

# General Resources

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# INTRODUCTION TO THIS SECTION

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This section contains information about a wide range of vocational education and learning resources.

The first part, about engaging the community in student learning and engaging your students in their communities, is a fundamental concept in Vocational Education and Learning and the Tasmanian Curriculum. Government policies and strategies to develop and support such partnerships are in place at national and state levels.

Resources to support school-community partnerships in learning come from government and non-government education sources. You will find many of these reviewed here under 'online resources' and 'print resources'. Some are available at no cost while others can be purchased by your school.

Materials include those that are ready for use and others requiring detailed planning. Some components will require additional support resources.

In addition, some resources are supported by the Department of Education in the form of additional materials and professional learning for teachers.

Teachers should become familiar with the general resources in this kit as well as the resources listed for particular year levels.

## Strategic importance of community partnerships

It is central to government education policies at national and state/territory levels that schools engage with parents and the wider community to enhance the real life, real world context of student learning.

Tasmanian Government recognition of school-community partnerships is reflected in the following strategies:

### **Tasmania Together**

*Tasmania Together* recognises the value of creating a culture of learning within the Tasmanian community:

- Goal 4: Create a culture that encourages people to learn and develop new skills, including life skills, throughout their lives.

<http://www.tasmaniatogether.tas.gov.au/>

### **Learning Together**

Goal 1.4 of Learning Together is to “empower schools to be flexible and to form genuine partnerships with their communities”.

<http://www.education.tas.gov.au/dept/about/visions/stateoflearning/strategy/booklet/tastogogether-learntogether>

### **Tasmania: A State of Learning**

Community partnerships are a key component of *Tasmania: A State of Learning*, the Government’s strategy for post-Year 10 education and training.

<http://www.education.tas.gov.au/dept/about/visions/stateoflearning/strategy/booklet>

Three regional Area Taskforces, introduced as an initiative of the Guaranteeing Futures element of *Tasmania: A State of Learning*, aim to build community partnerships that share responsibility for improving opportunities for young people in transition.

Each Area Taskforce works with its regional stakeholders to encourage collaboration in providing better local support for young people moving from school to work or further education. Membership of Area Taskforces includes young people, parents, and representatives of business,

industry, education and training, labour market agencies, as well as local and other government agencies.

Each taskforce works with its local community to encourage partnerships that address local transition gaps or barriers. Your Area Taskforce can be a useful contact point for information about transition opportunities and issues in your region and may also be able to provide information to help support a school’s pathways or transition programs.

Schools can contribute to these community partnerships by maintaining contact with their local Area Taskforce, providing relevant information when requested, supporting students to be members if required, or by helping them to attend activities organised by the taskforce.

Contact details:

North: Danny Gibson, Northern Tasmania Development  
03 6391 0312

North West: Geoff Speers, Cradle Coast Authority  
03 6431 6285

South: Gerry White, Southern Tasmanian Councils  
Authority 0409 972 764

Weblink to the Area Taskforce initiative:

<http://www.education.tas.gov.au/dept/about/visions/stateoflearning/initiatives/areataskforces>

## Community Partnerships

Partnerships are mutually beneficial relationships where all parties learn about each other’s needs and resources. They may incorporate funding arrangements, collaborative attempts to address issues, and sharing of knowledge, experience, skills and financial resources.

The *Partnerships for Productivity* kit provides examples of partnerships, collaborative work already being undertaken by schools and their communities, and useful contacts within the Department of Education on issues such as insurance and GST. You can download the kit or access it in a folder that has been provided to schools:

<http://www.education.tas.gov.au/school/educators/vocation/partnerships>

## References

The following references provide resources for schools and teachers engaging their students in community-based learning.

### Adopt a School Toolbox

The Adopt a School Program is facilitated by your Local Community Partnership organisation, with funding from the Department of Education, Science and Training. The program seeks to develop effective partnerships between schools and local businesses to maximise opportunities for young people and to generate links for employers to their future workforce. For more information see:

[http://www.getatrade.gov.au/skill\\_community.htm](http://www.getatrade.gov.au/skill_community.htm)

### Engaging Our School Communities

In May 2006, the Minister for Education, Hon. David Bartlett MHA, announced the Engaging Our School Communities Taskforce to identify strategies to improve school engagement with parents and communities.

