

Lesson Outline

The Future of Work



Date:

Period:

Class:

Room:

Accommodations and adjustments:

Equipment and resources:

Each student requires a computer with internet access and headphones.

The Future of Work

Years 9 - 12

 Duration: 40- 50 minutes

Curriculum Links

National

Australian Blueprint for Career Development	• Personal Management: Change and grow throughout life • Learning and Work Exploration: Understand the relationship between work, society and the economy	
Australian Curriculum	Work Studies • Explain the relationship between lifelong learning and work in the 21st century and its importance for future work opportunities (ACWSCL023)	General Capabilities: • Personal and social • Literacy • Numeracy • Ethical understanding

New South Wales

Work Education 7-10	• Assesses options for career development and managing transitions WE5-8
Work Studies Stage 6	• 3. analyses employment options and strategies for career management • 8. assesses influences on people's working lives
Industry Based Learning Stage 6	• 1.1 understand work and enterprise • 3.3 demonstrate skills in planning, organising and self-managing

Queensland

Career Education Short Course	• Understanding the world of work: demonstrate knowledge and understanding of self, work practices and career development processes and plan, implement and adjust processes to achieve learning outcomes in work-related and career contexts
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The Future of Work

Years 9 - 12

 Duration: 40- 50 minutes

Curriculum Links

Victoria

Careers Curriculum Framework	• 9.6. Explore the relationship between work and the community and how technological advances impact on work roles in the community • Other links: 9.7, 10.8, 11.6, 12.5
VCE VM WRS	• U1 O1: Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
VPC WRS	• U1 LG 1.2: research employment opportunities, recognise and consider different types of roles in a workplace, and identify the role of qualifications and further study relating to employment opportunities

The Future of Work

Years 9 - 12

 Duration: 40- 50 minutes

Summary

- Students learn how different forces affect future job opportunities and how new challenges posed can be met.
 - Students look at various factors that affect change and how they can prepare to adapt.
-

Learning Intentions

- Recognise disruptors contributing to the future of work
 - Understand the implications of shifting occupations
 - Acknowledge ways to prepare for the future of work
-

Student Success Criteria

- I can identify the disruptors of future occupations
- I can determine ways people transfer skill sets from one job to another
- I can prepare myself for a changing labour market

The Future of Work

Lesson activity	Teacher Instruction
Introduction and log in Slides 1-2	• Outline to the students that the lesson is about future projections of work and how people shifted and adapted during the pandemic using transferable skills. • Direct students to the school careers website to login to the student area. Select 'The World of Work' and open the 'The Future or Work' module. • View and explain the learning intentions and success criteria.
Q1 Disruptors changing workforce Slides 3-8	• The old 'job for life' premise has changed as technical advancement has enabled collaboration, globalisation, and automation. We have seen these trends throughout working history, where jobs that once existed have disappeared. • Students view four jobs that no longer exist and identify the change or disruption that occurred to make each of the jobs disappear. Teacher cue: Knocker upper was replaced by the electronic alarm clock, lamplighters were replaced by electric light bulbs, Aircraft listeners were replaced by radar systems, Bowling pin setters were replaced by automated reset pins.
Q2 Current shifting labour market Slide 9	• The pandemic stay-at-home orders disrupted much of the labour market in 2020. Arts and recreation, accommodation and food services, tourism and hospitality suffered greatly, but remote work and e-commerce accelerated growth in IT and office supplies, cycling, golf and other outdoor activities, education, and online business. • Students respond to reasons why each area may have experienced growth.
Q3 Future projections Slide 10	• Students watch a McKinsey and Company video clip then respond to the questions. Disruptive trends include remote work, e-commerce and automation meaning big change ahead with a projected 1 in 16 workers having to switch occupations by 2030. Teacher cue: warehouse workers, wind turbine technicians are our green future and photographers to capture our ever increasingly visual lives will be in-demand, with aged care workers and hearing technicians, teachers, and training instructors to remain steady. At risk jobs include flight attendants, plane mechanics and baggage handlers, displaced grocery checkout services replaced by automation, robotics to replace office workers and routine paperwork in large companies.

