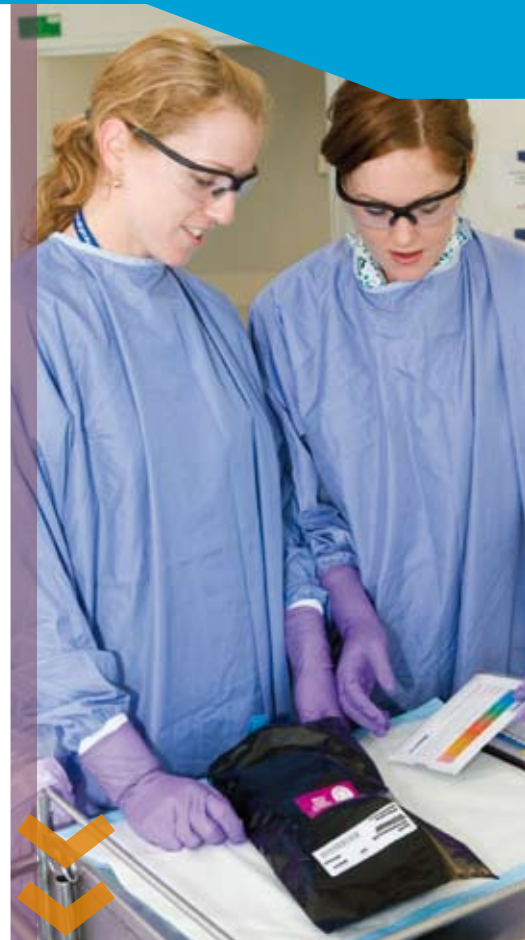


GETTING STUDENTS TO WORK...SAFELY

Guiding principles for health and safety education for students in transition from school to work



GETTING STUDENTS TO WORK...SAFELY

Guiding principles for health and
safety education for students in
transition from school to work



Australian Government

Australian Safety and Compensation Council

Prepared by Curriculum Corporation on behalf of the Australian Safety and Compensation Council.

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The role of the ASCC is to lead and coordinate national efforts to improve occupational health and safety (OHS) and workers' compensation arrangements, declare national standards and codes of practice for OHS and provide policy advice to the Workplace Relations Ministers' Council on OHS and workers' compensation arrangements.

The ASCC is not a regulatory authority and does not make or enforce laws. OHS in Australia is state-based and all OHS regulations and legislation is the responsibility of state/territory OHS authorities. All ASCC standards and codes of practice are guidance and advisory documents only and their implementation is set in the regulations created by state/territory OHS authorities.

The ASCC, made up of representatives from each Australian state and territory, the ACTU and ACCL, coordinates research and provides policy advice to the Workplace Relations Ministers' Council (WRMC) on OHS and workers' compensation arrangements.



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GUIDING PRINCIPLES: PURPOSE

Australian students need to have access to Workplace Health and Safety (WHS) education when they are preparing to make the transition from school to work. This document provides guiding principles that offer a number of approaches to effective school-based WHS education programs for students in Years 8 to 12.

The guiding principles are intended for use by:

- > teachers
- > schools
- > education systems and sectors (government, independent and Catholic), and
- > developers of materials for teachers and students.

The purpose of the guiding principles is to:

- > help teachers plan student WHS education programs
- > provide a checklist to help schools examine their policies, programs and practices
- > provide a framework for quality assurance against which education systems and sectors can evaluate the available materials and consider what recommendations to make to schools when the time comes for re-accreditation of courses and programs, and
- > guide the development of relevant, high quality materials.

HEALTH AND SAFETY EDUCATION FOR STUDENTS IN TRANSITION FROM SCHOOL TO WORK

Young people need to have an understanding of WHS before, or at least when, they start work in order to develop the knowledge, skills, values, attitudes and behaviours that lead to responsible behaviour in the workplace.

School-to-work transition programs aim to:

- > enhance students' understanding of the work environment
- > provide opportunities to develop work-related skills and increase self-understanding, maturity, independence and self confidence, especially in the workplace, and
- > strengthen the connections between school studies and workplace activities.

WHY IS WORKPLACE HEALTH AND SAFETY EDUCATION IMPORTANT IN OUR SCHOOLS?

Young and inexperienced workers make up a significant proportion of people killed or injured at work.

Increasing numbers of young people are embarking upon part-time or casual paid employment while still at school, or doing work placements as part of work experience programs, Vocational Education and Training (VET) courses or structured workplace learning programs. Significant numbers of young people are also working in family businesses and on family farms. With such a variety of pathways between school and work there is a need for WHS education in schools—ideally an education that can also be applied in outside contexts and create long-term safe behaviours.



Schools have an important role in WHS education for at least two reasons:

- > they can reach young people on a large scale, and
- > they are increasingly incorporating work-related learning experiences and programs into their curricula, particularly during the latter part of the compulsory years.

