



Asia Education Foundation

Asia Literacy
Ambassadors

Partnering Businesses & Schools

Pilot Work Placement Program

Implementation Pack

Asia Literacy: knowledge, skills
and understandings about the
diverse countries of Asia

ambassador.asiaeducation.edu.au



Implementation Pack

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Workplace Visit Planning Grid

Planning questions to discuss with your counterpart	
When is workplace visit taking place?	
Where is workplace visit taking place?	
Who is involved in the workplace visit?	
What activities will occur during the workplace visit?	
How will you achieve the goal of: <i>demonstrating to students the practical application of Asia Skills in the workplace?</i>	
How will you know when you have achieved this goal? How will you gather evidence? What forms of measurement will you use?	

* Please return a copy of the completed planning grid to the AEF



Workplace Visit Checklist

For teachers

To do	Required completion date	Tick when completed
Liaise with business host to complete the planning grid		
Seek excursion permissions as per school requirements		
Confirm the name of the teacher/s accompanying the student group		
Organise transportation to and from the workplace		
Advise other staff of workplace visit and its aims		
Prepare any materials required for workplace visit		
Confirm catering with business host (check if there are any dietary requirements)		
Brief students on workplace visit, and conduct pre-visit activities (see page 8)		
Brief students on any other materials they are required to take on the workplace visit		
Arrange to record the visit through digital photos and/or video, including organising permission slips		

For business hosts

To do	Required completion date	Tick when completed
Liaise with teacher to complete the planning grid		
Advise staff of student workplace visit and its aims		
Arrange for other staff to be available to support the workplace visit as required		
Prepare materials required for workplace visit, including introductory presentation		
Organise catering as required (check if there are any dietary requirements)		
Book meeting rooms as required		
Conduct any risk assessments and check off insurance protocols as required (see page 5)		
Conduct any preparations required for visitors to the organisation – this could include notifying security, preparing visitor passes etc (see page 6)		



Permissions and Protocols

It is important that both the business host and the teacher undertake procedural and administrative planning to help the workplace visit run smoothly.

1. Permissions

The business host will need to confirm their legal and insurance obligations regarding hosting a workplace visit. This may require seeking information through the Chief Operating Officer regarding visitors to the site or the Work Experience Manager should students be undertaking a traditional work placement.

The teacher will need to ensure that they have complied with the standard school-based requirements for:

- a) Excursions - if undertaking a workplace visit with a an accompanied group of students; or
- b) Work Experience - if an individual or a small group of students will be undertaking a traditional model of work placement.

Each education jurisdiction provides detailed information on workplace learning requirements. Please refer to your own school protocols and the relevant education department policy in your state or territory.

If there is to be catering, then information about dietary requirements should be sought.

2. Security

The business host will need to ensure that visitors follow the standard security procedures required at that workplace.

Transport and parking information should be communicated to the visitors prior to arrival.

It is recommended that the host and other staff wear an identity badge or some other method of identification during the activity. It may be required that the visiting students and their teachers to also be wearing some form of identification.

The business host should ensure that visitors' personal property and valuables are stored in a secure place.

3. Risk Assessment

Workplace protocols may require that a risk assessment be undertaken by the business host prior to the visit. It is important to consider:

- the activities that will be undertaken during the visit;
- any potential hazards associated with the activity; and
- the controls that will be used to manage the risk.



4. Visitor Briefing

The Business host will need to ensure that visitors to the workplace are appropriately inducted and supervised.

It is recommended that the visit begin with a briefing that is incorporated into the welcome session. This briefing can include (but is not limited to) the following:

- Remind visitors to stay in allocated spaces and be accompanied by a staff member at all times;
- Remind students that accompanying teachers have a duty of care for them during the visit and will also be supervising them at all times;
- Briefly explain the emergency procedures, pointing out emergency exits; and
- Indicate the location of toilets and other amenities.



Strategies for Engaging Students

The business host is encouraged to consider the following strategies to ensure that the session they prepare for the pilot work placement is engaging for students.

1. Establish rapport

- Introduce yourself and all the staff participating in the activity
- Use student names where possible
- Share information about yourself
- Model excitement and enthusiasm
- Have a sense of humour
- Positively reinforce student responses
- Respect students and expect their respect in return

2. Get attention

- Explain the purpose and relevance of your work
- Ask interesting and speculative questions of the students
- Incorporate demonstrations and hands-on presentations
- Use images, film, objects or props
- Generate discussion
- Keep the pace brisk

3. Positioning

- Position students so that they can see what is happening
- Project your voice and make sure that students can hear you clearly
- Use eye contact and make sure students are facing you when you are speaking
- Move around the group
- Allow time for movement between activities

4. Listening

- Encourage the students to ask questions and makes comments
- Listen to student responses and ideas
- Decrease the amount of time that one person talks
- Allow opportunity for dialogue between students and staff
- Choose different students to respond to questions or report back

In most instances students will be accompanied by a teacher, who has ultimate responsibility for the students. Take your cue from them!



