

## TEACHER GUIDE

### Career Q&A Videos: Education Farming

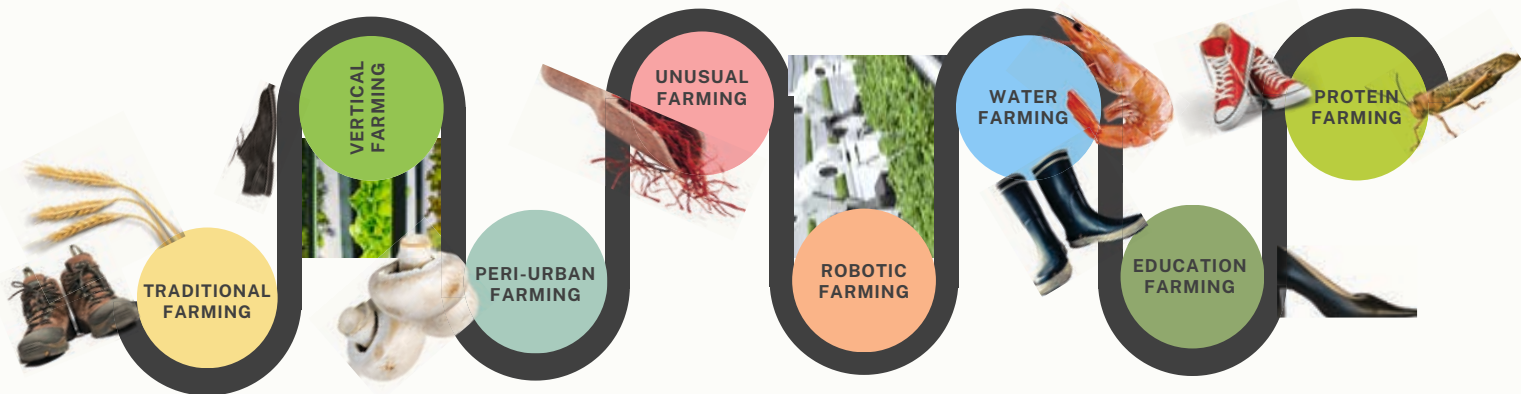
These two videos discuss education within the food and fibre industries. Scott Graham, the senior Agricultural teacher at Barker College discusses teaching food and fibre programs to metropolitan school students, aspects of being a teacher and the important role of highlighting careers to metropolitan students within the context of food and fibre industries.

Fraser Border, an agricultural robotics engineer discusses his role in promoting the food and fibre industry to school students through the use of technology and integratedSTEM a company he developed to promote technology where school students solve real problems in the context of this industry.

The videos can be watched individually or both can be watched to discuss the differences between the candidates answers. The candidates are asked the following questions:

1. Where did you go to school and what was your favourite subject?
2. Describe what you do.
3. Describe a typical day.
4. Explain how what you do is adapted for Australian agriculture.
5. Explain how technology has changed the way you do things.
6. Identify something that surprised you about your career.
7. Describe the most useful skill you require for your role.
8. Identify some of the challenges facing young people starting in your role and explain how they can overcome them.
9. What shoes do you wear to work?
10. Where do you sit on the CSU Career Pathway Poster?

A set of worksheets relating to the videos accompanies this resource.



## NSW CURRICULUM

### Year 7-10 Agricultural Technologies - Stage 5

#### Objective

Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives

#### AG5-2

Explains the interactions within and between agricultural enterprises and systems

#### AG5-3

Explains the interactions within and between the agricultural sector and Australia's economy, culture and society