It is important to acknowledge that a significant number of resources and initiatives currently in place at the state and territory level already make WHS education available to teachers and students. Year 10 students in most schools undertake a work experience program of one to two weeks, and VET programs and structured work placements have grown. A number of senior secondary courses include practical work experience.

Government departments of education in many jurisdictions provide comprehensive manuals and guidelines on teaching students safety, and how to learn safely in workplace settings.

GUIDING PRINCIPLE 1: WHOLE-SCHOOL APPROACH

Effective WHS education takes a comprehensive, whole-school approach

In a whole-school approach, the shared responsibility for—and crucial importance of—WHS education is reflected in the school's curriculum, structures, policies and procedures. The whole school community—parents, teachers, administrators, students and local stakeholder groups—helps to develop the sort of attitudes, values and behaviour that promote WHS.

A whole-school approach to WHS education devises programs and learning opportunities:

- > about WHS education
- > in the workplace (in an actual or simulated work environment), and
- > for the workplace (to enable students to develop and apply their skills and abilities in the workplace and not only in a school or classroom context).

It is not realistic to expect that teaching WHS prior to work experience will in itself be sufficient to develop knowledge, understanding and the ability to transfer learning. An integrated, incremental, on-going approach that incorporates a range of strategies is likely to be more effective.

Two key learning areas are particularly relevant to WHS:

1. Health and Physical Education (HPE) embraces health and safety aspects, especially within strands that focus on self and relationships and individual and community health.
2. The Study of Society and Environment (SOSE) deals with the world of work, often within an economics or commerce strand. A number of learning outcomes within the SOSE key learning area include a focus on a broad range of work-related issues including workplace safety, employment, technology-induced changes to work and vocational pathways.

In addition to HPE and SOSE, other key learning areas such as technology, science and some strands in the arts offer opportunities to include WHS as a planned component of their learning activities.

Teachers would benefit from professional development (particularly those with direct responsibility for work placement programs) to help them to recognise and integrate WHS issues into their teaching programs. Specifically, professional development that assists the educator to ensure a healthy and safe learning



environment, including the knowledge and skills to deal with hazards and risks and to apply risk control strategies to ensure the safety, health and welfare of the learners whilst at school or in the workplace.

Suggested approaches

- > Possible whole-school themes include:
 - promoting a safe school environment that encourages health and safety awareness among students and staff
 - encouraging students to take responsibility for their actions
 - encouraging participation by, or consultation with, teachers, students, parents/carers, employers of students and the wider community.
- > Identify the teaching of WHS as an integral part of mainstream curriculum.
- > Encourage students to identify and discuss issues related to WHS within the school community and to promote conditions supportive of WHS.
- > Work with a range of teachers in developing programs to ensure the whole-school approach is valued and implemented.
- > Collaborate with a WHS-conscious workplace to heighten the awareness of both the school and the workplace.
- > Not only have 'WHS lessons', but also incorporate WHS learning activities and examples into a range of teaching contexts. For example, an oral communication activity in an English class might use a WHS consultation as a scenario. A role-play in a drama class might explore issues such as manual tasks and the impact of work-related injuries on family and friends.

Resources

- NSW Agricultural Technology (Year 9 and 10):
http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/ag_tech_710_syl.pdf
 Work Education (Years 7-10 Syllabus):
http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/work_education_710_syl.pdf
- NT *Safe Start*: <http://www.worksafe.nt.gov.au/prevention/docs/safestart.pdf>
- Vic. *safe@work*: <http://www.sofweb.vic.edu.au/safe@work/>
 VCE study design for Industry and Enterprise provides opportunities for students to undertake learning in the workplace:
<http://www.vcaa.vic.edu.au/vce/studies/industryenterprise/indentersd.pdf>
 Victorian Certificate of Applied Learning (VCAL):
<http://www.vcaa.vic.edu.au/vcal/review/workrelatedskills/index.html>
- WA *WorkSafe Smart Move*: <http://www.worksafe.wa.gov.au>
 Year 11 and 12 Work Studies:
http://www.curriculum.wa.edu.au/pages/syllabus_manuals/volumes/X_voc/section1.htm
http://www.curriculum.wa.edu.au/pages/syllabus_manuals/volumes/X_voc/section2.htm
- Overseas *International Safe Schools Designation Program*
<http://www.intlsafeschools.com/>



GUIDING PRINCIPLE 2: CONTENT OF SCHOOL PROGRAMS — DEVELOPING KNOWLEDGE AND UNDERSTANDING

An effective school-based WHS program familiarises students with a wide range of WHS information

Students need to develop their knowledge and understanding of a wide range of WHS issues, responsibilities and regulations before entering a workplace. Helpful resources for secondary students doing work experience have been developed by most states and territories, but they are equally useful for students undertaking Structured Workplace Learning (SWL) and VET. The resources can be accessed via the Internet and often enable students to work interactively and at their own pace.

