

Revolution to redeployment: Work

Strand

Culture and Identity

Systems, Resources and Power

Core learning outcomes

<i>Culture and Identity</i>	CI 5.2	Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community.
<i>Systems, Resources and Power</i>	SRP 5.2	Students design models of the Australian economic system to demonstrate its relationship to global trade.
	SRP 5.4	Students report on the main features and principles of legal systems in Australia.
	SRP 5.5	Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings.

Purpose and overview

Activities assist students to learn about the relationships between Australia's economic system and global trade. This provides one context for understanding work, both now and in the near future. Investigations of the main features and principles of legal systems in Australia provide another context. Students recognise inequities that have occurred in the allocation and nature of work in Australia and devise practical and informed strategies for overcoming such inequities. They explore what it means to be enterprising.



Phases (Minimum time recommended: 10 hours)	Activities	Core learning outcomes	Assessment opportunities
1. Designing models of global economies and work (approximately 4 hours)	1. What is work? 2. How much work is there?	SRP 5.2 (several opportunities may occur to demonstrate this outcome)	Design of models
2. Reporting on legal systems and work (approximately 3 hours)	3. No laws, many laws, fewer laws 4. The casualisation of paid work 5. Males and females at work	SRP 5.4 (several opportunities may occur to demonstrate this outcome)	Written or oral reports
3. Improving work (approximately 3 hours)	6. Improving your work competencies 7. Responding to stereotypes 8. Democracy in the workplace	CI 5.2 SRP 5.2 SRP 5.5 (several opportunities may occur to demonstrate this outcome)	Advocacy reports intended for audiences outside the school

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Specific behaviours indicating that a core learning outcome has been demonstrated will vary according to the context of individual schools and students. Teachers may wish to define these specific behaviours in more detail. Activity 2 provides an example of what this might mean for a teacher observation sheet.

Assessing learning outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 5 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 5. To guide judgments about students' demonstrations of learning outcomes consider whether students are:

- working towards demonstrations of the Level 5 learning outcomes
- demonstrating the Level 5 learning outcomes
- demonstrating the Level 5 learning outcomes and working towards Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 4 and Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from CI 4.2 and CI 5.2 to CI 6.2 involves increasing sophistication and complexity particularly related to the concept of *cultural perceptions* and the process of *creating*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Using this module

The activities emphasise the key process of creating. Students' creativity is directed towards designing models of Australia's economic system and devising practical and informed strategies to assist those who may be discriminated against at work.

The activities in this module are less detailed than in most other modules. Commercial texts and videos are relied upon for resources, multiple opportunities to demonstrate each core learning outcome usually occur within each phase rather than across phases and assessment opportunities are suggested rather than provided in detail. Refer to other Studies of Society and Environment modules for more detailed information about assessment and how multiple opportunities can be created across phases. These are available on the Queensland School Curriculum Council website.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

casual work	post-Industrial Revolution
common law	practical and informed strategies
downsizing	primary industry
economic depression	productivity
economic system	redeployment
enterprise bargaining	red tape
industrial award	redundant
Industrial Revolution	secondary industry
laissez faire	tertiary or services industry
legal system	unpaid work
paid work	voluntary work

School authority policies

Be aware of and observe school authority policies that may be relevant to this module.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- value diversity by taking practical steps to protect diversity in the workplace
- apply the value of social justice to improve workers' access to industrial democracy
- value gender equity in paid and unpaid workplaces
- recognise the social forces that impact on individuals in their search for paid employment.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 4: *Colonisation: Resources, power and exploration*
- Level 5: *Industrial Revolution: Societies and change*
- Level 6: *The future of work: Work*

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Designing models of global economies and work

Core learning outcomes emphasis: SRP 5.2

Support materials and references

In this phase students review the diversity of paid, unpaid and voluntary work and are introduced to some of the major factors that influence the amount and types of paid work that are available in an economy. The influence of global trade is highlighted as students learn to design a basic circular flow model. Materials from Austrade may be used to explore the role of exports in the Australian economy in more detail.

Focus questions:

- What is work?
- What influences the number of paid jobs?
- How can overseas events influence the number of paid jobs available in the domestic economy?
- How can we describe what influences work?
- What is an economic system?

Activity 1 What is work?

