



Changing the ways we work

Parliament
of Victoria
Education

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Cover image: The Eight Hours' demonstration passing Houses of Parliament, courtesy of State Library Victoria

Introduction

The Workday Revolution videos on the Parliament of Victoria website show the working conditions of labourers, such as stone masons and child workers, prior to the introduction of the 8-hour workday law in 1856. The 8-hour workday provided Victorians a work-life balance based on the idea of 8 hours work, 8 hours recreation and 8 hours rest. But so much about the way we live and work has changed in the 165 years since the law was introduced. The activities in this resource explore some of the ways life has changed since 1856, the impact of these changes on our work-life balance, and considers whether we need to amend our existing laws, or if it's time for a new Workday Revolution.

Key questions

- How has the way we work changed since the 8-hour workday law was passed in 1856?
- How have state laws changed in response to the changing work conditions of the Victorian people?
- How might the current laws need to change to reflect the current ways Victorians work?
- How can everyday Victorians influence changes to laws through the law-making process in Parliament?

Prior knowledge

Through engaging in these activities, students will need to have some prior knowledge of the following concepts:

- The 8-hour workday
- How laws are made
- The relationship between laws and changing social conditions

Students will continue to develop and deepen their understanding of these concepts through the different activities.

Teacher notes

The change to working conditions that students may be most familiar with are the changes caused by the pandemic. The video from Parliament of Victoria, *Learning from COVID-19* may be a good introduction into this topic. The 'Projecting Across Time' thinking routine may also be useful to help scaffold students' responses to the video.

Students can consider what long term effects the pandemic may have on the way we work. Some ideas to include are:

- Changes to industries, for example a higher emphasis on cleaning industries or production of personal protection equipment
- Working from home
- Open plan offices, share/hot desking and co-work spaces
- Use of technology to minimise interactions with people
- Health checks and working while sick

Activity 1 asks students to explore, in more detail, the changes in society that may have affected the way we work and changed or challenged the idea of an 8-hour workday. The student responses to the questions may help formulate or create additional topics for the research task in Activity 2. While, the two activities are related, students don't need to do both.

Activity 2 is a longer research task that explores how work has changed over the last 165 years. A question matrix may help students develop research and/or interview questions. As an alternative you may wish to use the 'Values, Identities, Actions' thinking routine instead of or in conjunction with the research topics to help students explore the effects of these changes.

There are a number of resources that have been provided for students to begin their research. Each resource includes a brief overview of the webpage/document and where appropriate the most relevant pages or sections have been listed to help direct students' reading and to also help students to navigate the documents. The Reciprocal Teaching strategy (the Literacy Toolkit, Department of Education) may help to scaffold students' reading and understanding of these documents. Another alternative to the research project is to use these resources in conjunction with the key questions at the beginning, or the relevant questions in Activity 1.

Activity 3 is a scenario-based activity, where a fictitious toy company has been accused of exploiting children by using them in a social media campaign. The morphological matrix is designed to generate multiple combinations of responses to the scenario. The students respond to a scenario-related event, from a particular perspective and in a particular format, the scenario provides background information. Some useful weblinks and questions are also included to help scaffold students' understanding.

There are additional teacher notes at the end of Activity 3, explaining in more detail how the morphological matrix works, and how the activity can be used flexibly, both in terms of timing and for different learning levels.

Links to the tools and strategies mentioned can be found in the Additional Resources section. A Question Matrix has been included at the end of the resource.

Activity 1 Discuss and Reflect

Reflecting on the ways work has changed

A lot has changed since 1856; the way we live, where we live, how we spend our spare time, and the way we work, including the development of new industries. Answer the following questions to explore how the idea of an 8-hour workday might have changed.

- What changes to the way we work have happened since 1856?
- Who was the 8-hour workday designed to protect?
 - Are there industries or groups of people now who may need similar protections?
- Does the idea of 8-hour work, 8-hour recreation, 8-hour rest still work?
 - What has changed?
 - How might these hours be split up differently?
 - Are there other things that we spend our time on now?
- How might the current laws (legislation) need to change?
- The stone masons came together to fight for better working conditions, resulting in changes to the laws in 1856.
 - What are some groups or agencies that currently look after workers' rights?
 - How do these groups or agencies make sure working conditions are reasonable?
 - Are there particular industries that these groups or agencies focus on?