Suggested approaches

- > Teachers not only direct students to do a WHS unit on their own, but also plan and lead classroom activities.
- > Teachers call on a range of learning resources and strategies—including online resources, small group discussions, and analysis of video resources, case studies and resources that can be used independently.

Resources

NSW	<i>Stay Safe@ Work:</i> https://www.det.nsw.edu.au/vetinschools/worklearn/ohs.html <i>Safety Zone:</i> http://workcover.cadre.com.au/index_1st.html
NT	<i>Safe Start:</i> http://www.worksafe.nt.gov.au/prevention/docs/safestart.pdf
Qld	<i>Safety Sense:</i> http://www.whs.qld.gov.au/safetysense <i>Children and Young Workers Code of Practice 2006</i> http://www.dir.qld.gov.au/pdf/whs/youngworkers_code2006.pdf
SA	<i>SafeWork SA:</i> http://www.safework.sa.gov.au/contentPages/EducationAndTraining/Default.htm
Vic.	<i>safe@work:</i> http://www.sofweb.vic.edu.au/safe@work/
WA	<i>WorkSafe Smart Move:</i> http://www.worksafe.wa.gov.au



GUIDING PRINCIPLE 3: CONTENT OF SCHOOL PROGRAMS—DEVELOPING SKILLS, ATTITUDES, VALUES AND BEHAVIOURS

An effective school-based WHS program not only provides information, it also develops skills, attitudes, values and behaviour

Knowledge of issues, responsibilities and regulations will not in itself effectively prepare students for safe and healthy participation in the workplace. Students also need to come to the workplace equipped with skills, attitudes, values and behaviours that enable them to value safety, act safely, participate in workplace discussions and take appropriate action to protect themselves when necessary.

Valuable skills include:

- > being alert to potential risks and hazards (to others as well as oneself)
- > knowing what to do in risky and hazardous situations, and having the self-confidence to do it, and
- > being able to minimise risks and hazards, and so make such situations unlikely.

Employers are required under legislation to maintain a safe work environment and this includes consultation with their employees about WHS. To participate in this consultation effectively, students need to develop and practice a range of skills, including communication, self-esteem, confidence, and assertiveness.

In addition to the right to a safe workplace, freedom from bullying and (both physical and emotional) assault is a right all workers have—regardless of the size of their workplace or the type of industry they are in. It helps when they know their rights, so that if they identify a hazard or are exposed to unwanted advances or physical assault they know who to notify. Confidence and assertiveness skills can also reduce the likelihood of such events arising.

School programs should reflect a cohesive set of values that embrace the nine core values for Australian students—care, fair go, respect, responsibility are a few that are relevant to personal and WHS.

Suggested approaches

- > Allocate sufficient time to help develop attitudes and behaviours as well as provide knowledge.
- > Actively involve the work-experience employer in the planning and development of students' programs, and encourage students to discuss WHS with them.
- > Make use of the students' experiences and observations in their part-time work.
- > Make explicit the specific workplace applications of generic life skills, to develop students' ability to:
 - prepare action plans that minimise risk and injuries
 - identify ways to reduce and/or avoid threatening situations, including sexual harassment, abuse and assault
 - identify ways to resolve unsafe situations and identify strategies for managing the situation leading up to resolution
 - implement strategies to stay physically and emotionally safe
 - develop negotiation and conflict resolution skills
 - develop confidence and assertiveness skills – be able to say 'no' and know where to get help.



Resources

- All Most states and territories have videos which address bullying, either specifically or as a general health and safety issue. See the websites of education and WHS departments in relevant jurisdictions.
- NSW *Stay Safe@Work*: <https://www.det.nsw.edu.au/vetinschools/worklearn/ohs.html>
Safety Zone: http://workcover.cadre.com.au/index_1st.html
- NT *Safe Start*: <http://www.worksafe.nt.gov.au/prevention/docs/safestart.pdf>
- Qld *Safety Sense*: <http://www.whs.qld.gov.au/safetysense>
- SA *SafeWork SA* <http://www.safework.sa.gov.au/contentPages/EducationAndTraining/Default.htm>
- Vic. *safe@work*: <http://www.sofweb.vic.edu.au/safe@work/>
'No Bull' (Say No to Bullying and Violence), a video sent to all Victorian secondary schools.
- WA *WorkSafe Smart Move*: <http://www.worksafe.wa.gov.au>
'Developing assertive responses at work', Work Readiness, Skills Manual Work Education Book 3, 2001, pp. 48–50
http://www.vetinfo.net.det.wa.edu.au/vet/resources_and_support.aspx?menu=39

GUIDING PRINCIPLE 4: INNOVATIVE AND INTERACTIVE TEACHING AND LEARNING STRATEGIES

An effective school-based WHS program uses a range of student-centred, interactive and innovative teaching and learning strategies

Interactive and inclusive teaching strategies are an effective way to develop students' knowledge, skills, attitudes and behaviours. Participatory learning—active learning methods like role plays, small group discussions, case studies and interactive community projects which go beyond the classroom—can help students embrace positive WHS behaviour.