The taskforce's key focus is:

- increasing opportunities for school engagement with parents and carers;
- recognising and expanding real life student learning opportunities that are achievable through school engagement with the community;
- supporting school leaders in developing positive relationships with school communities;
- improving the effectiveness of community involvement in school governance arrangements; and
- increasing community access to school facilities.

Taskforce recommendations are currently being implemented and can be viewed in the full report available at:

<http://www.education.tas.gov.au/school/parents>

### r. u. MAD?

The r.u.MAD? Program is about creating and implementing student action projects (MAD projects) and student-run foundations (MAD foundations) that will Make A Difference in a selected community. Teachers use the program as a toolkit to enable students to imagine the "big possibilities" in the world and then construct manageable projects that make a local contribution to those possibilities.

<http://www.rumad.org.au/>

## Key principles in involving the community

### General

Community involvement can add value and bring unexpected benefits through contact with parents, new opportunities and access to resources.

Many activities described in this kit involve teachers and students going out into the community and/or members of the community coming into the school.

It is essential to carefully plan all school-community interaction and to think through why and how the school wants the organisation, business or individual(s) to be involved. While people may be willing to help, they need to be given a clear idea of the role you want them to play.

Schools and teachers must also be mindful that many community members will not be paid for involvement in school activities and have other demands on their time.

[http://www.education.tas.gov.au/school/educators/vocation/community\\_based\\_learning](http://www.education.tas.gov.au/school/educators/vocation/community_based_learning)

### A coordinated approach

The school must have a coordinated approach to community liaison, so that community organisations, businesses and individuals receive consistent requests and a reasonable level of them from the school. This coordinated approach includes working with other schools within your locality.

The school also needs to develop a clear and consistent picture of the organisation, business or individual(s) and their needs, interests, and patterns of work – all of which will affect communication, activities and arrangements.

It is useful for the school to appoint an administrative officer or a teacher as the community liaison person who can coordinate community contact. In the liaison role, this person does not have to make and receive all the contacts but is in a position to advise and support teachers in their community contact.

## Networking ideas

Expand your contacts so you are not repeatedly asking the same people to participate. Work experience hosts, for example, may be 'schooled out'.

Make use of the school council and parents and friends – these are ready-made networks with lots of contacts and expertise.

Parents are invaluable in representing careers and occupations. The local Chamber of Commerce, Rotary, Apex and other clubs and societies are also helpful. They have their own networks and contacts and can either assist directly or point you in the right direction.

## Phone calls

As suggested above, all contact should have the 'go ahead' of the school's community liaison officer, who will be maintaining the 'big picture' on community contact.

Phone calls are most effective when:

- they are expected (e.g. as a follow-up to information already sent or where a third party has told the person you will be calling);
- they are made at a convenient time (check this every time you call);
- you can offer something to back up your call (for example, further information you could send or deliver); and
- you can handle a refusal (the reputation of the school is affected by your professionalism in these situations).

## Getting started

If possible, get together some interested colleagues, parents and other members of the community and have an open-ended discussion about options for getting more community involvement in your school and more school involvement in the community. There is no substitute for sharing ideas.

Be prepared to start small. If you haven't done this before, you may be surprised at how complex it can become if you are too ambitious early on.

Ask community representatives to advise you and act as your champions. You are more likely to succeed if key people in the community support you.

## General approaches

Use everyday language and not educational or technical jargon. Do not oversell. Be clear and straightforward in your messages – keep them simple but not simplistic.

## Examples of community-based learning programs

The Education Department's website contains information about enterprise and community-based learning, including a number of programs that schools can access to aid community-based or enterprise learning in real learning settings.