Support materials and references

Discuss the question ‘What is work?’ and note the extent to which unpaid and voluntary work is acknowledged. If it is not acknowledged, provide examples of the unpaid and voluntary work that occurs in various communities. Raise questions about the distinctions we make between work and leisure and whether it is possible to enjoy work. Refer students to sections of text that explore the nature of work and why people work (such as Kenman 2000) and to the Work Education position paper which is available on the Queensland School Curriculum Council website.

Activity 2 How much work is there?

Support materials and references

Consider showing a video about the impact of unemployment (such as *All in a Day's Work*). Discuss the nature of unemployment, how people may feel about being unemployed and how work is created. Explain that for paid employment to occur there must be a need for the product or service being produced by a worker. Discuss the fact that it is the demand for services that keeps most modern Australian workers in paid employment, but that 100 years ago most Australians produced goods in factories and 200 years ago worked as farmers. The aim is to help students understand that work — paid, unpaid and voluntary — is part of a larger economic system that, in turn, is influenced by global events. An example of this is the increased mechanisation that resulted from the Industrial Revolution and enabled higher productivity on farms, but caused the loss of jobs. This is preparing students to demonstrate SRP 5.2.

Discuss and record the factors that may influence the demand for workers in Australia today. If total expenditure by consumers, businesses and governments has not been mentioned, explain its influence on employment and add it to the list. Ensure that the influence of technology is also considered. Use questions and discussion to assist students to suggest why around 60 per cent of the population was needed to produce food in the 1860s, but only about 9 per cent is needed today. Highlight the role of machinery in increasing productivity and the impact this has had on the workforce.

Ask students to consider what could happen to the total number of jobs available if Australian consumers, governments and businesses continued to spend at about the same rate, but sales of Australian products to overseas buyers increased dramatically.

Discuss the interdependence of economic systems and explain that as total expenditure increases, the need for workers usually increases too. Discuss the complexities of economic systems. Consider relationships of imports and exports, expenditure and savings. Increases in exports may not necessarily result in greater overall expenditure and more jobs if imports increased by a larger amount. Taxes may be increased to offset any increase in overall expenditure. If total savings by consumers and businesses increased, overall expenditure would not rise.

Create symbols for the sectors of the economy and explain their meaning. For example:

- G = government expenditure
- T = taxes
- C = expenditure by consumers and businesses
- S = savings by consumers and businesses (the complicating factor of capital expenditure by businesses and governments could be discussed later)
- M = imports (where the expenditure goes overseas)
- X = exports (where expenditure by overseas people ends up in Australia).

Ask students to work in groups to design a model that shows how exports and imports may influence the amount of paid work available in Australia. Discuss how to design a model. Ask each group to show their model to at least one other group and seek advice on how it could be improved. Discuss different approaches that could be taken to develop the model — for example:

- It could feature at least five of the main components of the Australian economic system (imports, exports, government expenditure, taxation, savings, spending by consumers, income earned by consumers).
- It could show relationships occurring between the components of the economy and how these relationships generally reflect the way the Australian economy operates.
- It could show the relationship that exists between global trade, including exports and imports, and the other components.

Support materials and references

Provide and explain a basic circular flow model (refer to economics textbooks for examples). Emphasise that increases in total expenditure will be associated with the increased availability of paid work. Ask groups of students to use the circular flow model you have provided and the comments from other students to revise their own models. These revised models could then be shared.

Support materials and references

Further information about the role of exports and global trade in Australia's economy could be provided by introducing students to the sequenced activities in *Exporting for the Future*, a booklet of student activities and resources published by Austrade.

Phase 2 Reporting on legal systems and work

Core learning outcomes emphasis: SRP 5.4

Activities in this phase explore the idea that there has been a period of 'post-Industrial Revolution' since the 1950s and that this has resulted in paid work changing from being largely manufacturing roles in factories (secondary industry) to service roles in offices (tertiary industry).

Focus questions:

- How do laws help or hinder the way work is shared between men and women? What are some employment trends?
- How do laws help or hinder the creation of jobs?
- Why do some people who want full-time work only work part-time?
- How is work shared between men and women?

Activity 3 No laws, many laws, fewer laws

Support materials and references

Read a brief extract from a Charles Dickens novel or other text that describes conditions for working children in Britain in the 1830s. Explain that laws preventing employment of very young children in dangerous work or requiring minimum wages did not exist at that time in Britain or in Australia. Ask students to locate a definition of the term 'laissez faire'. Discuss the advantages and disadvantages of such an economic and legal system.

