pdf_file/0007/495394/Work-Experience-Guidelines.pdf)

- NT Government, Department of Education: Work experience policy

[https://education.nt.gov.au/\\_data/assets/pdf\\_file/0004/443299/Work-Experience-Policy.pdf](https://education.nt.gov.au/_data/assets/pdf_file/0004/443299/Work-Experience-Policy.pdf)

- NT Government, Department of Education: Requirements of a host workplace

[https://education.nt.gov.au/\\_data/assets/pdf\\_file/0004/495391/Work-Experience-Host-Workplace-Requirements.pdf](https://education.nt.gov.au/_data/assets/pdf_file/0004/495391/Work-Experience-Host-Workplace-Requirements.pdf)

- NT Government, Department of Education: School Work Experience Agreement Form

[https://education.nt.gov.au/\\_data/assets/pdf\\_file/0011/495407/Work-Experience-School-Agreement-Form.pdf](https://education.nt.gov.au/_data/assets/pdf_file/0011/495407/Work-Experience-School-Agreement-Form.pdf)

## WESTERN AUSTRALIAN RESOURCES:

- WA Government, Department of Education: Workplace Learning Guidelines

*(not available on-line)*

Contains all information and required forms (Agreement form, Risk assessment, Insurance)

- Workplace Learning Procedures under the Duty of Care Policy

*(not available on-line)*

- WA Government, Department of Education - Core Skills for Work Developmental Framework

<https://www.employment.gov.au/core-skills-for-work-developmental-framework>

## NATIONAL RESOURCES

- Future Ready; The National Career Education Strategy.

<https://schooltowork.employment.gov.au/>

Contains information and resources for schools, employers and families

- Safe Work Australia: Student Work Placement Guide

<https://www.safeworkaustralia.gov.au/doc/student-work-placement-guide>