<http://www.education.tas.gov.au/school/educators/vocation/enterprise/programs>

The following school programs or projects have engaged the community in student learning:

### Smithton High School Pathways Program

This program began in 2004 and is an innovative program aimed at engaging community and enterprise in real learning opportunities for students. In 2005, Smithton High School's partnership with Woolnorth's Van Diemens Land Company and the University of Tasmania attracted a Learning Together Award for Educational Excellence in the development of effective and sustainable learning partnerships.

The partners collaborated to create a pathways research project to highlight the local opportunities for students in agricultural science.

Students had hands-on experience in carrying out testing at the Woolnorth farm and then presenting their findings back to the farm operators and other community members.

By embedding their learning in local industry, the students became excited about their work and produced an outstanding project report

This project allowed students to see how science can be used in local industries and the pathway options for their future studies.

Further activities to enhance pathways at Smithton High School have included partnerships with industry, New Apprenticeship Centres, labour hire companies and TAFE Tasmania.

Some of the highly successful pathways activities that the school's Pathway Planning Officer has initiated are:

### Apprenticeship Road Trip

The Smithton High School trade department took a field trip to tour the Caterpillar Elphinstone factory in Burnie. This was a fantastic opportunity for students to tour a plant and see various career pathways in the manufacturing industry. The tour was combined with an information workshop with Skilled Engineering and Smithton Business and Employment so that students would understand how to successfully apply for an apprenticeship. The day was extremely worthwhile for students interested in a trades career.

The field trip provided the opportunity for students to:

- look at their pathways, in relation to an apprenticeship;
- gain an understanding of apprenticeships;
- find out how to get an apprenticeship;
- see a large manufacturing plant in operation; and
- investigate opportunities for working in a large manufacturing plant.

### Trades and Apprenticeship Future Pathways Project

This project provided the opportunity for students to investigate pathways into industries through trade training. Students were shown future learning options at both Smithton High School and TAFE and were provided with information on the educational and personal requirements for trades employment. The project also linked the theory from classroom activities to industry application.

### Chemistry Pathways at Port Latta

Based on the successful Woolnorth project, a group of Year 10 students embarked on a research project with staff at the Port Latta operation of Savage River Mines. It involved research and investigation with the plant's scientists, followed by students submitting their findings to Port Latta.

**Brooks High Adopt-a-Class** program is described fully in the Year 7-8 resource section of this kit.



**Real Learning: Real Futures Program from Derwent District** is described in detail in the Year 9-10 resources section of this kit.



The following learning programs have been developed by community organisations to engage and support schools, teachers and students in community-based learning:

- Red Cross Community Action Program – details are in this section under Print Resources).



The following general community programs may also engage students with their communities in meaningful ways:

- backyard blitz-type activities for community facilities or elderly residents in the district;
- working with Landcare groups (see [www.landcareaustralia.com.au/](http://www.landcareaustralia.com.au/) for more information); Waterwatch activities (see <http://www.taswaterwatch.org.au/about.htm> for more information); and
- helping with local Meals on Wheels.

There are many other ideas for projects you could develop in conjunction with appropriate community organisations. Remember that links to the curriculum need to be clearly identified. Here are some suggestions:

- fund-raising activities and campaigns for a local charity;
- local clean-up activities;
- researching and developing local tourist information brochures;
- hosting or helping a local playgroup; and
- working on local parks and open areas with community groups.

Guaranteeing Futures, one of the four key elements of *Tasmania: A State of Learning*, is a strategic approach to meeting the needs of young Tasmanians in transition from compulsory education to independent adulthood.

Research indicates that students who are given the opportunity and support to engage in a pathway planning process are better able to make informed decisions about their options and choices. Similarly, those young people who participate in education and training beyond Year 10 have improved opportunities throughout life.

Pathway planning is about helping young people to begin to develop, over an extended period of time, the skills and understandings that will enable them to make informed and realistic choices about their pathways.

