

SENIOR ENTERPRISE EDUCATION AND DISCOVERING DEMOCRACY MATERIALS

CASE STUDY: THE HISTORY OF DEMOCRACY AND ENTERPRISE EDUCATION

RATIONALE/PURPOSE

This case study assists teachers to link knowledge of the history of democracy in Australia, to secondary school courses focusing on workplace practices or enterprise and career education. The work context is appropriate when learning about the history of democratic action in Australia. Australia was the first country in the world to legislate for eight-hour day working conditions. The growth of trade unions for workers illustrates democratic processes. Anti-discrimination practices in the workplace illustrate how democratic Australia values the multicultural nature of Australia's population.

The recently endorsed BSB01 Business Services Training Package has been accessed to identify nationally recognised outcomes as a focus for this case study. This Training Package can be accessed through the ANTA website www.anta.gov.au.

The case study provides examples of using the *Discovering Democracy* materials to develop the underpinning knowledge for achievement of the competencies in the Training Package.

UNIT OUTLINE/OVERVIEW

The particular outcomes from the training package include:

Unit of competency: BSAENT203A Apply knowledge of employee's and employer's rights and responsibilities to workplace environment

Elements:

BSAENT203A/01 Identify workplace rights and responsibilities of employees and employers

- Rights and responsibilities of employees and employers are identified and outlined clearly
- Self and other's behaviours which contribute to a cooperative team and a safe work environment are identified and practiced
- Workplace procedures for upholding employee and employer rights and responsibilities are followed wherever necessary within the scope of responsibilities.

BSAENT203A/02 Identify areas in which discrimination can occur in the workplace

- Information relating to anti-discrimination is collected, key points are identified and understood
- Avenues for reporting and responding to discrimination are identified and procedures are outlined clearly
- Avenues for resolving disputes within the workplace are identified and procedures for implementing dispute resolutions are outlined clearly.

BSAENT203A/03 Prepare documentation covering workplace terms and conditions

- Documents outlining workplace working conditions are located, summarized and any uncertainties are clarified with appropriate personnel
- Different terms under which persons can be employed are identified and understood
- Information from relevant employer and employee support organisations is obtained and key points are identified and understood

BSAENT203A/04 Prepare for change and career advancement in the workplace

- Any changes to workplace work environment are identified and training is sought where necessary
- Career information centre is contacted and advice/assistance is obtained where necessary to develop a career plan
- Current skills are identified and skills are matched to relevant careers
- Additional skills required to achieve career advancement are identified
- Options for attaining additional skills are identified and pursued where appropriate
- Up-to-date resume is prepared and produced.

ACTIVITIES

A. ENGAGING THE LEARNER

Provide introductory material on link between work issues and history of democracy.

Provide students with some 'Did you Know' statements. For example:

- Did you know Australia was the first country in the world to legislate for an 8 hour working day to protect employee's rights?
- Did you know recent research suggests Australians work longer hours than citizens of other countries?

View a short video on working in Australia eg Film Australia *Rewind* Tape One 'A Fair Go'.

Provide the following **focus questions** which link to Learning Outcome 01:

1. What types of workplace rights and responsibilities exist for employees and employers?
2. What is the historical background to achieving these rights given we live in a representative democracy?
3. Do workplace teams need a democratic approach to decision making to be effective?
4. Is the workplace safer if an autocratic approach is adopted?

5. What procedures do some organisations follow to uphold employee and employer rights and responsibilities?

Provide the following **focus questions** which link to Learning Outcome 02:

6. How have people in Australia been discriminated against unfairly in the past?
7. How have these lessons from the past been translated into workplace practices and procedures?
8. What democratic processes are used when resolving a workplace dispute?

Provide the following **focus questions** which link to Learning Outcome 3:

9. What types of documents exist to protect workers and employers?
10. What types of support services exist to protect workers and employers?

Provide the following **focus questions** which link to Learning Outcome 4:

11. How has the workplace changed?
12. How can people plan for a future job?

B. USING THE *DEMOCRACY MATERIALS* TO INVESTIGATE AND ACQUIRE UNDERPINNING KNOWLEDGE

| | <i>Discovering Democracy</i> paper based resources | <i>Discovering Democracy</i> audio-visual resources |
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| LO1 | <p>Upper Primary Units: People Power Section 2 – <i>How did groups of Australian workers bring about improvements in their working conditions?</i> Activity 3 The Eight-hour Day Men – Handout 5. Activity 5 A working man in parliament Activity 6 Celebrating the Eight-hour Day movement – Handout 6</p> <p>Middle Secondary Units: Human Rights Section 1 – <i>What are human rights?</i> Activity 1 Establishing priorities Activity 2 Types of rights Activity 3 Rights and responsibilities</p> <p>Upper Primary Units: Parliament Versus Monarch Section 5 <i>How does Australian parliamentary democracy reflect its British inheritance?</i> Activity 1 - Australia’s form of government – Handout 17</p> <p>Middle Primary Units: Stories of People and Rulers Section 5 <i>How should a nation be ruled</i> provides an overview of the different types of government (absolute monarchy; direct democracy; representative democracy). Activity 1 – Design a tower simulation. This activity could be linked to a business context eg management styles.</p> | <p>Eight-hour day poster from primary materials.</p> <p><i>Stories of Democracy</i> CD ROM – Primary section – Parliament versus Monarch – glossary of terms.</p> <p><i>The Parliament at Work</i> CD ROM provides activities linked to a tour through Parliament House – see the middle primary section ‘We</p> |