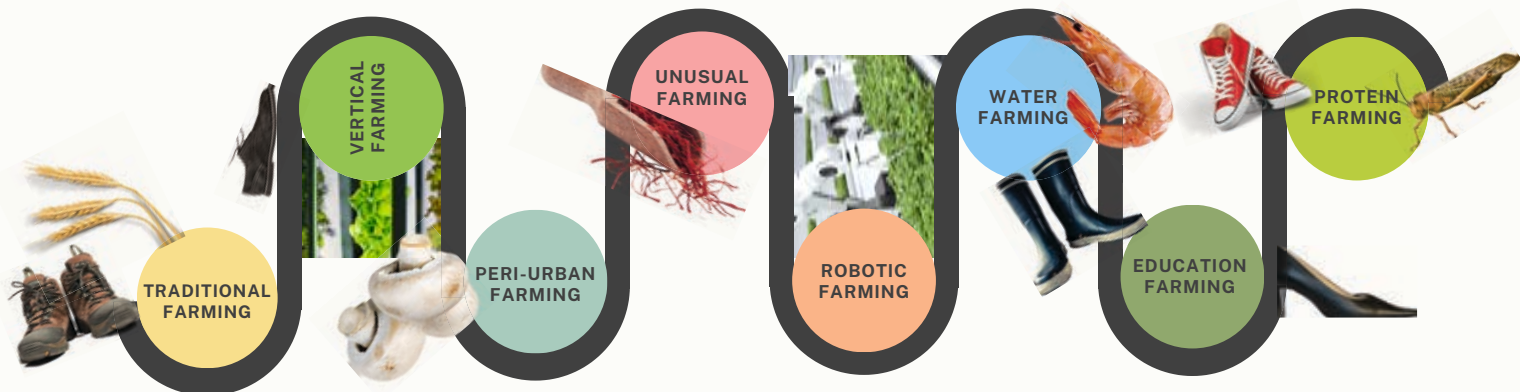
## AUSTRALIAN CURRICULUM

### YEAR 9/10 Design and Technology

**AC9TDE10K01** Analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments

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# 1. Student Worksheet: Suggested Answers

(may vary depending on videos and student's ideas)

1. In the video, a person working in agriculture discusses their career. Identify their job title and using the PIEFA Career Paths in Agriculture Poster, explain which category of agriculture they work in (make sure you justify your reasoning).

*Scott Graham: Education farming - Scott teaches agricultural science at Barker College.*

*Fraser Border: Education farming - Fraser is the founder of integratedSTEM a company that educates students about the use of technology in food and fibre production.*

2. Identify their (the person being interviewed) favourite subject at school. Is there a connection between their favourite subject and what they currently do? Justify your answer.

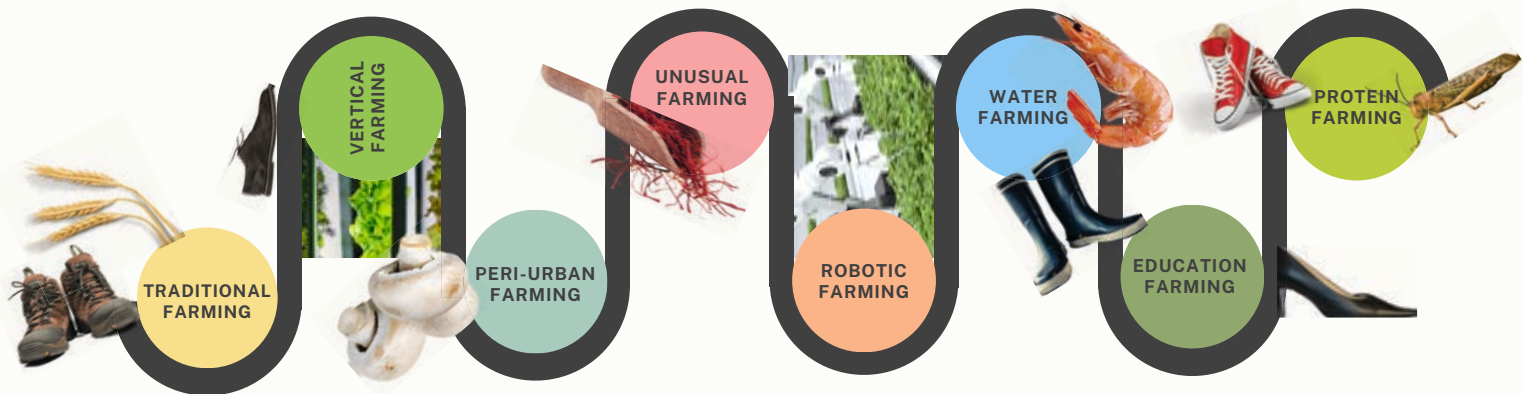
*Scott Graham: Scott's favourite subjects were agriculture and biology. Yes, there is a connection as he now teaches these subjects at Barker College.*