Starting in Year 8, students will develop a pathway plan based on their aspirations, interests, circumstances and capabilities. Year 9 students will review and build on their plans, ensuring that they remain relevant and current documents. This personalised pathway planning process will continue in Year 10, when students will develop an action plan detailing their post-school employment, education and training choices. Central to the development of the Year 10 plan is a clear understanding of the skills and attributes that young people will need to participate in work and study environments of the 21st Century. These are transition skills that have been derived from their Employability Skills Framework and are detailed in this kit.



The implementation of pathway planning is supported in each region by Guaranteeing Futures teams, which include a manager, vocational education and learning development officers, youth learning officers and pathway planning officers.

Resources that also support pathway planning for Years 8, 9 and 10, gathered in *My Plan for My Future*, are available in printed form at every school and at:

<http://www.education.tas.gov.au/dept/about/visions/stateoflearning/initiatives/pathway>

## Youth Pathways Programme

The Youth Pathways Programme (YPP) aims to help 13 to 19-year-olds who are most at risk of not making a successful transition through school to Year 12 or its equivalent. It assists them to continue on to further education, training or employment, and active participation in the community. Youth Pathways providers interact with participants on a case management basis. The provider conducts an individual assessment to identify the young person's barriers to making a successful transition, and to develop a transition plan with strategies to address these barriers. They then help the individual to achieve the actions outlined in the plan.

The programme also provides ongoing support and guidance as the participant progresses through education or training and beyond. Youth Pathways is a national programme with contracted providers delivering the service in 100 service regions throughout Australia. It is part of the broader suite of Career Advice Australia programmes and operates with Local Community Partnerships to strengthen networks between schools and career and transition support services.

<http://www.connecttoyourfuture.dest.gov.au/youthpathways/>

## Group Training Organisations

Group training is an employment and training arrangement whereby an organisation employs apprentices and trainees under a training contract and places them with host employers. The organisation undertakes employer responsibilities for the quality and continuity of apprentice and trainee employment and training. The organisation also manages the additional care and support necessary to achieve the successful completion of the training contract.

<http://www.education.tas.gov.au/vet/providers/gtos>

## Centrelink

Centrelink is the primary centre for advice on Commonwealth benefits and programs for unemployed and young people.

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

## Notes to Teachers

This section reviews a selection of websites that teachers might find useful. The contents of the sites are not reproduced in this kit.

The sites have been selected for their authority, quality, and relevance to vocational education and learning.


Some sites are designed for teachers and students; others are for the general public, principally job-seekers. Information and other resources contained in the general public sites can be used in vocational education and learning programs and activities.

While most of the education sites will be more suited to teaching of older students, teachers of younger students will also find that they contain valuable information and resources.

The contents table gives a brief description of each site, allowing quick comparisons between sites.

***The information on this page was current when this kit was published. Please check our website <http://www.education.tas.gov.au/school/educators/vocation> regularly for updates on these sites and for new sites we have added.***

Source	Title	URL and brief description	Application
AdvisorTeam Inc.	AdvisorTeam	<a href="http://www.advisorteam.com/">http://www.advisorteam.com/</a> American commercial site offering a range of free online services including a temperament test for exploring personality types and profiles and identifying preferred career options.	General public
Aus Council of Trade Unions ACTU	ACTU Worksite for schools	<a href="http://www.worksite.actu.asn.au/">http://www.worksite.actu.asn.au/</a> Educational and employment resources for secondary students, relating to work issues and in particular the role of trade unions, as well as a teacher's page.	Secondary students
Australia's Careers OnLine	Careers Online	<a href="http://www.careersonline.com.au/menu.html">http://www.careersonline.com.au/menu.html</a> Australian commercial site offering free career-related tests that can be done online, plus downloadable tools and exercises. Information on choosing a career; preparing resumés, job applications, interviews, etc.	General public
Australian and state and territory governments	myfuture	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a> Comprehensive online career information service that is a joint initiative of Australian, state/territory governments, including a career exploration tool, career information and advice for those supporting others making career decisions.	High school and college students and general public
Australian Government	Defence jobs	<a href="http://www.defencejobs.gov.au/default.asp?initMedia=1&amp;media=flash">www.defencejobs.gov.au/default.asp?initMedia=1&amp;media=flash</a> Information on the extensive range of job opportunities in a wide range of specialised fields in each service. By clicking on a service you will be taken to the entry section for that service, from which you can make further selections on jobs offered in that category.	General public
Curriculum Corporation	ReCaP Resource for Career Practitioners	<a href="http://www.dest.gov.au/sectors/career_development/publications_resources/recap_resource_for_career_practitioners/default.htm">http://www.dest.gov.au/sectors/career_development/publications_resources/recap_resource_for_career_practitioners/default.htm</a> This DEST-funded project was produced by Curriculum Corporation and developed as a quality teacher initiative under the Australian Government Quality Teacher Programme. It includes information on career policy and frameworks and delivering career programmes, as well as student activity sheets.	High school and college students