The Future of Work

Lesson activity	Teacher Instruction
Q4 Jessica Slides 11-12	- Students read the case study of how Jessica, a public relations and marketing consultant, who was unexpectedly made redundant, found her way to becoming a food freelancer amidst the pandemic. - Students respond to how Jessica coped with the change and the technical or enterprise skills that she transferred from her old job to her new job.
Q5 Shannon Slides 13-14	- Students read the case study of how Shannon, a Virgin Australia employee who was stood down in the pandemic, pursued new skills through education, undertaking a Certificate III in Pathology Collection to become a phlebotomist. - Students respond to how Jessica coped with the change and the technical or enterprise skills that she transferred from her old job to her new job.
Q6 Prepare for change Slides 15-17	- Preparing to survive in the new work world includes being able to adapt and considering that jobs are more likely to be short term therefore regular upskilling will be important. Students will also be required to know how to demonstrate and market themselves to potential employers. - Monitoring trends by reading or listening to podcasts, subscribing to online news topics, or accessing the Labour Market Information Portal will keep students in the know of the latest thinking and ideas. - The gig economy is creating a flexible workforce meaning creativity and change need to be embraced. - Students have a think about some of the adults in their life-at home, school or within the community. They need to choose a person who has embraced a career change and describe the shift in work they experienced.
Q7 Articulating my transferable skills Slides 18-19	- Students must work toward a deep level of self-understanding and emotional intelligence so they can articulate their value to potential employers through transferable skills. - Upskilling is important for up-to-date knowledge and can be in the form of micro credentials or MOOCS (Massive Online Open Courses). - Students list their top three enterprise skills and write a brief description of how they have demonstrated each of those skills.
Q8 Emerging occupation Slides 20-21	Students are introduced to the National Skills Commission 25 emerging occupations. They should scroll through the profiles and select one of interest to them to record the details.

Future of Work

Slide 1 of 21

The Future of Work

Start



Slide 2 of 21

Learning Intentions

- recognise disruptors contributing to the future of work
- understand the implications of shifting occupations
- acknowledge the ways to prepare for the future of work

Success Criteria

- I can identify the disruptors of future occupations
- I can determine ways people transfer skill sets from one job to another
- I can prepare myself for a changing labour market



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Disruption is changing the workforce

Once upon a time, many people remained in the same job for their entire lifetime, 'a job for life'. People across history have had to adapt to changing labour markets. Reasons for this are disruptors such as **collaboration**, **globalisation** and **automation**.

Technology advancement is a key contributor to these disruptors.

Nowadays, the world of work is shifting, with predictions that young people of today will, on average, experience 17 different jobs across 5 different careers in their lifetime.



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Technology advancement is a key contributor to these disruptors.

Nowadays, the world of work is shifting, with predictions that young people of today will, on average, experience 17 different jobs across 5 different careers in their lifetime.

Collaboration:

Technology is increasing the potential for cooperation and collaboration across multiple platforms. While the typical worker is a full time employee on an indefinite contract, the future will see the continued rise of the flexible worker engaged in work with a range of different employers, potentially at the same time. (FYA, 2015)

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Globalisation:

Our workforce is going global and the global workforce coming to us. New technology platforms are making it possible for foreign workers to do jobs in Australia from remote locations and vice-versa. (FYA, 2015).



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Automation:

Ever-smarter machines are performing ever-more human tasks – taking, replacing or eliminating the need for whole categories of employment. (FYA, 2015).



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Slide 4 of 21

As a result of this 'disruption' and change, jobs that once existed have disappeared.

On the next 4 slides you will see examples of some jobs that no longer exist.

As you go through you will be asked to think about why this has happened.



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Slide 5 of 21

1. Knocker Upper

Before there were electronic alarm clocks, there were human alarm clocks.

People in the 1800's would hire "knocker uppers" to shoot peas at the glass of their window or tap on the glass using a long pole to wake them up.

It was particularly important during the industrial revolution to get factory employees to work on time.



You can jump down and answer the first part of Question 1 now (or you can wait until after all four job slides).

Source: www.ethicaljobs.com.au/blog/11-jobs-that-no-longer-exist
www.indeed.com/career-advice/career-development/jobs-that-don't-exist-anymore

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2. Lamplighter

Before electric street lights, a lamplighter would go around town extinguishing and lighting gas-burning street lamps.

When cities replaced gas lamps with electric light bulbs, lamplighters became jobless.



You can jump down and answer the second part of Question 1 now (or you can wait until after all four job slides).