Activity 2 Research and Present

Changing work conditions, changing laws

The way we work is always changing, not just in the pandemic but as a result of technology, changing family structures and changes to how we spend our time. How has working conditions changed in Victoria? What changes to current laws need to be made or what new laws might need to be introduced to reflect how we currently live? This is a really broad topic, so below are some possible topics to help narrow the focus of your research.

Possible topics

Here are some possible topics that you may wish to explore. They each focus on what has changed in the way we work since the Workday Revolution and the introduction of the 40-hour work week. There are lots of other changes not included in this list, so you may like to negotiate your own topic:

- Weekend work and 24-hour shopping
- Technology and the global economies
- Development of new industries
 - For example, social media influencers
- Pandemic and working from home
- Women in the workforce
 - Women entering the workforce, especially post WWII
 - Stay at home parents and whether his should be officially recognise as work
 - Both parents in the workforce
 - Single parent families
- Working from home versus centralised workforce
- Rise of the gig economy
- Increased use of casual, contract and insecure work

Conducting the research

Listed below are some useful resources that might be a good place to start your research.

- Report of the Inquiry into the Victorian On-Demand Workforce
https://s3.ap-southeast-2.amazonaws.com/hdp.au.prod.app.vic-engage.files/4915/9469/1146/Report_of_the_Inquiry_into_the_Victorian_On-Demand_Workforce-reduced_size.pdf
The lengthy report details the reasons for the inquiry, the method of research, the findings, and recommendations.
 - Pages 8 to 16 (Chapter 2) provide an overview of how work conditions have changed and some of the data, both nationally and in Victoria, to support this.
 - Chapter 4 provides a detailed overview of the 'platform sector', the industries involved, the hours of work and who are the main groups of people employed in the sector.
 - Chapter 5, especially sections 5.5, 5.6 and 5.7, provide some examples of the main industries engaged in platform work.
 - Page 184 (Chapter 7) provides a summary of the recommendations from the report.
- Wage theft bill, Parliament of Victoria
www.parliament.vic.gov.au/component/jdownloads/download/36-research-papers/13958-wage-theft-bill-2020
This research paper looks at the legislation at the time of the proposed Bill (2018), the definition of wage theft, especially in relation to under payment, withheld entitlements, current legislation (such as exploitation), and contrasts this with other employment conditions such as the gig economy and casual and insecure work. It includes examples of cases that created a need for the legislation to be reviewed and an overview of the passage of the bill through parliament, current at the time of publication, including the proposed revisions to the law.
- The Circular Economy – An explainer, Parliament of Victoria
www.parliament.vic.gov.au/component/jdownloads/download/36-research-papers/13880-the-circular-economy-an-explainer
The page provides a definition of the circular economy and how this development compares to the linear economy. This includes descriptions of how the circular economy works and the benefits, challenges and potential solutions.
- Labour rights in the gig economy
www.parliament.vic.gov.au/component/jdownloads/download/36-research-papers/13869-labour-rights-in-the-gig-economy-an-explainer
The webpage provides a definition of the gig economy, some of the examples, and the implications of the gig economy for employment protection and employment conditions such as taxation and superannuation.
- Heritage Note no.1 2017 – The origins of the eight-hour day in Victoria, Parliament of Victoria
www.parliament.vic.gov.au/component/jdownloads/download/36-research-papers/13812-heritage-note-no-1-2017-the-origins-of-the-eight-hour-day-in-victoria
On this page is a link to a Heritage Note that provides the background to the 8-hour work day. The paper has been put together by the Parliamentary Library and Information Service.

You may also like to interview family members or members of the community from different generations. This might give you some good examples of how work has changed over the last 10, 20, 30 years or longer. The information below will help you write your interview questions and conduct your interview. You can then combine what you have learnt from your interview with your research and think about what information you might use and how you will share what you have learnt.

Research Interview

This research interview is designed to help you investigate how working conditions, and work-life balance has changed over the years. To do this you need to:

- Develop a series of questions that you can use to interview a relative/family member on how working conditions and work-life balance may have changed.
- Focus on developing open questions, which will help the conversation flow and provide you with opportunities to ask additional questions to help your relative and/or member of the community expand on their answers.
- Think about questions that would help you understand not only what the changes are, but how and why these changes have happened. Consider asking questions about the industries the relative/community member were working in, and whether there was something going on at the time that may have had an impact on their working conditions.