Source	Title	URL and brief description	Application
Department of Education	Learning, Teaching and Assessment Guide	<p><a href="http://itag.tased.edu.au/">http://itag.tased.edu.au/</a></p> <p>Assists educators implementing the Tasmanian Essential Learnings Framework 1 and Framework 2.</p> <p>Material has been developed from the work of teachers, schools and curriculum personnel as they explored what the new curriculum meant for them and how practice would change as curriculum implementation proceeded.</p> <p>The link to effective teaching <a href="http://itag.tased.edu.au/effectteach/effective.htm">http://itag.tased.edu.au/effectteach/effective.htm</a> will take you to a range of units developed by schools. New units are added on a regular basis. Two of the units, Living on the Edge and The Choice is Yours, are described in more detail in the Year 7 and 8 Resources Section and Designing Futures in the Year 9 and 10 Resources Section.</p>	<p>K-12</p> 
Dept Education Science and Training	Job Guide	<p><a href="http://jobguide.dest.gov.au/">http://jobguide.dest.gov.au/</a></p> <p>An Australian Government site for all job-seekers. Extensive information on occupations, careers and career planning, and job-seeking.</p>	General public
DEST	Vocational Numeracy Online	<p><a href="http://www.dest.gov.au/ty/litnet/numeracy/default.htm">http://www.dest.gov.au/ty/litnet/numeracy/default.htm</a></p> <p>Developed and written by Access Education, Faculty of Communication and Community Services, Canberra Institute of Technology, this site contains resources for students who are not confident in maths and need to develop strengths to pursue training. Although intended for vocational education and training students, it does have broader application. There are nine programs to choose from. Eight programs provide numeracy skills and industry applications and the general numeracy program provides skills for everyday use.</p>	Senior and adult students
DEST under the National Industry Skills Initiative	various	<p>Under the National Industry Skills Initiative, industry associations, with support from DEST, have produced career products and innovative career resources, providing information about career pathways in the industry sectors.</p> <p>For more information check industry specific websites:</p> <p>Electrotechnology                      <a href="http://www.electrotecfutures.com.au">www.electrotecfutures.com.au</a></p> <p>Rural    <a href="http://www.ruralskills.com.au">www.ruralskills.com.au</a></p> <p>Automotive Retail                      <a href="http://www.autocareers.com.au/">www.autocareers.com.au/</a></p> <p>Manufacturing                              <a href="http://www.aigroup.asn.au">www.aigroup.asn.au</a></p> <p>Aerospace <a href="http://www.zoom2.aerospace.aigroup.asn.au/credits.htm">www.zoom2.aerospace.aigroup.asn.au/credits.htm</a></p> <p>Commercial cooking careers                      <a href="http://www.chef.org.au">www.chef.org.au</a></p> <p>Building and Construction                      <a href="http://www.bigplans.com.au">www.bigplans.com.au</a></p>	General public