Refer students to sections of texts that describe the emergence of trade unions, especially in Australia during the 1880s and 1890s, and government legislation in relation to employment that was passed in the period before World War I. Assist students to understand how fairness, equality before the law and protection from exploitation became some of the main principles of legal systems in Australia. Explain that legal principles were not always legislated by parliamentary laws, but occurred through the courts — for example, the Harvester Judgment of 1907 that established the principle of a minimum wage. Discuss the application of these principles to all Australians, including women, Indigenous Australians and Chinese.

Assist students to explore the emergence of the ‘dole’ during the 1930s, the post–World War II welfare state and the tariff wall that continued to protect Australia. Model how to communicate findings in an oral or written report that would enable students to demonstrate SRP 5.4.

Support materials and references

Assist students to investigate and discuss the advantages and disadvantages of legal systems in Australia in the late 1970s. Remind students of earlier discussions about ‘laissez faire’. Show all or a part of a video and provide texts that explore features and principles of legal systems in Australia and the treatment of certain groups by legal systems. Discuss and define the term ‘red tape’.

Ask students to answer the following questions in a brief report:

- What are the main principles of Australian legal systems?
- Is there too much government interference in people’s lives?

Activity 4 The casualisation of paid work

Assist students to investigate the ‘casualisation’ of the Australian workforce that has occurred since the 1980s. Discuss what the term ‘casualisation’ may mean and how it may be associated with the increasing ‘deregulation’ that began during the 1980s in economically developed countries around the world. Discuss whether the principle of legal control and regulation in the industrial area has ebbed and flowed in Australia since the 1830s. Model how a report could be written using the points raised during the discussion.

If possible, invite a politician to discuss the casualisation of the workforce. This could be in person, via email or in recorded interview.

Support materials and references

Ask students to compare the information gained from the invited politician with information in textbooks (for example, Chapter 6 of Kenman). Students use these comparisons to create reports that may be used as evidence of demonstrations of SRP 5.4.

Activity 5 Males and females at work

Refer students to texts to investigate topics such as men and women at work or equal pay for equal work. Encourage students to consider the importance of unpaid work to Australia’s society and economy and how most unpaid housework in recent times has been done by women, who are also in the paid workforce. Discuss whether this practice is fair and whether legal systems help women to effectively ‘work in two jobs’. Ensure students are aware of and sensitive to the diverse roles and responsibilities of men and women in various cultures. Discussions may provide evidence of demonstrations of SRP 5.4.

Phase 3 Improving work

Core learning outcomes emphasis: CI 5.2, SRP 5.2, SRP 5.5

This phase focuses on devising practical and informed strategies that could be used to improve work practices and influence attitudes to work. The point to emphasise is that schoolwork is part of the 'real world'.

Focus questions:

- How can we improve work practices?
- How can we improve the community's perceptions of workers who are redeployed or made redundant?
- How can we influence attitudes in regard to work?

Support materials and references

Activity 6 Improving your work competencies

Locate texts that include information and activities related to work competencies and ask students to use these to create some strategies that would help them to improve their work skills.

Activity 7 Responding to stereotypes

Discuss a news report that describes downsizing, casualisation and/or redeployment of employees. Where possible, select a current local event. Discuss:

- how community perceptions of cultural groups may influence downsizing/casualisation/redeployment
- how the relationship between Australia's economic system and global trade has impacted on the situation
- how lack of access to legal systems may be creating difficulties for employees and possibly employers.

Review the strategies developed in Activity 6 and ask students to consider whether these strategies could assist employees involved in the situation being considered. Discuss:

- a model of the Australian economic system that shows how the redeployment of workers is related to global trade
- how greater access to political and/or industrial power could allow redeployed workers to help themselves.

Discuss the key value of social justice and how such a value could be applied to gain greater access to political and/or industrial power.

Activity 8 Democracy in the workplace

In small groups, students create a report to be presented to a local politician or union member. This report should:

- advocate and justify some practical strategies that could be used to influence the way communities perceive redeployed workers (CI 5.2)
- include a model of the Australian economy that demonstrates its relationship to global trade (SRP 5.2)
- suggest socially just ways of improving access to workplace democracy for workers (SRP 5.5).