Source: www.ethicaljobs.com.au/blog/11-jobs-that-no-longer-exist
www.indeed.com/career-advice/career-development/jobs-that-don't-exist-anymore



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3. Aircraft Listener

Before World War II, governments employed aircraft listeners who used acoustic mirrors to detect the sound of an enemy's aircraft engine.

While acoustic mirrors may have been effective in detecting sound, enemy aircraft were often too close to take preventive action by the time the listeners issued a warning.



You can jump down and answer the third part of Question 1 now (or you can wait until after all four job slides).

Source: www.ethicaljobs.com.au/blog/11-jobs-that-no-longer-exist
www.indeed.com/career-advice/career-development/jobs-that-don't-exist-anymore



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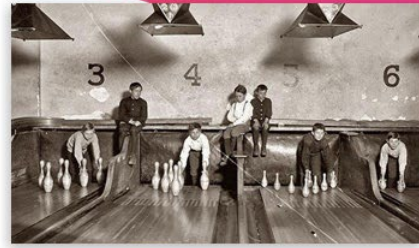
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4. Bowling Pin Setter

Before someone invented automated pin set-up and retrieval machines, pinsetters or pin boys removed and replaced pins at bowling alleys between each turn.

They would hang out at the end of the lanes and reset the pins manually.



Make sure that you have now completed Question 1 below.

Source: www.ethicaljobs.com.au/blog/11-jobs-that-no-longer-exist
www.indeed.com/career-advice/career-development/jobs-that-don't-exist-anymore

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Shifts through the pandemic

The pandemic disrupted the labour market globally in 2020 leading many people to lose their jobs through stay-at-home orders.

Industries hit the hardest included arts and recreation, accommodation and food services, and information media and communications.

With border closures and banned international travel, airlines, tourism and hospitality establishments suffered greatly.

The pandemic accelerated existing trends in remote work, e-commerce, and automation, leading to growth in IT and office supplies, cycling, golf and other outdoor activities, education and online business.



Now go down and complete Question 2 below.

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What does the future of work look like?



Text Transcription



OK, now you need to answer the two parts of Question 3 below.

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Text Transcription



Speaker 1 (00:02):

Covid 19 has reshaped the world in ways that will endure long after the pandemic ends. Remote work is here to stay. E-commerce is soaring. Automation is accelerating. Our research indicates that the mix of available jobs will change as a result, creating more urgency for training workers for the changes ahead. More than 100 million workers in our focus countries, or one in 16 may need to switch occupations by 2030. Job growth will be more heavily concentrated in high skill jobs while middle and low skill jobs decline. The explosion in e-commerce set off a scramble for warehouse workers that is unlikely to stop. Investment in the green economy will increase the need for wind turbine technicians. Demand for photographers may grow to address our increasingly visual ways of communicating. Ageing populations in many advanced economies will increase demand for nurses, home health aids, and hearing aid technicians. Teachers, and training instructors will also continue to find work over the coming decade, but the force is unleashed by covid 19 have put other jobs at risk. Business travel is unlikely to recover quickly, and that affects flight attendants, airline mechanics, and baggage handlers. Use of self-checkout stands accelerated during the pandemic, displacing some grocery store. Clarks

(01:43):

Companies have deployed robotics to process routine paperwork replacing office workers. We are

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Slide 11 of 21

Let's now look at a couple of case studies of people who have been forced to move to a new job:

Case Study # 1 – Jessica

From: Public relations marketing

With a decade of experience in public relations and marketing, the Melbourne woman worked with some of Australia's most recognisable beauty brands, enjoying what she described as a "comfortable" life.

But, like thousands of Australians, she was unexpectedly made redundant.

Source: <https://www.abc.net.au/news/2020-11-02/coronavirus-driving-changes-in-jobs-and-careers/12795678>

(Continued on the next slide)



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Let's now look at a couple of case studies of people who have been forced to move to a new job:

Case Study # 1 – Jessica

To: Food Freelancer

Rather than frantically scramble for a new position, Ms Nguyen adjusted her focus.

"I love cooking, so I made that the therapy or the hobby, whereas other people might do yoga and whatnot," she said.

She began "cooking her way out of COVID" in the middle of Melbourne's first wave, putting her recipes on Instagram Stories as step-by-step guides.

...



Think about the change Jessica made and go down and complete Question 4.