Innovative teaching strategies should link learning directly and explicitly to students' lives by connecting what is being taught to the learners' real life experiences and interests.

Secondary school students have a range of physical, social, motivational and cognitive differences. Student-centred WHS education programs take these into account. They make use of a broad range of learning resources and cater for a broad range of cultural backgrounds, learning abilities and learning styles. They focus on issues and solutions. Student-centred approaches are designed to build students' individual strengths, confidence and sense of self-worth.

Suggested approaches

- > Combine individual and online self-paced learning with collaborative classroom learning in small and large groups.
- > Organise group-learning activities which enable students to identify safe and unsafe workplaces, and consider the consequences of the latter (for example, the impact of workplace injuries on victims and their families) through simple case studies.
- > Provide opportunities to apply new knowledge and skills in the sort of contexts in which they are likely to be needed. These contexts can be simulated by means of audio-visual scenarios, role-plays and interactive online virtual reality.



- > Maximise the participation of learners of different abilities and backgrounds, building on the different knowledge and skills, and range of personal, social and cultural experiences that each student is able to bring.
- > Foster student-centred learning and think in terms of real-world applications. Some approaches are:
 - case studies that incorporate local incidents and issues relevant to the students' age group
 - small group discussion activities which require students to investigate issues and weigh up evidence, recognise and assess the available choices, and make decisions they are able to justify
 - role-playing scenarios and use of dramatisation (cross-curriculum opportunities here with the drama teacher)
 - practical action-research activities—students investigate local issues and prepare an action plan to improve workplace safety in their school or a community venue (park, sporting club).

Resources

- NSW *Stay Safe@ Work*: <https://www.det.nsw.edu.au/vetinschools/worklearn/ohs.html>
Safety Zone: http://workcover.cadre.com.au/index_1st.html
- NT *Safe Start*: <http://www.worksafe.nt.gov.au/prevention/docs/safestart.pdf>
- Qld *Safety Sense*: <http://www.whs.qld.gov.au/safetysense>
- SA *Virtual Hotel, Virtual Kitchen, Virtual Office and Virtual Supermarket*:
<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/GamesAndTests/default.htm>
- Vic. *safe@work*: <http://www.sofweb.vic.edu.au/safe@work/>
Look out for #1: Work Experience Education Kit
http://www.worksafe.vic.gov.au/vwa/home.nsf/pages/work_experience_kit
- WA *WorkSafe Smart Move*: <http://www.worksafe.wa.gov.au>
Planet ThinkSafe: <http://www.worksafe.wa.gov.au>



GUIDING PRINCIPLE 5: POST-WORK EXPERIENCE DEBRIEFING

A post-work experience briefing will ensure that each student retains both the knowledge and skills acquired in a particular workplace, and realises their broader applicability

Teachers should not assume that students will just automatically retain or transfer the knowledge, skills, attitudes or behaviours they develop during their work experience. A post-work experience debrief will help ensure that these benefits are life-long and transferable, not just context- and time-specific.

Suggested approaches

- > Discuss hazards encountered in the workplace such as unguarded plant, the risks that may arise from performing manual tasks and how injury risk was minimised.
- > Discuss the applications of WHS understandings and insights to other contexts—in school, homes and the wider community.

Resources

Vic. Victoria – *Work Experience Manual 2005* (Section D)
<http://www.sofweb.vic.edu.au/voced/workexp/wemannual.htm>

NSW NSW – *Preparing Students For Workplace Learning, Version 1, 2005*: <https://www.det.nsw.edu.au/vetinschools/documents/worklearnimplementation/preparingstudentsforwl.doc>

GUIDING PRINCIPLE 6: PROGRAM EVALUATION AND ONGOING IMPROVEMENT

An effective school-based WHS program encourages, and is continually shaped by, regular feedback from all involved

A range of assessment methods should be used to verify the success not only of students, but of the WHS learning courses themselves. Effective methods of evaluation of student achievement against the aims of the program include reflective work journals, practical demonstrations, role plays, and oral or written presentations. Outcome measures of successful learning of WHS could include the extent to which students are able to apply their understandings in new contexts, and the extent to which they exhibit safe workplace behaviour during classroom activities.

The program should also be shaped by analysis of feedback from all involved on the effectiveness of the nature of the content and the manner of presentation of the program.