Support materials and references

Students use information gathered during previous activities and locate information about topics such as trade unions and the impact of new technologies.

Reports could be presented and commented upon by peers. Assist students to discuss and develop criteria that can be used to decide which reports should be forwarded to their intended audience.

Support materials and references

Alexander, A. 2001, *SOSE for Queensland Book 3*, Heinemann, Melbourne.

Austrade 2001, *Exporting for the Future*. (A free resource that includes activities related to core learning outcomes. Available through the Austrade website at www.austrade.gov.au or by phoning 132 878.)

Eunson, B. 1997, *Dealing with Conflict*, Jacaranda, Milton, Qld.

Gray, A. & Herlihy, G. 1998, *Legal Studies in Action Book 1*, Jacaranda, Milton, Qld.

Gray, A. & Herlihy, G. 1999, *Legal Studies in Action Book 2*, Jacaranda, Milton, Qld.

Kenman, S. 2000, *SOSE Civics for Queensland*, Jacaranda, Milton, Qld.

McClish, B. 1997, *How Work has Changed in Australia*, Macmillan Education, Melbourne.

Moran, J. 1989, *March of Progress, A History of the Eight Hours' Demonstration in Brisbane*, Preferential Publications, Ashgrove, Qld.

Kits (including audiovisual)

Discovering Democracy, Secondary Kit, Middle Secondary Units 1998, Curriculum Corporation, Melbourne.

Making it Happen: An Introduction to Enterprise Education 1998, DEETYA, Melbourne.

Strike, Open Access Unit, Education Queensland, Brisbane. (Contains the novel by Christine Harris, a comic version of the novel, activities book and two audiotapes.)

Take Off — A Guide to Vocational Education Pathways 1998, ANTA, Brisbane. (Contains a video, poster, worksheets and implementation guide.)

The Kit and User's Guide 1996, Youth Advocacy Centre, Brisbane.

Videos

ABC

Telephone: 1300 650 587

All in a Day's Work

Explores the issues that face the unemployed and their families.

Attitude

Raises various issues concerning youth employment, including the issue of discrimination against homosexuals in the workplace.

Employability

Geoffrey Robertson QC, human-rights lawyer and author, leads a forum exploring the issues associated with recruiting and working with people with disabilities.

Frontline Management

Examines the many skills and competencies required by the frontline manager in various settings.

Film Australia

Telephone: (02) 9413 8734

After Hours

A sexual harassment drama that raises questions about interpreting events and how the law works.

Another Tuesday Night.

A video about working families sharing responsibilities.

Land of the Long Weekend

Although Australia was the first country to introduce the 40-hour week, this video suggests that for those who work today, overtime has increased and penalty rates have disappeared.

Leave Me Alone

Explores sexual harassment.

Prejudice

Examples of discrimination in the workplace in dramatised forms.

Red Ted and the Great Depression

The story of one man's struggle to save Australia from the economic catastrophe of the Great Depression of the 1930s. 'Red Ted' Theodore was the union organiser who became Treasurer during the worst economic crisis in Australia.

Rewind

'Breaking Away' (a 5-minute segment on women and jobs before and after wartime) and 'A Fair Go' (a 5-minute segment on how unions made themselves intrinsic to the lives and livelihoods of workers during difficult times).

Work

Part 1, *Productivity — Time is Money*; Part 2 *Flexibility: The Vanishing Weekend*; Part 3 *Adaptability — Work in Progress*. Part 3 looks at the changing nature of work; contracting and outsourcing; telecommuting and the decline in union membership.

Websites

(All websites listed were accessed in June 2002.)

ACTU. www.worksite.actu.asn.au

Features more than 400 pages of material that might be useful for research, including up-to-date union information and case studies.

Department of Training and Industrial Relations. www.dtir.qld.gov.au

Interactive website that allows students to choose a workplace setting and complete a set of questions on workplace health and safety. A certificate can be obtained from DTIR if the course is completed.

Department of Workplace Relations and Small Business. www.wagenet.gov.au

Information on awards and agreements.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

ISBN 0 7345 2296 7

© The State of Queensland (The Office of the Queensland School Curriculum Council) June 2002

Queensland schools are permitted to make multiple copies of this sourcebook module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the *Australian Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:

Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: www.qsa.qld.edu.au

Email: inquiries@qsa.qld.edu.au