During interviews it is important to listen carefully and take notes. This can be hard to do at the same time, so you might like to record (with your interviewee's permission) the interview so that you can listen back and take notes later. Alternatively, you may like to film the interview, again with your interviewee's permission. Focussing on the interview rather than taking notes will help the interview be more like a conversation, where you might find out some interesting things that you weren't expecting.

It's important to ensure you have your interviewee's permission to record them, whether you are recording their voice or filming. The information they share with you might be personal and asking them for permission to be recorded and explaining how you are going to use the information, may help them to feel safer about sharing information. This is considered good ethical practice when interviewing people.

Research findings and reflections

To conclude your research task, take some time to reflect on your findings – what you have learnt – from the interviews about how working conditions and the working week has changed. You can use the following questions to help you do this:

- Has the 40-hour work week changed? If so, how and for what industries or groups of people?
- What may have caused these changes? Are they:
 - political (introduction of new laws)
 - social (the way we spend our time and how we spend it with)
 - health related
 - environmental
 - economical
- What laws have been introduced or could be introduced to protect the 8-hour workday/40-hour work week? Will this work for all industries? Why/why not?

- Are there issues with 8-hour workday? What laws or changes to laws could be made to address these issues?

Sharing your research

Once you've conducted your research and/or the interview, and had some time to reflect on your research, it is now time to think about how you're going to share what you learnt with your class.

You can share your findings in a variety of way. Here are some suggestions:

- Prepare a speech sharing your research about the changes to work conditions and any changes to the laws or new laws you think might be necessary. Provide reasons for your suggestions and include 1 or 2 images to help demonstrate your ideas.
- Design a poster, including a timeline of any significant events, showing the way working conditions have changed and whether the current laws are still relevant.
- Voice record the interview and use relevant pictures to create a picture montage with excerpts (sections) of the interview over the top. You can also record yourself discussing some of your other research and your ideas for changes to the laws as part of the voice over.

Remember, you don't need to include the whole interview and all your research. Think about what is the most interesting things that you learnt and use the reflection questions to help you to decide what you might like to share with others.

Is it time to review child labour laws?

Teacher notes

The scenario-based activities below are designed for students to think through how Parliament makes or amends laws to be responsive to changing social situations, such as work conditions.

Students read through the scenario, and then roll a dice 3 times, once for each of the 3 columns – perspective, incident, format of response. The number of the dice will determine which combination the student will use to analyse and respond to the scenario. For example, if a student rolls a 5, 3 and 4, then the student will be responding from the perspective of the Child Rights group to a bullying incident on social media through creating a mini-documentary.

The matrix can be used to differentiate students' work, with either different content or with different combinations removed or left blank, in which case students would need to roll the dice again. Similarly, for students who may need extension, more difficult combinations can be created, or sections left blank for the students to fill in themselves.

For a shorter task, students can use the first two columns – perspective and incident – to create roles and responses to the scenario for class discussions or for short written responses.

Alternatively, the 'Step In – Step Out – Step Back' or 'Values, Identities, Actions' thinking routines that can help students identify the different perspectives and arguments relating to law reform.

There are a number of resources available that may help students to respond to the scenario, such as Section 4 of the Child Employment ACT 2003 which includes how child employment is defined. There is also information, including permit information for employing children, from Business Victoria.

The questions below the matrix provide some guidance for students to respond to the scenario. The questions can be used in conjunction with the matrix – for example students respond from the perspective of their allocated role – or as a stand-alone class discussion, or small group or individual response to the scenario.

The Teaching and Learning Cycle and/or Reciprocal Teaching strategies from the Department of Education's Literacy Toolbox may be useful in helping students create their responses and read the Child Employment laws and other supporting material.

Links to the thinking routines and support material can be found in the Additional Resources section.