Source	Title	URL and brief description	Application
Education Network Australia	EdNA Online	<a href="http://www.edna.edu.au">http://www.edna.edu.au</a> Education Network Australia (EDNA) An extensive online resource for teachers and the education and training community; developed by Australian government education bodies.	All levels of education incl. Adult Ed.
Institute of TAFE Tasmania	Course Guide	<a href="http://www.tafe.tas.edu.au/courses/">http://www.tafe.tas.edu.au/courses/</a> Online guide to TAFE Tasmania courses, with links to the current print version of the course guide (available in PDF and Word formats).	General public
Queensland Department of Education	P-12 career education	<a href="http://education.qld.gov.au/">http://education.qld.gov.au/</a> The Queensland Department of Education P-12 career education site is contained within the Student/Career Information/career and Employment section of this site. It offers extensive information on career education and career counselling, plus resources for teachers and career counsellors.	Prep-12
Queensland Government	Smart Future	<a href="http://www.smartfuture.qld.gov.au">www.smartfuture.qld.gov.au</a> Enables exploration of careers and courses available in science and technology. Click on Staffroom and there are a number of classroom activities to download and use with students in years 9-12. Some activities require students to have Internet access and others can be printed out and photocopied for class use.	Year 9-12
Queensland Government	Workplace Health and Safety	<a href="http://www.dir.qld.gov.au/workplace/index.htm">http://www.dir.qld.gov.au/workplace/index.htm</a> Information on spotting hazards and managing risks in different industries and business types.	Years 7-12
University of Tasmania	Guide for prospective students	<a href="http://www.prospective.utas.edu.au/">http://www.prospective.utas.edu.au/</a> Online guide for prospective students, with specific information for high school students, students in years 11-12, and people who have left school. General topics include: applying for admission, starting university, courses and prerequisites, student support, fees, accommodation, and campus guides.	General public
Victorian Government	Careers that Go	<a href="http://www.careersthatgo.com.au/Teachers/Default.htm">http://www.careersthatgo.com.au/Teachers/Default.htm</a> Information on more than 640 jobs, profiles of people working in a diverse range of jobs, as well as course information	General public

Source	Title	URL and brief description	Application
Western Australian Government	Worksafe Smart Move	<a href="http://www.safetyline.wa.gov.au/pagebin/edcnwssm0095.htm">http://www.safetyline.wa.gov.au/pagebin/edcnwssm0095.htm</a> A safety and health resource package for Years 10, 11 and 12 students doing work experience and work placements.	Senior students
Australian Government	Job Outlook	<a href="http://jobsearch.gov.au/joboutlook/default.aspx?WHCode=0">http://jobsearch.gov.au/joboutlook/default.aspx?WHCode=0</a> Browse occupations alphabetically or by category to find out about job prospects, weekly earnings, type of work and other useful occupational information.	Senior students, General public

## Australian Red Cross Community Action

Red Cross Community Action is a school-based program that introduces students to volunteering in the community. Students can choose from a variety of community-based organisations, agencies or groups within their local area, for example, education, aged care, welfare, and environment and protection services.

Through Red Cross Community Action students will:

- learn more about their local community and how they can become involved;
- develop an understanding of humanitarian principles and the value of voluntary service; and
- investigate the activities of a worldwide humanitarian organisation.

A Red Cross Community Action Kit assists schools to plan and implement a community involvement program as well as providing curriculum materials on the international Red Cross and Red Cross movement, volunteering and placement skills, magazines that profile the work of Red Cross and young people in the community, and certificates of participation in recognition of community work.

If you want to get involved, Australian Red Cross-Tasmania can supply the materials for this program as well as support in running it.

[http://www.redcross.org.au/ourservices\\_acrossaustralia\\_youtheducation\\_youthschoolprograms\\_communityaction.htm](http://www.redcross.org.au/ourservices_acrossaustralia_youtheducation_youthschoolprograms_communityaction.htm)

Contact details for the Tasmanian office are:

40 Melville Street, Hobart or GPO Box 211,  
Hobart, Tasmania 7001

Ph: 03 6235 6077 Fax: 03 6231 1250

email: [kwignall@tas.redcross.org.au](mailto:kwignall@tas.redcross.org.au)

## Australian Red Cross Community Challenge

This is a short-term project approach to volunteering which also helps young people to enhance skills they might find useful during a work placement. Some successful challenge projects have included teaching computer skills to elderly people and creating a community garden.

