**STAGE 2 WORKPLACE PRACTICES**

**ASSESSMENT TYPE 3: REFLECTION TASK 2**

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| **Student Name:** |  |
| **SACE Number:** |  |
| **Due Date:** |  |
| **Topic:** | **The process of managing life, work and learning** |
| **Format:** | The reflection may be presented in written, oral, or multimodal form by negotiation.  **Please create a Header (or Footer) for your work with the task name/title, your name, SACE ID and page numbers.** |

Considering the many issues impacting upon the balance between life and work, this task requires you to **reflect on the process of managing your life, your work and your learning.**

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| **Learning Requirements** | **Assessment Design Criteria** |
| 1. Understand and explain concepts of industry and work 2. Analyse the relationships between work-related issues and practices in workplaces 3. Demonstrate knowledge of the roles of individuals, government legislation and policies, unions and employer groups in work-related and workplace issues 4. Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally and/or globally 5. Demonstrate and apply generic work skills and, where relevant, industry knowledge and skills, in a workplace and/or work-related context. 6. Reflect on and evaluate learning experiences in/about the workplace | **KU2**  Understanding and explanation of concepts and issues related to industry and work  **IA1**  Analysis of the relationships between work-related issues, tasks and/or practices in the workplace  **RE1**  Reflection on and evaluation of learning experiences in/about an industry, and self-evaluation |
| *This task is used with the kind permission of Catherine Green, Torrens Valley Christian School.* | |

|  | Knowledge and Understanding | Application | Investigation and Analysis | Reflection and Evaluation |
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| Performance Standards for Stage 2 Workplace Practices | | | | |
|  | Knowledge and Understanding | Application | Investigation and Analysis | Reflection and Evaluation |
| A | Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.  Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work. | Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.  Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.  Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally. | Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation. |
| B | Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.  Clear understanding and well-informed explanation of broad concepts and issues related to industry and work. | Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.  Well-considered application of relevant knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.* | Well-informed analysis of the relationships between a range of  work-related issues, tasks, and practices in the workplace.  Detailed and informed investigation of the dynamic nature of a number of  work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally. | Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation. |
| C | Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.  General understanding and informed explanation of broad concepts and issues related to industry and work. | Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.  Considered application of most of the relevant knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.* | Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.  Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally. | Some considered reflection on learning experiences in/about an industry, with some self-evaluation. |
| D | Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.  Some understanding and description of aspects of broad concepts and issues related to industry or work. | Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.  Attempted application of some knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.* | Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.  Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments. | Some reflective description and attempted evaluation of learning experiences in/about an industry. |
| E | Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.  Recall of some aspects of broad concepts or issues related to industry or work. | Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.  Identification of limited knowledge and skills in the context of an industry workplace.  *Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO.* | Identification and attempted description of one or more work-related issues.  Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments. | Recall of some learning experiences in/about an industry. |

**INSTRUCTIONS FOR THIS TASK**

**PREPARATION TO REFLECT**

**Please create a Header (or Footer) for your work with the task name/title, your name, SACE ID and page numbers.**

***(Do not hand up – but be prepared to discuss with me)***

1. Keep an accurate time log for the period of one (average) week detailing the time you **actually** spend on your weekly tasks. Be sure to include school, study, work, exercise, social activities, TV time, Internet, using your phone, housework, caring for others, sleep etc.
2. Read the selected newspaper articles and make your own notes about the key issues impacting “work/life balance” using these focussing questions:-
   1. What work/life balance issue is addressed in this article?
   2. What are the negative impacts of this issue?
   3. Who is impacted? How?
   4. What are the positive impacts of this issue?
   5. Who is impacted? How?
   6. How could the information in this article help you manage your own life commitments?
3. Interview **at least two working adults** about how they manage/balance their own life, work and learning activities. What do they find most challenging? What do they enjoy (or look forward to) the most about their week? What strategies do they use to manage competing requirements?

**YOUR REFLECTION**

***(Hand up your response for this section)***

Thinking of your own experience of managing your life, work and learning, and considering the readings and experiences of the adults you have interviewed, reflect on the following questions:-

* Looking back at your time log for the week, which activity/activities did you find took up the bulk of your time? What surprised you when you looked at your week on paper?
* What do you look forward to in your work and why?
* What do you find the most challenging thing about managing life, work and learning? How do your challenges compare to those reported by others or in the media reports?
* What strategies do you currently use to manage stress brought on by competing life commitments? How would you rate these strategies based on their overall health impacts and effectiveness – do they improve your overall health or impede it?
* What have you learnt from the adults around you regarding strategies to manage the stress of competing life commitments? How have you benefited from or been impacted by their example?
* As you prepare for life beyond school that will include increased commitments to work and/or study and family, what conditions will you seek in potential employers/employing industries that might help you live a more balanced life?
* Thinking about your working future, what do you expect to be the main causes of stress brought on by work commitments in your chosen industry? What can you do personally to ensure that you will be able to give your best at work without your family or social life suffering (and vice versa)?