Pre-visit Activities for Students

The following activities can be used by teachers to prepare students for the workplace visit.

1. Background research

Prepare your students for their workplace visit through an internet search to find out the following information about the organisation they will visit.

- *Name of Organisation:*
- *Date of Workplace Visit:*
- *Facts:*
Five things I have discovered about this organisation:
 1. ...
 2. ...
 3. ...
 4. ...
 5. ...
- *Asian Engagement:*
How does this organisation engage with the Asian region?
- *Questions:*
What questions do you hope to have answered during the visit?
 1. ...
 2. ...

2. Assessing student knowledge of Asia Skills

In order that you can effectively measure the impact that this workplace visit has on your students we suggest that you do a quick pre-survey of your students' understanding of Asia skills.

1. Have you ever heard the term "Asia literacy"?
2. What do you think it means to be Asia literate?
3. On a scale of 1-5, with 5 being the maximum score, how Asia literate do you think you are?
4. Why did you choose this score?
5. What might you learn about Asia literacy through the workplace visit?



3. Tuning in to Asia Skills

Watch the Asia Skills videos, which showcase inspiring individuals applying their Asia skills in a wide range of settings, with your students – available at <http://www.asiaeducation.edu.au/asiaskills>.

Ask students to choose a video and respond to the following questions:

1. *What was the starting point for the interviewee's career?*
2. *How did he or she become involved in working in Asia or with Asian people?*
3. *What was his or her motivation?*
4. *What do they say they have learnt about communicating across cultures and how to do it?*
5. *What do they say about how working in Asia or with Asian people changed their views and ideas about the world?*
6. *What did they find satisfying about the experience?*
7. *What advice did they have for young people who might be interested in working in Asia?*
8. *Listening to what these people have to say, what do you think the skills required for working in Asia or with Asian people might be?*
9. *What would be the best way to get these skills?*



Workplace Visit Sample Agenda

The following example agenda can be adapted as required to suit the specific workplace interaction you are planning. Please use the suggested activities as a trigger for discussions with your school or business counterpart when you are planning your visit.

1. Welcome and introduction

The welcome to the school visitors could be conducted in the boardroom, or another meeting space.

For the business host, the following components could be incorporated into your introduction:

- Overview and background to your organisation
- Description of what your role is
- History of your organisation's involvement in Asia
- List of Asian countries your organisation is connected to
- Overview of the types of roles related to Asia and the number of staff working in such roles
- Summary of future organisational strategies related to Asia

For the teacher, you could respond to the business introduction with a short summary of what you and your students hope to achieve from the workplace visit.

2. Building tour

A building tour is a good way to introduce students to the various elements of the business. The business host may wish to engage other staff to assist in conducting the building tour.

3. Small group discussions about Asia skills in the workplace

Small group discussions between business staff members and students are an effective way for students to learn more about the Asia focus of the business. The recommended ratio is one staff member with up to 6 students.

The business host will need to set up an area of the office (including meeting rooms) with clusters of chairs and arrange for appropriate staff members to be involved in the discussions. Example questions are provided for your reference (see page 12).

Teachers may want to facilitate the sharing of key learnings by having each group report back following this activity.



4. Demonstration of Asia Skills in the Workplace

Asia Skills enable Australians to live and work effectively in Asia and with people from the Asia region. These skills encompass background knowledge of Asian countries, language skills and intercultural competence. Please refer to the Asia Skills Fact Sheet (page 13) for more information.

During the course of the visit there should be three key questions for reflection and dialogue:

- What are the skills required for working in Asia or with Asian communities?
- What skills are required for working in this workplace?
- How can these skills be acquired?

Students can be encouraged to take notes on these questions as they interact with different staff members.



Example Questions for Small Group Discussion Activity

Questions for students to ask staff

1. What is your role in this organisation?
2. Do you have to travel much for your role?
3. Do you speak any languages?
4. How has being Asia literate helped you in your career?
5. What is challenging about engaging with Asia through your role?
6. What is fun about engaging with Asia through your role?

Questions for staff to ask students

1. What are you studying about Asia at school?
2. What do you like about this study?
3. What do you find challenging about this study?
4. What are your hopes for your future with relation to Asia (professional and personal)?
5. What do you hope to learn today about Asia Skills in the workplace?
6. Why do you think Asia is important to Australia's future?



Asia Skills: Work and Life Opportunities

What are Asia Skills?

Asia Skills enable Australians to live and work effectively in Asia and with people from the Asia region. These skills encompass background knowledge of Asian countries, language skills and intercultural competence.