[http://www.redcross.org.au/ourservices\\_acrossaustralia\\_youtheducation\\_youthschoolprograms\\_communitychallenge.htm](http://www.redcross.org.au/ourservices_acrossaustralia_youtheducation_youthschoolprograms_communitychallenge.htm)

If you want to get involved, contact Australian Red Cross-Tasmania, which can arrange for a representative to visit you. Red Cross offers schools leadership training and a leadership training manual is available.

Contact details for the Tasmanian office are:

40 Melville Street, Hobart or GPO Box 211,  
Hobart, Tasmania 7001

Ph: 03 6235 6077 Fax: 03 6231 1250

email: [kwignall@tas.redcross.org.au](mailto:kwignall@tas.redcross.org.au)

**The Department of Education hosts  
Australian Red Cross information with  
a link from this page:**

[http://www.education.tas.gov.au/school/educators/vocation/workplace\\_learning/work\\_experience/red\\_cross\\_community\\_action\\_program](http://www.education.tas.gov.au/school/educators/vocation/workplace_learning/work_experience/red_cross_community_action_program)

## The Real Game Series

The Real Game Series was developed in the 1990s in Canada in collaboration with education authorities in the U.S., and in subsequent consultation with educators in other countries, including Australia. Australian adaptations are integrated into the series available to Australian schools.

The Real Game is coordinated in Australia by the Australian Government Department of Education, Science and Training (DEST). The DEST website provides information on Real Game products, training, pilots and evaluations, a newsletter and order forms.

The series consists of a set of six separate games for groups spanning ages 8 yrs to adults. Each game is a unique program of work and students can complete a number of them throughout their school lives. They are based on 11 essential career and life-building competencies within the categories of Personal Management, Learning and Work Exploration, and Career Building.

The six games are:

Title	Target age group
The Play Real Game	8-10 yrs
The Make it Real Game	10-12 yrs
The Real Game	12-14 yrs
The Be Real Game	14-16 yrs
The Get Real Game	16-18 yrs
Real Times, Real Life	Adults

At the time of publishing this kit, each game cost between \$225 and \$280. Each purchase represents one site licence – games must be purchased by each site where they are to be used.

The purchase of the facilitator's kit gives the school the rights to reproduce and use the materials, as well as access to training and support. Training includes implementation (e.g. setting up the classroom) and links to the curriculum and assessment in the relevant state or territory. The product sponsors strongly recommend that teachers access training before they start using the materials.

Teachers should become familiar with the full series in order to select the games best suited to their classes. Materials can be used outside their intended age groups: for example, the Years 10-12 materials can be successfully used with Years 11-12 students with low literacy skills.

<http://realgame.dest.gov.au/index.htm>

## The Enterprise Handbook

© DoE 2000

This guide provides an introduction to enterprise education and includes case studies of enterprise and community education projects from 12 Tasmanian schools and colleges. It includes a useful list of websites and book reviews.

## Enterprise Education in Secondary Schools

© Commonwealth of Australia 2002.

This is part of a set of resource materials produced under the Commonwealth's Enterprise and Career Education Programme, which is aimed at supporting teachers and schools in developing enterprising qualities in young people. The package comprises:

The Enterprising School  
Enterprise Education in Primary Schools  
Enterprise Education in Secondary Schools and  
Enterprise Education in Schools Professional Development CD-ROM

The cost for two books and the CD-ROM is \$54.95. The website provides additional information about purchase of these resources.

[www.curriculum.edu.au/catalogue/](http://www.curriculum.edu.au/catalogue/)

## Enterprise Education

The Australian Government Department of Education, Science and Training released *Enterprise Education - Action Research* to identify innovative approaches to and best practice in enterprise education in Australian Schools in 2004. The kit is a series of targeted brochures and a book of case studies from schools around Australia. It was provided to every school but can also be accessed at:

[http://www.dest.gov.au/sectors/career\\_development/programmes\\_funding/programme\\_categories/key\\_career\\_priorities/Enterprise\\_education/enterprise\\_education\\_action\\_research\\_project.htm](http://www.dest.gov.au/sectors/career_development/programmes_funding/programme_categories/key_career_priorities/Enterprise_education/enterprise_education_action_research_project.htm)

## Transition Teams

The Transition Team concept was conceived in the U.K. and piloted in Australia, including Tasmania, in the late 1990s.