*Fraser Border: Fraser's favourite subject was PDHPE (sport). Yes, there is a connection because HPE and agriculture as both involve outdoor activities, being active and understanding how things work.*

3. Describe how technology is used in the video.

*Scott Graham: Technology helps with the delivery of the subject and at the same time the new technological advances within the food and fibre industries, for example robotics, helps to engage students with the subject of agriculture.*

*Fraser Border: Fraser is an agricultural engineer. His research uses technology to help the meat processing industry become more efficient. He also uses technology to engage school students to solve real problems within food and fibre production.*



4. There are often challenges when starting a new role. Identify the challenges a young person may face in the role and what strategies does the interviewee suggest to overcome the challenge.

*Scott Graham: The challenge facing an agricultural teacher is to dispel the myth that agriculture is all about the farmer working on a farm and you need to own a farm to work in agriculture. To overcome this students need to understand the varied roles within the food and fibre industries that exist in metropolitan areas. The plate to paddock approach helps students understand where their food comes from.*

*Fraser Border: The challenge facing researchers in the food and fibre industry is getting funding organisations to trust that you are capable of doing the required research when you only have limited work experience. To overcome this, it is helpful to learn how to write and apply for funding grants.*

5. Think about a situation at school, or when playing sport, at your part time job or at home where you were faced with a challenge. Describe the situation and explain how you overcame the problem.

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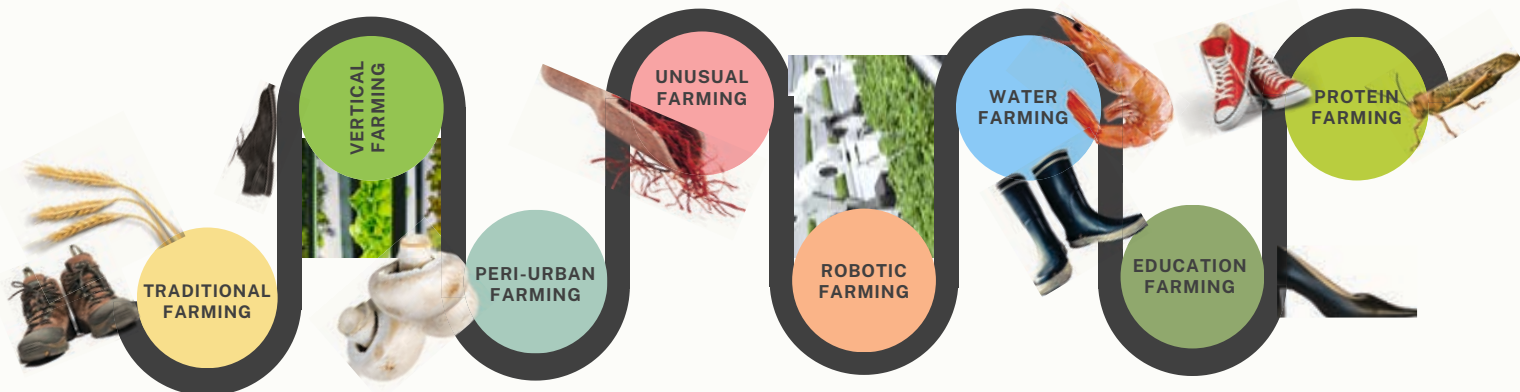


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6. In the video, the person being interviewed mentions the skills required for their role. Identify the skills and suggest how these skills help them in their role.