Background knowledge - environment, history and culture

Factual background knowledge is fundamental to operating successfully in another culture.

As well as often being of considerable practical importance, factual knowledge provides a platform for the construction of cultural insights and understandings. Background knowledge also has the virtue of being something that can be both informally and formally acquired without in-country experience. The following topics indicate the focus and scope for such knowledge:

- Environment: location, topography, climate, demography, environmental conditions
- History: major events, trends and issues
- Culture: current events, entertainment, media, sports, arts, religion and religious activity
- Practical living requirements: accommodation, food and drink, travel, shopping, staying healthy

Skills in using the local language

The more control you have over a language, the more access you will have to the culture which it supports.

Language is more than just a means of communication. It reflects and shapes the way we think and influences the way we live as well as being the medium for the conduct of our social and professional lives. Locally relevant verbal and written communication skills open a new range of possibilities for interaction, and for learning, understanding and appreciation of different cultures. Their acquisition is also a sign of respect for the host culture.

Intercultural competence

Cross-cultural encounters can be puzzling and confronting.

The different assumptions and worldviews brought to bear can produce misunderstandings ranging from interesting, but trivial, to grave with far-reaching consequences. Research and experience suggests that the attributes required to accommodate and benefit from cross cultural encounters are:

- Sensitivity and willingness to learn: alertness to cultural differences and their significance, open mindedness, empathy, the capacity to pay attention and observe carefully, patience.
- Self-awareness: knowledge of how your own culture has shaped who you are, knowing your own strengths and weaknesses, being clear and focused on what you want to achieve.
- Analytical and communicative skills: capacities to analyse situations, develop solutions and collect information, and to communicate effectively.



Post-visit Activities for Students

Teachers are encouraged to use the below activities to consolidate students' learning following the workplace visit.

1. Thank you letter

As a group or individually, write a letter of thanks to your host/s and the organisation. Ensure that you name the benefits of the experience, the things that were learnt and the ways in which the hosts made this possible.

2. Reflections

Reflect on the experience shortly after the workplace visit. Choose one the of the sentence starters and share a comment:

- *I was surprised to find out that...*
- *The most interesting thing was...*
- *I'd like to know more about...*
- *I wonder if...*
- *I don't understand...*
- *I didn't know that...*
- *Someone who would be interested in this would be...because...*
- *This reminded me of...*

3. Measuring students' learning

To gain a quantitative understanding of the impact that this workplace visit has on your students conduct a survey measuring the changes in your students' knowledge.

1. Has your understanding of the term "Asia literacy" changed as a result of your workplace visit?
2. If so, what do you now think it means to be Asia literate?
3. What do you think are the benefits of being Asia literate?
4. On a scale of 1-5, with 5 being the maximum score, how Asia literate do you think you are?
5. Has this score changed since the workplace visit?
6. If so, why did you choose this score?



4. Going further

The workplace visit may raise some interesting ideas and questions for further investigation.

Use the following structure to negotiate your own mini-research to find answers to your questions.

Investigation by:

I want to find out:

This interests me because:

I will investigate this questions using the following resources:

I will share my findings with others in the following form:

I will be ready to share my findings on:

[For inquiry activity ideas see: Hamston, J. and Murdoch, K., *Australia Kaleidoscope*, 2004, Curriculum Corporation]



Feedback and Evaluation

Recording the details of your work placement

To record the details of your pilot work placement visit, we have developed a simple **online survey**. The questions are the same for both the business host and the teacher, and it should not take more than ten minutes to complete.

Please visit https://www.surveymonkey.com/s/ALA_workplacement to fill in your responses after the workplace visit. We will send you a reminder email to prompt you to do this.

For your reference, the survey questions are provided below to enable you to reflect on them during the workplace visit.

Questions include:

- *How many students participated in the visit?*
- *What were the year levels and subject areas of the participating students?*
- *How many staff from the host organisation participated in the visit?*
- *What were the names, roles and departments of the participating staff?*
- *What activities were conducted during your workplace visit?*
- *To what degree do you think you achieved your goal of demonstrating to students the practical application of Asia Skills in the workplace?*
- *What evidence do you have to demonstrate this achievement?*
- *How do you think that the students benefited from the workplace visit?*
- *Can you provide any examples of student feedback for our records?*
- *How do you think that the staff of the organisation benefited from the workplace*
- *Can you provide any examples of staff feedback for our records?*
- *Do you have any recommendations for how workplace interactions could be enhanced in future programs (at the same workplace or other workplaces)?*

In addition to your written feedback, we are keen to get photos of the workplace visit – photos of students engaging with staff members, photos of students working in small groups together, photos of staff members presenting to the students etc!

We encourage you to think about how you will capture these images before the workplace visit commences. Teachers should also arrange to get signed photo permission forms from their students.

Thank you,
The Asia Literacy Ambassadors Team