Activity 3 Explore and respond

Child labour laws and the Forever Toy Company

The Forever Toy Company has developed a new social media campaign that includes using their main customers – children between the ages of 4 and 12 – to trial their toys and for parents to record and post their children’s reactions to various social media platforms; Instagram, TikTok, Facebook and Twitter. Avi decides that his child, Shonali who wants to be an actor, would be interested in the social media campaign. Andrew from the Forever Toy Company provides the following information:

Responsibilities of the Forever Toy Company:

- Children will be able to keep the toys as a thank you for their time.
- Toys will range in price from \$5 to \$500.
- The more followers and positive reactions to the social media post, the higher the value of the toys that will be provided.

Responsibilities of the parent/child:

- Post 1 video a week for 10 weeks; a total of 10 posts shared across all four of the social media platforms the company has identified.
- Each post must be at least 1 minute long.
- The toy must be easily identified in the video.
- The child must be enthusiastic and positive when playing with the toy.
 - The toy company can request to remove the post if they do not feel it meets their standards.
- Parents can interact with the child and ask them questions, but the video footage must only have the child and the toy in it (pets are an exception and may also appear in videos).
- A minimum number of likes and/or shares/responses must be achieved for each post across the 4 social media platforms for the contract to continue.
- Parents are asked to sign a ‘non-compete’ clause for the child – the child cannot appear to be advertising any other product in the Forever Toy Company or any other posts. For example
 - Wearing a t-shirt with a logo on it either in the toy company post, or in other general social media posts.

The Children’s Rights group, ‘Speaking Loud for Small Voices’, believes social media campaigns like the Forever Toy Company’s, are becoming more and more common and are not in line with the premise of Victoria’s Child Employment Act 2003. Speaking Loud for Small Voices argue companies like Forever Toys are exploiting children by under paying them and their parents for their time, as well as unnecessarily putting children in danger with high exposure on social media. Nima, a representative from the group has called for the Child Employment Act 2003 to be updated to consider more closely social media.

	Perspective	Incident	Format of response
1	Andrew, a representative from Forever Toy company	Instagram footage is used across other social media platforms for other purposes, e.g.: memes	A series of social media posts
2	Avi	Forever Toy Company stop using Odin's (another child) videos despite the child meeting the company's expectations. No explanation is given.	News interview (tv or print)
3	Shonali	Shonali's social media account is being trolled, with more and more people writing awful and inappropriate comments.	Media release
4	Rick, A Member of Parliament	Grace's (another child) videos go viral. Forever Toy Company requests family to post 3-5 videos a week. Shonali's posts are meeting the minimum requirements, but not exceeding them.	Mini-documentary
5	Nima, the representative from Speaking Loud for Small Voices	It has been reported that Forever Toy Company has asked several families to re-film their children's reactions to the toys. Avi, Shonali's father reported he was told by the company that Shonali "wasn't excited enough".	Submission to a Parliamentary committee
6	Beth, an Instagram follower	The Forever Toy Company reports an increase in sales by 130% since the start of the campaign.	A fact sheet

Investigating child employment laws

The information on the webpages provided below describe the current laws for employing children in Victoria, including the responsibilities of the employer and the rights of the employee (the child).

- Child Employment Act 2003 – Section 4, Australasian Legal Information Institute http://classic.austlii.edu.au/au/legis/vic/consol_act/cea2003180/s4.html
This section of the Child Employment Act outlines the definition of employment for children and some of the restrictions of employing children and young people.
- Child Employment – An overview: Legally employ children under the age of 15, Business Victoria www.business.vic.gov.au/hiring-and-managing-staff/employing-children/overview
This webpage provides an overview of employers' responsibilities and some details on what it means to employ children legally. There is a short video and links to other relevant websites.

These questions will help you explore some of the issues with the scenario of the Forever Toy Company.

- Who is employed by the Forever Toy company, the children or the parents?
Why?
- Would you recommend the Forever Toy company apply for a permit to use the children in their social media campaigns?

- What industry does the social media campaign belong to? Explain your answer.
 - What industry does social media come under?
 - How does the Child employment Act protect children participating in social media campaigns?
- What is the location of the workplace for these children?
- Should the work of the children be classified as employment or unpaid work?
 - Refer to the definitions of employment from the Child Employment Act 2003 – Section 4

- Does the Child Employment Act 2003 need to be updated?
 - If so, what updates would you recommend and why? If not, why not?
Make sure you use evidence from the scenario, Business Victoria and the Child Employment Act 2003 to help explain/justify your response. Things to consider:
 - Is there a set minimum wage for children?
 - Should parents supervising children also be paid?
 - Should the laws cover a set wage for children, parents/guardians/supervisors, and also cover unpaid work
- How would you go about getting the laws changed? What actions could you take? Who could you speak to?