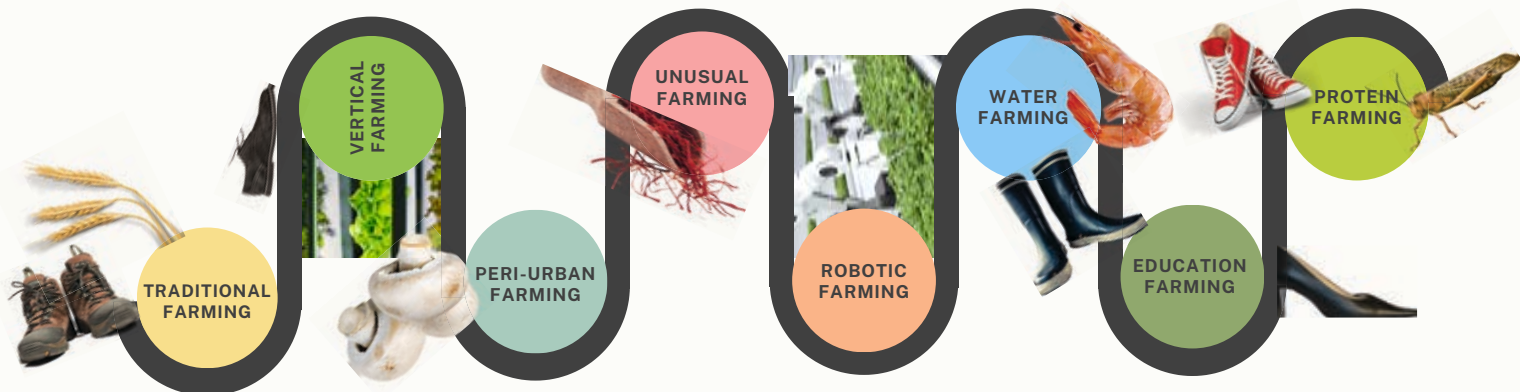
*Scott Graham: As a teacher Scott believes it is important to be resilient, authentic, know your students and having a sense of humour.*

*Fraser Border: Fraser believes that social skills are very important, in particular problem solving and being able to identify exactly what the problem is in order to solve it.*

7. Does this role promote sustainability in agriculture? Justify your answer.

*Teaching: Agricultural teachers, as part of the curriculum, will discuss sustainability so indirectly they do promote sustainability in agriculture as their students will learn about the importance and impact of sustainable production within the food and fibre industry.*

*The use of technology to solve real problems within food and fibre promotes sustainability as the technology improves efficiency. Technology can also attract new students to consider careers in food and fibre who may not have been aware of the opportunities within the agricultural industries. This ensures there are new researchers entering the field and improves the skillset of new workers entering the profession.*



## 2. Create a Job Description

A job description details the features of a role and is required when you want to advertise for a job position. Select a career from one of the videos you watched and create a job description for this career. Use the following template from the [Australian Government Fair Ombudson Website](#) to write your job description. You will need to research your career to help you answer the questions in the template. [Career Harvest](#) could be a useful starting point.

### PRINTABLE TEMPLATE JOB DESCRIPTION

(Refer to page 12 of worksheets for electronic version)

JOB TITLE: (Write the name of the job role) For example, Receptionist

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JOB TYPE: (Write the type of employment) For example, Full-time; Part-time; Casual

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LOCATION:

(Physical address the employee will work at. If the job requires travel, list the primary location)

For example, Smithton office

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SUPERVISOR/MANAGER: (Who the employee will report to?)

For example, Office Manager; Shift Supervisor

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MAIN DUTIES/RESPONSIBILITIES:

(What are the duties and responsibilities of the position?)