Source: <https://www.abc.net.au/news/2020-11-02/coronavirus-driving-changes-in-jobs-and-careers/12795678>



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Let's now look at a couple of case studies of people who have been forced to move to a new job:

Case Study # 2 – Shannon

From: Virgin Australia employee

When Virgin Australia employee Shannon Stanbridge was stood down, the Adelaide woman chose to take the time to reskill in a field she had always been interested in.

"I applied for close to 50 jobs when I left Virgin," Ms Stanbridge said.

"Then I thought maybe I should look at studying, because I'm never going to have that time again."

Source: <https://www.abc.net.au/news/2020-11-02/coronavirus-driving-changes-in-jobs-and-careers/12795678>

(Continued on the next slide)



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Let's now look at a couple of case studies of people who have been forced to move to a new job:

Case Study # 2 – Shannon

To: Phlebotomist

She chose to enrol in a Certificate III in Pathology Collection, to retrain to become a phlebotomist — someone who draws blood for laboratory analysis.

"My second lesson I was taking blood," she said.

"I was rapt it was so hands-on — that's how I learn."



Think about the change Shannon made and go down and complete Question 5.

Source: <https://www.abc.net.au/news/2020-11-02/coronavirus-driving-changes-in-jobs-and-careers/12795678>



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Preparing yourself

To survive in the new working world, you'll need to be able to adapt.

Jobs are more likely to be short-term and you'll most likely need to update your skills on an ongoing basis.

You'll also need to be able to demonstrate and market your skills and abilities to potential employers.

View the suggestions on the following slides to keep yourself a valuable workforce member.



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Monitoring Trends

Effective ways to stay in the know of the latest thinking and ideas from your profession, and from complementary professions;

- reading books or listening to podcasts on topics that are different to your day job, but provide useful knowledge
- subscribing to online news on the topics that you're passionate about to ensure you get up-to-date information and knowledge
- access the Australian Labour Market Insights website (<https://labourmarketinsights.gov.au/>) for workforce data and trends



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Embracing Change

The rules of work have changed.

The **gig economy** is making waves and the transition to an automated and flexible workforce is here.

The emergence of automation and flexibility require us to think differently about our careers if we are to stay relevant and keep growing at work.



Now, head on down and complete Question 6.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Embracing Change

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Gig economy:

On demand, independent employment, usually on a short term contract with little connection to the employer. Often seen in freelancing and online platforms, e.g. Airtasker, ride sharing services (Uber, Didi, Ola), Fiverr or Upwork.



Now, head on down and complete Question 6.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Articulating your transferable skills

You must work toward developing a deep level of self-understanding and **emotional intelligence**.

These are just as important as the **technical skills** you bring to your work, and will only be valued more by employers over time.

Keep working on your **transferable skills** and know how to **articulate** your value so that you can explain how you contribute to an organisation.



Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Articulating your transferable skills

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explain how you

Emotional Intelligence:

The ability to understand, use, and manage your own emotions in positive ways.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Articulating your transferable skills

You must work toward developing a deep level of self-understanding.

These are just a few of the skills you bring to your job, and more by employees.

Keep working on them, and how to articulate them, explain how you

Technical skills:

A technical skill is the ability to carry out a task associated with a specific job role.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Transferable skills:

Transferable skills, often referred to as 'enterprise' or '21st Century' skills, include digital literacy, problem solving, collaboration, adaptability and creativity among others.

They are the skills that can be used across any job.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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These are just a few of the skills you bring to your workplace more by employee.

Keep working on developing your skills. How to articulate your skills: explain how you contribute to an organisation.

Articulate:

The ability to speak clearly and to explain yourself.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Specialising and upskilling

Everyone brings certain skills and ways of operating to the work they do.

Remember, what people value can change over time, so make sure you keep your value offering current.

You might choose to study a specialisation or you can use micro-credentials to up-skill.

Enrolling in Massive Online Open Courses (MOOCs) from sites such as edX, Coursera and Open2Study are popular methods of up-skilling.



Think about your learning and skills and complete Question 7 below.

Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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Specialising and upskilling

Everyone brings certain skills and ways of operating to the work they do.

Remember, what
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You might choos
micro-credential

Enrolling in Mass
such as edX, Co
of up-skilling.

Micro-Credentials:

Micro-credentials are mini-qualifications that demonstrate skills, knowledge, and/or experience in a given subject area or capability.



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Massive Open Online Courses (MOOCs):

These are free online courses available for anyone to enrol. MOOCs provide an affordable and flexible way to learn new skills.