Suggested approaches

- > Have students complete an assignment task to investigate and report on their understandings of WHS.
- > Gather feedback from students, supervising teachers, workplace supervisors, employers and parents, and use it to reshape and revise program development.
- > Coordinators of work experience/workplace learning provide program reports and share feedback with all teachers across the curriculum to assist them to make connections and integrate classroom-based learning with the practical, reality learning of WHS.

Resource

Vic Victoria – *Work Experience Manual 2005* (Section D) – includes examples of evaluation pro forma for students and parents <http://www.sofweb.vic.edu.au/voced/workexp/wemannual.htm>



APPENDIX 1 – TEACHING AND LEARNING RESOURCES

Resources reviewed during the preparation of this publication are described below. The list is not exhaustive and reflects only the nature of resources generally available. Existing resources are always being revised and new resources continue to become available. Readers should check the Education Department and the Workplace Health and Safety Authority websites in their state or territory for updated information.

State and territory resources

A number of resources have been developed by states and territories for use in schools and in workplaces for students and young workers. Many of these resources have been developed by Departments of Education, often in conjunction with jurisdictions' OHS Authorities. Several resources that have been developed in one state are currently being used (or adapted for use) in other states. The sharing of WHS resources among jurisdictions indicates the support for a national approach to teaching and learning WHS.

ACT

ActSafe Education modules

<http://www.workcover.act.gov.au/actsafe/default.cfm>

The *ActSafe* Education Modules comprise an online health and safety package for owners, managers and workers in small, medium and large sized businesses, plus students undertaking work placements and work experience. These modules are designed to help participants improve their knowledge and understanding of WHS hazards and laws and provide a practical approach to common WHS problems.

New South Wales

Stay Safe @ Work

<https://www.det.nsw.edu.au/vetinschools/worklearn/ohs.html>

Stay Safe @ Work (NSW Department of Education and Training, 2004) is a comprehensive multi-media resource package, available from the NSW Department of Education and Training, for teachers of Year 10, 11 and 12 high school students undertaking work experience and work placement programs. It provides four units of comprehensive and detailed information on general WHS and includes plenty of detailed structured student activities for each unit. The detailed information is intended to support the teaching of WHS outcomes in a number of curriculum framework courses, for example Work Education. The resource package also contains a video *Work Safety Essentials*, which focuses on workplace hazards and print materials. *Safety First or expect the worst* provides a number of additional student activities, including crosswords, discussion of a newspaper article on workplace injury to a young person and simple role plays to reinforce worker's rights.

Preparing Students For Workplace Learning, Version 1, 2005

<https://www.det.nsw.edu.au/vetinschools/documents/worklearnimplementation/preparingstudentsforwl.doc>

Safety Zone

http://workcover.cadre.com.au/index_1st.html or via <http://www.workcover.nsw.gov.au/QuickLinks/Safetyzone/default.htm>

Safety Zone is an interactive resource that highlights hazards in the workplace.

Curriculum programs within key learning areas that include a particular focus on WHS



Agricultural Technology (Year 9 and 10)

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/ag_tech_710_syl.pdf

Work Education (Years 7–10 Syllabus)

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/work_education_710_syl.pdf

Design and Technology (Years 7–10 Syllabus)

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/design_tech_710_syl.pdf

Northern Territory

Safe Start

<http://www.worksafe.nt.gov.au/prevention/docs/safestart.pdf>

Safe Start is a new hard copy education resource produced by Northern Territory Government (October, 2005). It provides a comprehensive coverage of WHS issues. It uses a systematic approach that is clearly linked to the NT Essential Learnings Curriculum Framework and to SOSE (Enterprise) and HPE (Promoting Individual and Community Health and Individual Community Health and Safety) curriculum learning outcomes. The resource also contains suggestions for a variety of student-learning activities, including small group discussions and role-playing.

The resource also looks at bullying, harassment and assertiveness skills—knowing when and how to speak out.

Queensland

Safety Sense

<http://www.whs.qld.gov.au/safetysense>

Safety Sense is an on line WHS program for secondary students in Years 10, 11 and 12. Year 10 students are advised to complete the general safety component. Year 11 and 12 students need to complete the general component first and then the industry specific component relating to their work placement or work experience.

Children and Young Workers Code of Practice 2006

http://www.dir.qld.gov.au/pdf/whs/youngworkers_code2006.pdf

This code of practice provides practical advice about ways to manage health and safety at workplaces where children and young workers are likely to be. It describes some particular characteristics of children and young workers, and considers the effect of these characteristics on workplace health and safety.

South Australia

SafeWork SA

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/Default.htm>

The *SafeWork SA* website includes a number of activities suitable for different year levels on a number of different aspects of WHS, including hazard identification.

Virtual workplace resources include *Virtual Hotel*, *Virtual Kitchen*, *Virtual Office* and *Virtual Supermarket*.

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/GamesAndTests/default.htm>

Additional resources have been developed for a number of different year levels.