For example,

- Coordinate and carry out all office administration, including reception, mail, couriers, greeting clients and filing

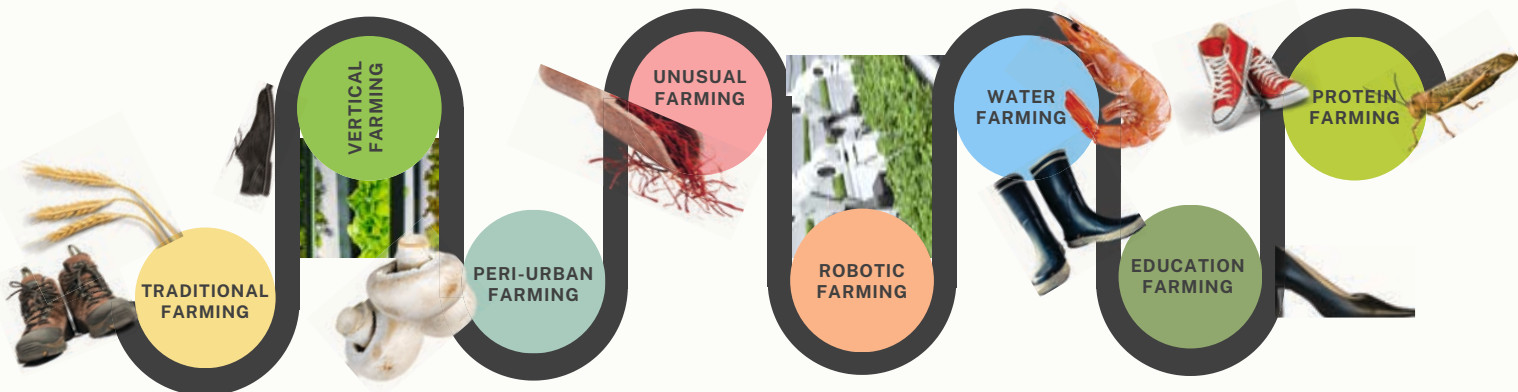
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- Maintain a clean and safe workspace, and abide by workplace health and safety policies

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- Other tasks as directed

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## 2. Create a Job Description

PRINTABLE TEMPLATE JOB DESCRIPTION  
 MAIN DUTIES/RESPONSIBILITIES continued

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### SKILLS & EXPERIENCE

Qualifications: (What qualifications, licenses or education level does the employee need?)

For example,

- Diploma or Certificate IV in Business Administration or relevant experience
- First aid certificate

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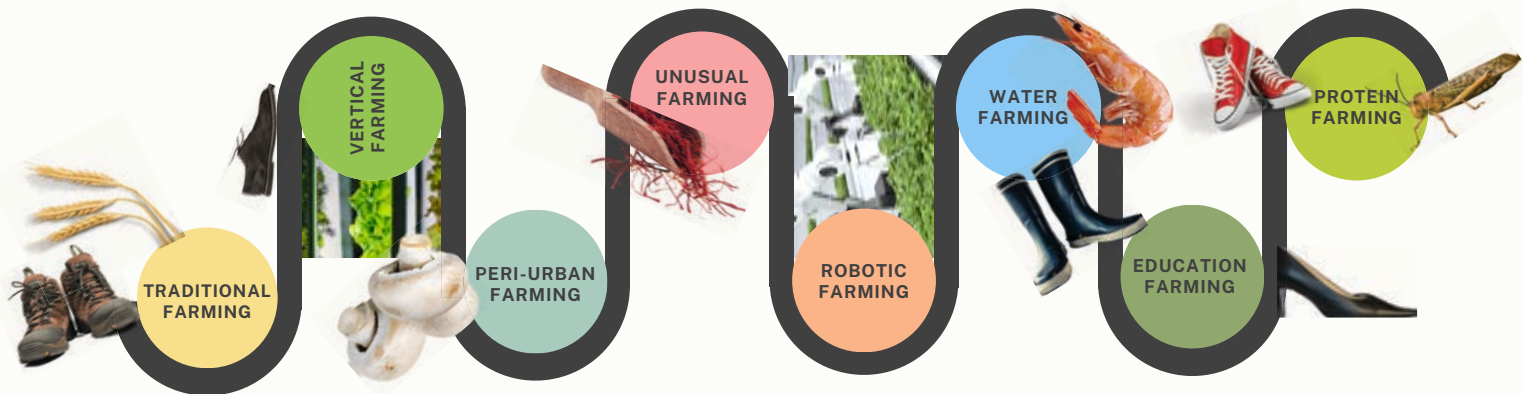
Experience: (What type and how much experience is needed?)