Think about your learning and skills
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Source: www.ethicaljobs.com.au/blog/five-ways-to-keep-your-career-on-track-in-an-automated-world

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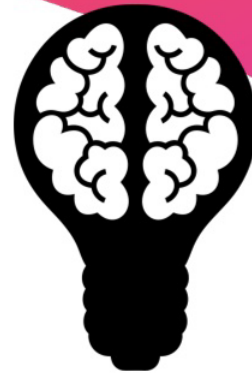
Next

Time to think

Let's finish up this unit by having a look at some of the occupations that have been identified as being 'emerging occupations'.

The National Skills Commission has identified 25 of these occupations that will be a big part of the future of work.

On the next slide you will be able to look at these and explore one that interests you.

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Emerging occupations

The National Skills Commission has identified and developed profiles on 25 emerging occupations.

What are emerging occupations?

These are defined as new, frequently advertised jobs which are substantially different to the common jobs we see in existence today (although they sometimes seem quite similar).

They are organised into a number of different categories as seen to the right. Click on each category to see the emerging jobs in each one.

[Data Analytics](#)[Online Engagement](#)[Health](#)[Regulatory](#)[Refreshing ANZSCO](#)[Sustainability Engineering and Trades](#)[Emerging Business Practices](#)

Choose one of these occupations that interests you and then go down and complete Question 8 below.

[Previous](#)[Restart](#)

Emerging occupations

The National Skills Development Profile

What are emerging occupations?

These are defined as jobs which are still relatively uncommon but which are expected to grow significantly in the future.

They are organised into categories as seen in the table below.



Choose one of these occupations that interests you and then go down and complete Question 8 below.

Data Analytics:

Occupations in this cluster are associated with growth in data and data-driven decision making.

[Data Analysts](#)

[Data Scientists](#)

[Data Engineers](#)

[Data Architects](#)

[Pricing Analysts](#)



(Click on each job to get more information about it)

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Online Engagement

Occupations in this cluster are associated with the increasing role of technology in business.

[Digital Marketing Analysts](#)

[Social Media Specialists](#)

[User Experience Analysts](#)



(Click on each job to get more information about it)

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Emerging occupations

The National Skills Development Profile

What are emerging occupations?

These are defined as jobs which are not common jobs we see every day, but they sometimes appear.

They are organised into categories as seen in the category to see the list.

Emerging Business Practices:

Occupations in this cluster are associated with the re-organisation of roles in the workplace, causing changes in tasks.

[Agile Coaches](#)

[Devops Engineers](#)

[Logistics Analysts](#)



(Click on each job to get more information about it)



Choose one of these occupations that interests you and then go down and complete Question 8 below.

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Emerging occupations

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What are emerging occupations?

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They are organised into categories as seen in the category to see the list.

Health:

Occupations in this cluster reflect changing specialisations and care practices in the health sector.

[Biostatisticians](#)

[Nurse Liaisons](#)

[Respiratory Therapists](#)



(Click on each job to get more information about it)



Choose one of these occupations that interests you and then go down and complete Question 8 below.

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Emerging occupations

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Choose one of the jobs above, then go down and complete Question 8 below.

Regulatory:

Occupations in this cluster reflect a changing regulatory landscape, especially in financial services and energy industries.

[Risk Analysts](#)

[Regulatory Affairs Specialists](#)

[Energy Auditors](#)

[Compensation and Benefits Analysts](#)



(Click on each job to get more information about it)

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Emerging occupations

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Choose one of the jobs above, then go down and complete Question 8 below.

Sustainability Engineering and Trades:

Occupations in this cluster reflect trends driven by sustainability such as new forms of renewable energy, which have created a new mix of required skills.

[Solar Installers](#)

[Energy Efficiency Engineers](#)

[Wind Turbine Technicians](#)

[Hazardous Materials Labourers](#)



(Click on each job to get more information about it)

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Emerging occupations

The National Skills Development Profile

What are emerging occupations?

These are defined as jobs which are new or common jobs we see in the future. They sometimes

They are organised into categories as seen in the category to see if

Refreshing ANZSCO:

Occupations in this cluster are jobs that are popular in industry, but not yet reflected in ANZSCO (uncategorised at this stage basically).

Fundraisers

Researchers

Research Assistants



(Click on each job to get more information about it)



Choose one of these occupations that interests you and then go down and complete Question 8 below.

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