For students in Years 8 and 9, *Hunt the Hazards*, is an online safety game. <http://www.safework.sa.gov.au/contentPages/EducationAndTraining/GamesAndTests/HuntTheHazards/default.htm>.



At Year 10 there are lesson plans for the following topics:

- > Injuries and their effects.
- > Importance of WHS; WHS laws.
- > A series of small case studies for students to investigate and discuss which can be downloaded and used in conjunction with these topics.

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/TeachersLessonPlans/default.htm>

At Year 11 and 12 there are lesson plans for *Involvement in OHS* which includes role playing a consultative WHS committee meeting.

<http://www.safework.sa.gov.au/contentPages/EducationAndTraining/TeachersLessonPlans/default.htm>

Tasmania

Welcome to the Workplace Kit

<http://www.workcover.tas.gov.au/node/publications-22.htm>

Welcome to the Workplace Kit has been produced to help employers provide information to a new worker. The *Welcome to the Workplace Kit* is made up of two booklets, *Guide for New Workers* and *Guide for Employers*. The kit looks at the risk assessment process and covers the SAFE steps of 'spot the hazard', 'assess the risk', 'fix the problem' and 'evaluate the results'. The *Guide for Employers* includes activities and training tools to assist with training sessions.

An employer or teacher can get enough copies of the *New Workers* booklet for each student or new worker.

Hidden Hazards, a guide for workers that covers stress, bullying and alcohol and drug misuse. It targets workers in the workforce and would be useful as a teacher's reference.

<http://www.workcover.tas.gov.au/workcoverpublish/attach/gb136bhidden.pdf>.

Victoria

Safe@work

<http://www.sofweb.vic.edu.au/safe@work/>

Safe@work is a health and safety resource package for secondary school students who undertake work experience and workplace learning programs. It is designed to help students improve their knowledge and understanding of WHS matters before entering a workplace.

Another resource, *A Job Well Done*, is a video and teaching program for secondary students with disabilities or impairments undertaking work experience.

<http://www.sofweb.vic.edu.au/voced/workexp/ajobwelldone/index.htm>

The Victorian *Work Experience Manual 2005*

<http://www.sofweb.vic.edu.au/voced/workexp/wemmanual.htm>

This contains some information on debriefing as an integral part of the totality of work experience. It also includes examples of pro forma evaluation forms for students and parents.

Look out for #1: Work Experience Education Kit

http://www.worksafe.vic.gov.au/vwa/home.nsf/pages/work_experience_kit

This is an education kit for students and teachers that contains information needed to ensure every student's work experience is a safe one. The kit includes a workbook, a CD Rom, a pocket-sized reference guide for students and a reference manual for teachers.



Workwise – workplace safety for students is a video that highlights WHS issues in specific industry areas such as hair dressing, primary industry and hospitality. It accompanies the Work Experience Manual and the Structured Workplace Learning Manual.

At Year 11 and 12 level the Victorian Certificate of Education (VCE) study design for Industry and Enterprise <http://www.vcaa.vic.edu.au/vce/studies/industryenterprise/indentersd.pdf> provides opportunities for students to undertake learning in the workplace.

The Victorian Certificate of Applied Learning (VCAL) Work Related Skills Units, currently under review <http://www.vcaa.vic.edu.au/vcal/review/workrelatedskills/index.html>, consider skills in WHS as essential work-related skills. In the Foundation Level Unit 1 three of the four learning outcomes require students to investigate workplace WHS aspects and issues.

Western Australia

WorkSafe Smart Move

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

WorkSafe Smart Move is a safety and health internet resource package for Years 10, 11 and 12 students undertaking work experience and work placement. The materials are also relevant to students in casual or part-time work, or who are about to begin full-time. The materials comprehensively cover general WHS issues (General Module) and specific industries (10 different categories have individual modules). Students work at their own pace and can do a self assessment task online. To receive an online certificate they must correctly answer at least 12 of the 16 questions presented. Additional resources can be downloaded for use by teachers and students for completion in class or individually by students. Most of these resources present information and check comprehension (word squares). With the exception of the risk assessment section there are limited opportunities for on-going activities to develop other skills, attitudes, values, and behaviours.

WorkSafe Smart Move incorporates a three-step model which provides a systematic and balanced framework for consistent and effective instruction in safety: Spot the hazard; Assess the risk; Make the changes (SAM). The SAM process emphasises the importance of observation, identification, cognitive engagement (processing of observations, perceptual understanding and recognition of actual and potential hazards) and taking action to report or eliminate risks.

WorkSafe Smart Move is directly related to Health and Physical Education; Society and Environment; and Technology and Enterprise learning areas of the curriculum framework and to some extent to English and the arts.