For example, 3 years experience in a similar role or industry

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## 2. Create a Job Description

### PRINTABLE TEMPLATE JOB DESCRIPTION

Skills: (What skills are needed for the job? Including any technical or interpersonal skills.)

For example,

- Intermediate to advanced Microsoft Office skills (Word, Excel, PowerPoint and Outlook)
- Excellent verbal and written communication
- Organised and able to meet deadlines

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PERFORMANCE GOALS: (What level of performance do you expect from the employee?)

For example,

- Complete administration tasks on time
- Ensure office is clean and presentable at all times
- Deal with clients, suppliers and other employees professionally at all times

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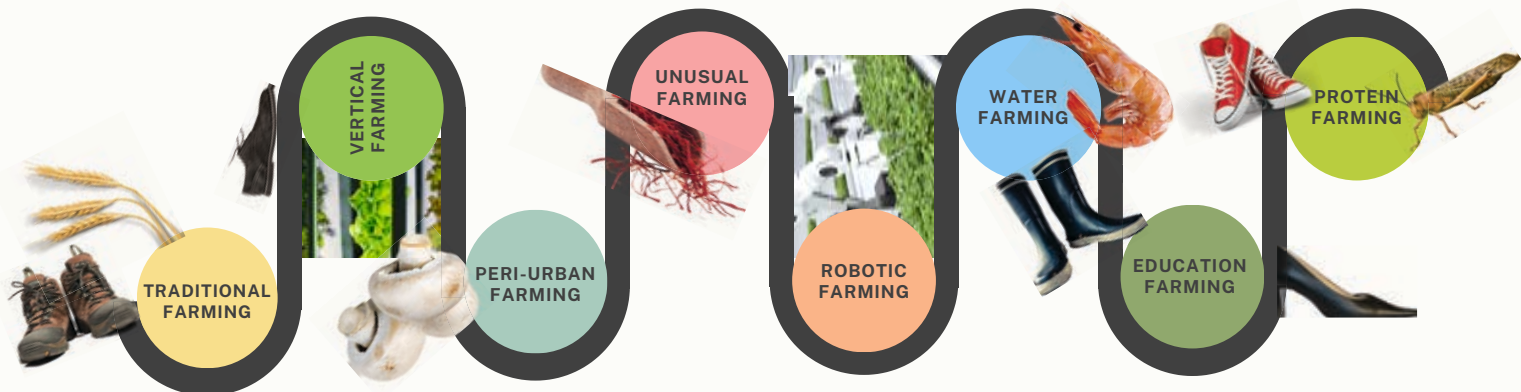


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### 3. Interview Question

Choose from one of the videos which role best matches your skills, experience and personality. Imagine you have been selected for an interview and explain to the interview panel why you would be a good candidate for this role.