Additional resources

Titles, authors and dates (if appropriate)

- Learning from COVID-19, Parliament of Victoria
www.parliament.vic.gov.au/education/learning-from-covid-19
In this video Speaker of the Legislative Assembly Colin Brooks MP talks about how the role of Parliament to create and scrutinise legislation, and how this process has been adapted to the needs of the COVID-19 pandemic. There are also additional questions and teacher support material available on the page.
- Projecting Across Time, Harvard Project Zero Thinking Routines
<https://pz.harvard.edu/sites/default/files/Projecting%20Across%20Time.pdf>
- Step in – Step out – Step back, Harvard Project Zero Thinking Routines
www.pz.harvard.edu/resources/step-in-step-out-step-back
- Values, Identities, Actions, Harvard Project Zero Thinking Routines
www.pz.harvard.edu/resources/values-identities-actions
- Reciprocal Teaching, Literacy Teaching Toolkit, Department of Education and Training
www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracguidedrecip.aspx
- Teaching and Learning Cycle: Department of Education, Victoria
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/writing/Pages/approachescycle.aspx>
- Teaching and Learning Cycle: VicTESOL
<https://victesol.vic.edu.au/index.php/teaching-and-learning-cycle-project/>

Links to other relevant Parliament of Victoria resources

- The Workday Revolution, Parliament of Victoria
www.parliament.vic.gov.au/education
This resource explores the working conditions that resulted in the Workday Revolution and the implementation of the 8-hour workday.
- Parliament of Victoria Explains: How Parliament makes laws
<https://youtu.be/pSCMpX9stW0> (runtime 2:38 minutes)
The short animation provides an overview of the process of passing bills through Parliament and how bills become laws.
- Parliament of Victoria Explains: How Parliament's Committees work
<https://youtu.be/SZlozPBgiG4?list=PL76E06EB70EFA41DD> (runtime 2:54 minutes)
The short animation provides an overview of how committees work and the purpose of committee reports.

Victorian Curriculum connections

The curriculum connections below relate, but are not limited to, Year 7 & 8 Victorian Curriculum: Civics and Citizenship, although the activities can be adapted to both Grades 5 & 6 and Years 9 & 10. There are several Victorian Curriculum subject areas, such as History and Economics and Business, for which these activities would also be relevant.

The activities have been mapped specifically to the Years 7 & 8 curriculum and have been designed to be adaptable to a range of classroom contexts and work flexibly, especially in terms of the amount of time spent and the depth of discussion.

The description below provides an overview of how the resource maps to the achievement standards for Years 7 & 8. The content descriptors following this overview relate to the most relevant connections between the content, activities and Victorian Curriculum: Civics and Citizenship.

Year 7 & 8

The activities in this resource allow students to develop and extend their understanding of why laws are made, and how laws are amended to reflect changing social conditions, in this case, changes to the way Victorian's work. Students identify the importance of shared values and explain different points of view through engaging in research and responding to a scenario. They identify ways they can be active and informed citizens and take action in different contexts through proposing new laws or considering how current laws may need to change.

Government and democracy

- Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly ... (VCCCG019). For example, through exploring advocating for rights using various platforms.
- Explain how citizens can participate in Australia's democracy ... through the use of lobby groups, interest groups and direct action (VCCCG020).

Law and Citizens

- Use a scenario to consider how laws are made and adapted through the state parliament system (links to content descriptor VCCCL023).

Citizenship, diversity and identity

- Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' (VCCCC025), especially in relation to a "fair" work-life balance that was the premise of the 8-hour workday.

Question Matrix

?	Event	Situation	Choice	Person	Reason	Means
Present	What is?	Where/when is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where/when did?	Which did?	Who did?	Why did?	How did?
Possibility	What can?	Where/when can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where/when would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	Where/when will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where/when might?	Which might?	Who might?	Why might?	How might?

Wiederhold, C.W. (2007). Cooperative learning & higher-level thinking: the Q-matrix. Heatherton, Vic. Hawker Brownlow Education