At Year 11 and 12, Industry-Related Studies specify WHS outcomes and the role of WHS in the workplace is relevant to Year 11 Work Studies (http://www.curriculum.wa.edu.au/pages/syllabus_manuals/volumes/X_voc/section1.htm) and the significance of WHS issues is relevant to Year 12 Work Studies (http://www.curriculum.wa.edu.au/pages/syllabus_manuals/volumes/X_voc/section2.htm).

General comment

The currently available WHS resources that are recommended, or required, for use in various jurisdictions need to be supplemented with resources that assist teachers to pursue more types of learning activities to enable students to achieve a greater range of learning outcomes in relation to WHS. Specifically, activities to develop and empower students with personal and cognitive skills to enable them to be active participants in WHS should be considered.



Australia - National

The Australian Safe Communities Foundation Inc offers the Passport to Safety program. Currently a pilot program in South Australia and Mackay, Qld, Passport to Safety is an innovative youth health and safety test and transcript program that verifies youth have a basic understanding of what they need to know to protect themselves from injury at work. <http://www.passporttosafety.com/australia/>

International resources

Canada: Student WorkSafe

<http://www2.worksafebc.com/Safety/Home.asp>

Student WorkSafe (2002) is a comprehensive Kindergarten-to-Year-12 health and safety curriculum developed by teachers for teachers. It was initiated by the Workers' Compensation Board of British Columbia, Canada.

International Safe Schools Designation Program

<http://www.intlsafeschools.com/>

The *International Safe Schools Designation Program*, part of the World Health Organization Safe Community Programme, promotes a whole of school approach to all safety issues.

Canada: Live Safe! Work Smart!

The Ontario Ministry of Labour health and safety resources for senior school teachers.

<http://www.livesafeworksmart.net/english/index.htm>



APPENDIX 2 – THE BASIS FOR THE GUIDING PRINCIPLES

How were the guiding principles developed?

This document was developed in consultation with a broad range of stakeholders in all states and territories, including parents, workplace health and safety jurisdictions, national bodies representing teachers, and education departments in the government, independent and Catholic sectors.

The guiding principles take into account current programs, policies and practices both in Australia and overseas, and are informed by an international literature search (including information from Canada, and the substantial research published in the United Kingdom on risk education in the National Curriculum).

A number of initiatives support a national approach to the incorporation of workplace health and safety (WHS) education into Australian school-to-work transition programs. These initiatives include:

- > National Goals for Schooling in the Twenty-First Century (1999)
<http://www.mceetya.edu.au/nationalgoals/natgoals.htm>
- > New Framework for Vocational Education in Schools (2001)
http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/key_issues
- > National OHS Strategy 2002–2012 (2002)
http://www.ascc.gov.au/nationalstrategy_and
- > National Framework For Values Education in Australian Schools (2005)
<http://www.valueseducation.edu.au>

National Goals for Schooling

The *Adelaide Declaration (1999) on National Goals for Schooling in the Twenty-First Century* is the most significant overarching education policy document agreed to by all Australian education jurisdictions. The National Goals clearly identify health and safety education as fundamental to lifelong learning.

Relevant goals are:

Goal 1: Schooling should develop fully the talents and capacities of all students. In particular, when students leave schools they should:

Goal 1.5: have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning

and

Goal 1.8: have the knowledge, skills and attitudes necessary to establish and maintain a healthy lifestyle, and for the creative and satisfying use of leisure time.

Goal 2: In terms of curriculum, students should have:

Goal 2.1: attained high standards of knowledge, skills and understanding through a comprehensive and balanced curriculum in the compulsory years of schooling encompassing the agreed eight key learning areas

and

Goal 2.3: participated in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies.



New Framework for Vocational Education in Schools

In response to the National Goals for Schooling, the MCEETYA Taskforce on VET in Schools proposed a new framework for vocational education in schools. Its core aim is to improve the transition from school to work and further study. Part of the new framework's vision for vocational education is that it engages students in work-related learning built on strategic partnerships between schools, business, industry and the wider community. Some of the principles are:

- > Vocational education is an essential and valid element of the education of all students.
- > Vocational education will improve the transition of young people from school to work by acknowledging the importance of lifelong learning.
- > Vocational education will help young people learn in a variety of settings, including the classroom, workplace and the wider community.

(Source: MCEETYA, 2001, *New Framework for Vocational Education in Schools – Policy Directions*, p. 11)

National OHS Strategy 2002–2012

The Australian Safety and Compensation Council (ASCC) coordinates national efforts to improve OHS performance. The ASCC comprises representatives from each state and territory government and the Australian Government, along with employer and employee representatives.

The ASCC is responsible for implementing the *National OHS Strategy 2002–2012* (the Strategy). This Strategy provides a framework for ensuring that there is a sustained and substantial improvement in Australia's WHS performance over the next decade.