Transition Teams are self-managing teams of young people who design and carry out projects that investigate their future options for education, training and employment. Projects generally run over 15 weeks and take from two to six hours a week, including planning and implementation. Costs are negligible for implementing Transition Teams, especially if they occur within an existing subject.

The following five documents are available on the DSF website:

- Part 1 – what are transition teams, principles of transition teams
- Part 2 – the roles of coordinator, facilitator, marketing, potential problems and solutions
- Part 3 – support materials, brochure samples, exercises, log books, team building materials
- Part 4 – case studies
- Part 5 - pilot evaluation

[www.dsf.org.au/tools/7.htm](http://www.dsf.org.au/tools/7.htm)

# WEBSITES FOR SPECIFIC CAREERS

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Source	Title	URL and brief description	Application
Careers in Marine Science	Marine Education Society of Australasia	<a href="http://www.mesa.edu.au/careers/links.asp#i">http://www.mesa.edu.au/careers/links.asp#i</a> Find out about careers in marine science, look for paid or voluntary employment positions, and link to other sites about careers in marine science.	Students at all levels
Careers in Information and Communication Technology	IT Skills Hub	<a href="http://www.itskillshub.com.au/">http://www.itskillshub.com.au/</a> The IT Skills Hub was created out of the vision and co-operation of the Commonwealth Government and the Australian Information Technology and Telecommunications industry. It addresses education and training needs of Australian employers, educators, professionals and students in the IT&T sector.	Secondary students
Careers in Building and Construction	Construct My Career	<a href="http://www.constructmycareer.com.au">http://www.constructmycareer.com.au</a> Aimed at students, the site provides state-specific information about getting into building and construction careers, including information about study options, wages and group training.	Secondary students
Careers in Rural Health	Health Careers	<a href="http://www.ruralhealth.utas.edu.au/healthcareers/">http://www.ruralhealth.utas.edu.au/healthcareers/</a> University of Tasmania information, aimed at secondary and college students, about getting into careers in the rural health sector including career choice, case studies and scholarships.	Secondary students
Careers in Tourism	Tourism Training	<a href="http://www.tourismtraining.com.au/">http://www.tourismtraining.com.au/</a> Tourism Training Australia information about career paths in tourism, New Apprenticeships, and case studies of those working in specific areas.	Secondary students
Careers in the Automotive Industry	Auto Careers	font box library Information on occupations and qualifications in the industry and where to go for further assistance.	General public
Careers in Business and Information Technology	Information and Communication Technology Portal	<a href="https://www.acs.org.au/ictcareers/index.htm">https://www.acs.org.au/ictcareers/index.htm</a> Provided by the Australian Computer Society for I.T. professionals, it gives career descriptions, salary information and job preparation information. This site also dedicates a section to addressing the shortage of women in I.T. and some of the myths around working in I.T.	Secondary students

Source	Title	URL and brief description	Application
Careers in Film, TV & Digital Media	Australian Film Commission	<a href="http://www.afc.gov.au/faqs/careers/faq_1.aspx">http://www.afc.gov.au/faqs/careers/faq_1.aspx</a> The guide on this site provides an overview of the types of training opportunities, work experience and networking initiatives available to newcomers and those wishing to develop their skills.	Students and general public
Careers in Mining and Metallurgy	Australian Institute of Mining and Metallurgy	<a href="http://www.ausimm.com/education/professions.asp">http://www.ausimm.com/education/professions.asp</a> Gives insight into the diversity of career opportunities that exist in the minerals industry, from traditional technical professions in the geosciences, metallurgy and mining engineering to academic pathways, government departments, journalism, finance, human resources ... and the list goes on.	Students and general public