1. Select your role:

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2. Explain what interests you about this role:

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3. Explain how your skills match this role:

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4. Describe how your work/ school experiences matches the role:

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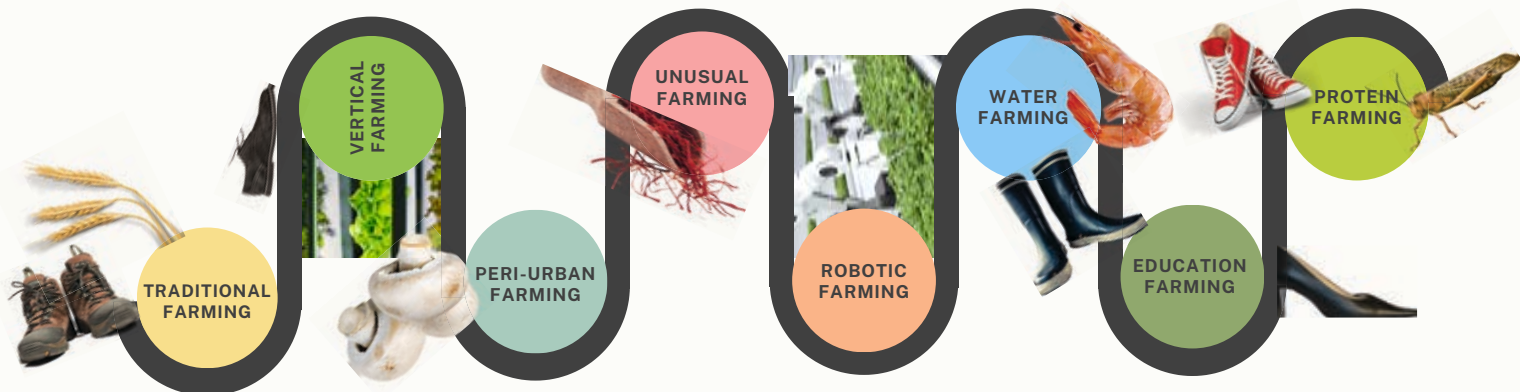
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## 2. Create a Job Description-Electronic version

A job description describes a job and is required when you want to advertise for a job position. Select a career from one of the videos you watched and create a job description for this career. Use the following template from the [Australian Government Fair Ombudson Website](#) to write your job description. You will need to research your career to help you answer the questions in the template. [Career Harvest](#) could be a useful starting point.

### TEMPLATE JOB DESCRIPTION

#### IMPORTANT

This template has been colour-coded to assist you to complete it accurately. You will replace the blue < > writing with what applies to your situation.

Example information is shown in purple writing to assist you and should be deleted once you have finished the ad.

JOB TITLE: <Role name> For example, Receptionist; Sales Assistant

JOB TYPE: <Type of employment> For example, Full-time; Part-time; Casual

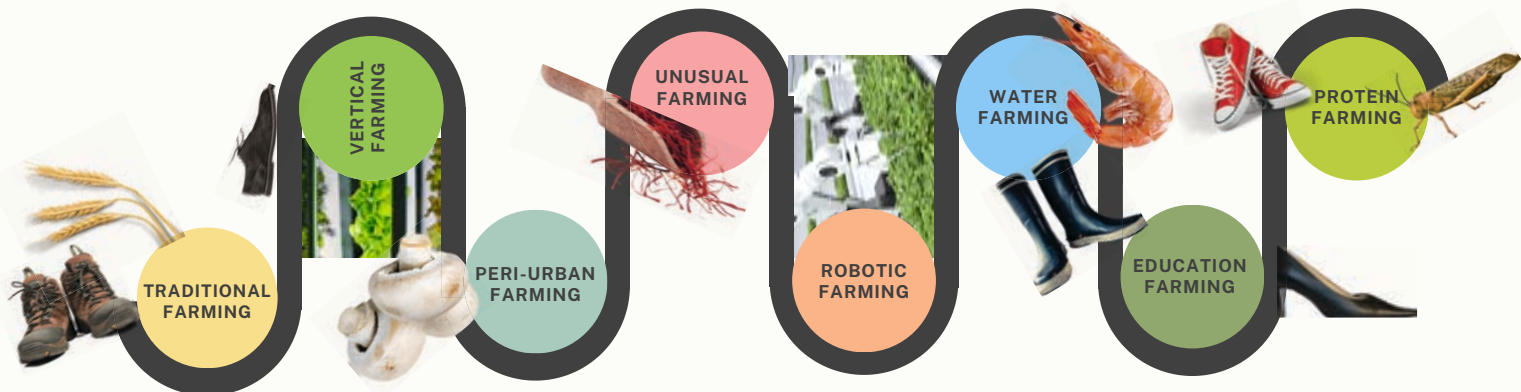
LOCATION: <Physical address the employee will work at. If the job requires travel, list the primary location> For example, Smithton office