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| | <p>Lower Secondary Units: Should the People Rule? Section 4 <i>How do the people rule in Australia?</i> Activity 1 – Population and democracy Activity 2 – The House of Representatives and the Senate Activity 3 – Voting Activity 4 – More direct democracy in Australia? Note the Assessment task – Interview – How do principles of democracy affect decision-making in your life. Add a category for ‘working as an employee’.</p> <p>Lower Secondary Units: Democratic Struggles – Section 2 – <i>How did democracy develop in Britain</i> – (this section provides some scenarios of work in the past). Activity 1 – Industrial Revolution Activity 3 – Chartists’ speeches</p> <p>Assessment Resources – Lower Secondary Assessment Task – <i>Types of Government</i></p> <p>Lower Secondary Units: Men and Women in Political Life – Section 1 <i>What is Political Activity</i> Activity 4 – A political activity at school Activity 5 – A political activity in a factory Section 3 – <i>What can we learn from people who have worked outside parliament?</i> Activity 1 William Spence Activity 2 A day in the life of a union organiser</p> | <p>Remember’.</p> <p>Use the <i>Parliament at Work</i> CD ROM for activities on voting – lower secondary section.</p> <p>CD ROM <i>Stories of Democracy</i> – section on Democratic Struggles.</p> <p>CD ROM <i>Stories of Democracy</i> – section on Men and Women in Political Life.</p> |
| LO2 | <p>Upper Primary Units: People Power Section 3 – <i>What have equal pay campaigners done to remove some of the discrimination against women in employment?</i> Activity 1 – Tuning in – Handout 7 Activity 2 – Unequal pay for men and women – Handout 8 Activity 3 – Breadwinners and dependants – Handout 9 Activity 4 – Stories from the Equal Pay for Women movement – Handouts 10-15 Activity 5 – Timeline of the Equal Pay for Women campaign – Handout 7 Section 4 – <i>In what ways can popular movements achieve change?</i> Activity 1 – Strategies – Handout 16 Activity 2 – Choosing the best ‘people power’ strategy – Handout 17</p> <p>For information on race discrimination use Section 1 of the primary unit, People Power. This is not in a workplace context but has visuals and messages which should engage students.</p> | <p>Eight-hour day poster from primary materials People Power cards from primary materials</p> <p>Primary video: <i>The Freedom Ride</i> Primary People Power section of the CD ROM</p> |

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| | <p>Australian Readers – Middle Secondary Collection – Equality and Difference - ‘Animal Farm’</p> <p>Australian Readers – Upper Primary Collections – Liberty, Equality, Fraternity; Justice.</p> <p>Australian Readers – Middle Primary Collections – Good Rulers, Bad Rulers; Living with Rules and Laws; Good Neighbours.</p> | |
| LO3 | <p>To understand the law making process, which culminates in documents to protect people (eg workplace laws), see the Lower Secondary unit Law, Section 3 <i>How do we make laws today?</i></p> <p>Activities 1 and 2 have ‘laws for pets’ as a context. Change the context to ‘laws to protect workers’. Provide a short newspaper article as initial stimulus. For example</p> <p style="padding-left: 40px;">Workers gain rights but lose jobs</p> <p style="padding-left: 40px;">Parliament is considering a new law to make employers pay leave entitlements to casual workers who remain in a job for an extended period.</p> <p>Most of the questions in section 3 can be adapted to apply to this new context.</p> <p>Section 3 – <i>Where have Australians’ human rights come from and how are they protected?</i></p> <p>Activity 1 – Rights defined in the Australian Constitution</p> <p>Activity 2 – Acts of Parliament – case studies 1 and 3.</p> <p>Section 4 – <i>What is Australia’s record on Indigenous people’s rights?</i></p> <p>Activity 2 – Securing human rights</p> | <p>CD ROM <i>Parliament at Work</i> – lower secondary – ‘Pass the Bill’ activity.</p> |
| LO4 | <p>Middle Secondary Units:</p> <p>What sort of nation? Section 3 – <i>How do economic factors shape and reflect the kind of nation we are?</i></p> <p>Activity 2 – Changes to the workforce</p> <p>Activity 3 – Careers teacher</p> <p>Activity 4 – Education and work</p> <p>Activity 5 – Types of work</p> <p>Activity 6 – Jobs and their value</p> <p>Activity 8 – Should the same laws and regulations apply to all workplaces?</p> <p>Activity 10 – Trade and work</p> <p>Lower Secondary Units:</p> <p>Men and Women in Political Life – Section 3 – What can people learn from people who have worked outside parliament?</p> <p>Activity 3 - Achievements and personal qualities, skills and knowledge</p> <p>Activity 4 – Job description</p> | |

RESOURCES

Discovering Democracy resources, DETYA and Curriculum Corporation:

Units of work – Middle Primary, Upper Primary, Lower Secondary, Middle Secondary

CD ROM – *Parliament at Work*

CD ROM – *Stories of Democracy*

Primary Video

Assessment Resources – Lower Secondary

Australian Readers – Middle Secondary Collection; Middle Primary Collection

Hirst, John. *Discovering Democracy: A Guide to Government and Law in*

Australia

Film Australia video *Rewind*, Tape One ‘A Fair Go’

www.anta.gov.au (Training Packages)

www.pa.ash.org.au/afssse (for worksheets on using the CD ROMs)

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