The *Strategy* was developed and signed up to by the Australian Government, state and territory governments, employers and employee groups in 2002. It aims to improve OHS practices. Specifically it aims to:

- > sustain a significant, continual reduction in the incidence of work-related fatalities with a reduction of at least 20 per cent by 30 June 2012 (and with a reduction of 10 per cent achieved by 30 June 2007), and
- > reduce the incidence of workplace injury by at least 40 per cent by 30 June 2012 (with a reduction of 20 per cent being achieved by 30 June 2007) (Source: *National OHS Strategy*, p. iii).

The strategy identifies five national priorities. Although the strategy contains no explicit reference to education, school-based education can contribute implicitly to improving the 'capacity of business operators and workers to manage WHS effectively', especially in relation to areas requiring national action such as WHS skills development and WHS awareness. One of the indicators of success would be increased WHS knowledge and skills in workplaces and the community.

National Framework for Values Education in Australian Schools

All key stakeholders in the Australian education context have a strong commitment to values education.

Following the Values Education Study (2003) and widespread consultation, nine values for Australian Schooling have been identified. All of the core values are integral to health and safety education especially in workplace contexts, in particular the values of:

- > care and compassion
- > fair go
- > integrity



- > respect, and
- > responsibility.

APPENDIX 3 – SCHOOL-TO-WORK TRANSITION PROGRAMS

Work experience

Work experience is a long-established part of many schools' programs. Work experience involves secondary students, generally in Years 9 or 10, in short-term (five or ten days) industry placements. Work experience offers benefits for the whole school community (students, teachers, parents) and for the wider community (employers and other community groups such as unions).

Given the age (usually 15 years) and inexperience of the students, work experience is controlled by government legislation in a number of states. Before students undertake a work experience program they are expected to complete a jurisdictional approved WHS program.

Structured Workplace Learning

The Australian Government Structured Workplace Learning Programme (SWL) is an initiative that aims to provide workplace opportunities to students to assist them make a successful transition through school, and from school to further education, training, employment and active participation in the community.

Specifically, the SWL programme provides students with structured learning opportunities in the workplace. This structured workplace learning placement is usually a component of a Vocational Education and Training (VET) in Schools course undertaken by senior students. The placement provides on-the-job training and mentoring that develops the students' technical and generic employability skills. Currently the SWL programme is administered in a number of states through a national network of Local Community Partnerships (LCPs).

The Australian Government Structured Workplace Learning Programme is defined as a work placement conducted within a real or a simulated workplace with local industry linkages, in one of the following categories.

Category 1 – SWL for VET in Schools

SWL for VET in Schools is a programme/course component providing supervised learning activities contributing to assessment of competency and achievement of outcomes relevant to the requirements of a particular Training Package or other Australian Qualifications Framework (AQF) VET qualification.

All aspects of the programme/course are monitored for quality through a relevant Registered Training Organisation (RTO).

The target group is senior secondary school students in Years 11–12 (Years 9 and 10 may be included as determined by state or territory policy and/or legislation).

The outcomes are recognised in the Senior School Certificate and through an AQF qualification or Statement of Attainment.

(Source: Australian Government Department of Education, Science and Training, 2005, *Guidelines for the Structured Workplace Learning (SWL) Programme*, pp. 1–2)



VET has become an established part of mainstream senior secondary education across Australia. Programs involve combinations of academic studies or off-the-job industry specific training with practical work-related studies and experience, along with workplace learning as an integral part of the course.

Nearly all schools offering the senior secondary certificate also offer VET in Schools programs.

All students involved in structured workplace learning programs for VET in schools must complete the accredited WHS training relevant to the workplace where they will be employed before commencing their placement.

Category 2 – SWL for Vocational Learning

SWL within vocational learning is delivered in the context of broader vocational education outcomes, which provides broad understandings of the world of work and develops a range of knowledge, skills and attributes relevant to the wide range of work environments.

The target group is school students in Years 9–12.

Learning must include achievement of outcomes relevant to the requirements of a particular course or programme required by the school. Learning outcomes may also include:

- > development and demonstration of the Employability Skills (for example, communication, teamwork, self management)
- > increased awareness of work and workplaces
- > career exploration and planning, and
- > positive self image.

(Source: Australian Government Department of Education, Science and Training, 2005, *Guidelines for the Structured Workplace Learning (SWL) Programme*, pp. 2–3)

Australian School-Based Apprenticeships

Australian School-based Apprenticeships (AS-bA) provide the opportunity for young people to gain quality VET qualifications and undertake employment while completing a senior secondary certificate.

The Australian School-based Apprentice is both a full-time student and a part-time employee, with the same employment and training requirements as for other Australian Apprenticeships (Source: MCEETYA, *Taskforce on Transition from School*, 2005, p. 22).

State and territory government and non-government sectors reported that 12,998 Training Agreements were commenced in 2004. This represents a 23 per cent increase on 2003 (Source: MCEETYA, *Taskforce on Transition from School*, 2005, p. 23).



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