SUPERVISOR/MANAGER: <Who the employee will report to> For example, Office Manager; Shift Supervisor

MAIN DUTIES/RESPONSIBILITIES: <What are the duties and responsibilities of the position?>

For example,

- Coordinate and carry out all office administration including reception, mail, couriers, greeting clients and filing
- Maintain a clean and safe workspace, and abide by workplace health and safety policies and procedures
- Other tasks as directed



## SKILLS & EXPERIENCE

Qualifications: <What qualifications, licenses or education level does the employee need?>

For example,

- Diploma or Certificate IV in Business Administration or relevant experience
- First aid certificate

Experience: <What type and how much experience is needed?>

For example, 3 years experience in a similar role or industry

Skills: <What skills are needed for the job, including any technical or interpersonal skills?>

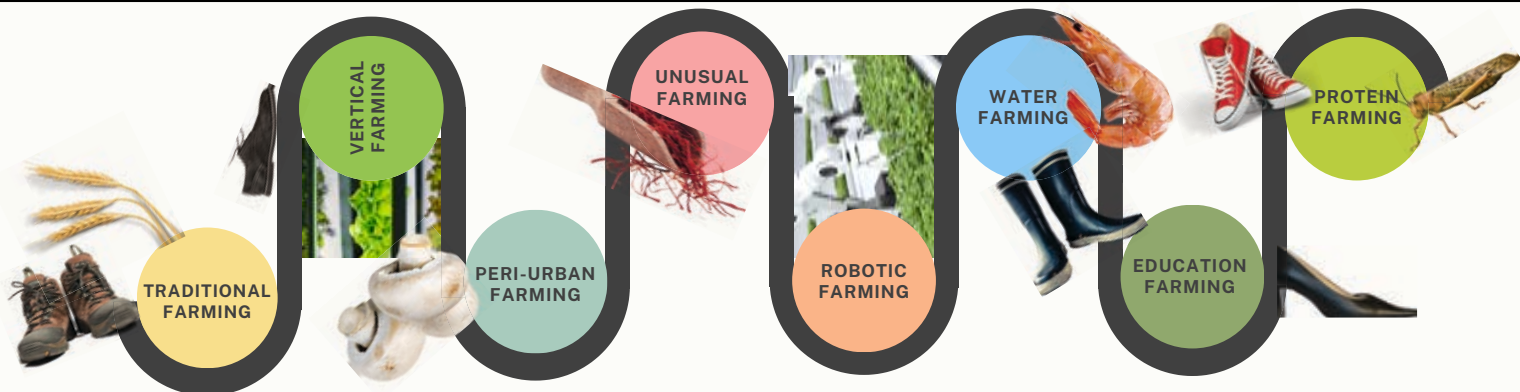
For example,

- Intermediate to advanced Microsoft Office skills (Word, Excel, PowerPoint and Outlook)
- Excellent verbal and written communication
- Organised and able to meet deadlines

PERFORMANCE GOALS: <What level of performance do you expect from the employee?>

For example,

- Complete administration tasks on time
- Ensure office is clean and presentable at all times
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## References

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## Acknowledgement

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### ATTRIBUTION, CREDIT & SHARING



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