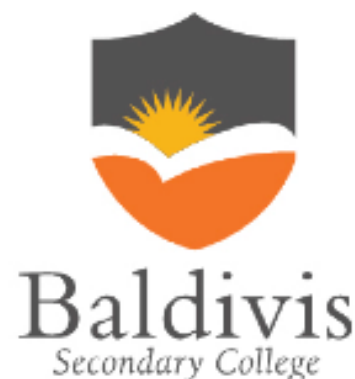


# CAREER AND ENTERPRISE

GENERAL COURSE

## YEAR 11 COURSE INFORMATION



*"Fetching, begging and playing dead are great skills. But how are you at Web page design?"*

# CONTENT

Structure of Syllabus	Page 3
Unit 1 – Exploring Work and Networks	Page 4 - 7
Unit 2 – Entry Level Work Readiness	Page 8 - 10
School Based Assessment	Page 11
Grade Descriptions	Page 12
Assessment Outline – UNIT 1 and UNIT 2	Page 13
Assessment Outline – UNIT 1 Semester 1	Page 14
Assessment Outline – UNIT 2 Semester 2	Page 15
Course Outline	Page 16 - 21

## ADDITIONAL INFORMATION:

For full course information including:

- Rationale
- Organisation:
  - Structure of syllabus
  - Organisation of content
  - Progression from the Year 7 – 10 Curriculum
  - Representation of the general capabilities
  - Representation of the cross-curriculum priorities

Please refer to:

<http://wace1516.scsa.wa.edu.au/syllabus-and-support-materials/humanities-and-social-sciences/career-and-enterprise>

# STRUCTURE OF SYLLABUS

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12. This course is delivered within the framework of the students developing, reviewing and updating an individual pathway plan and a career portfolio to assist in their personal career development.

## Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

### Unit 1

This unit enables students to increase their knowledge of work and career choices and identify a network of people and organisations that can help with school to work transitions.

### Unit 2

This unit explores the attributes and skills necessary for employment and provides students with the opportunity to identify their personal strengths and interests and the impact of these on career development opportunities and decisions.

Each unit includes:

- A unit description – a short description of the focus of the unit
- Unit content – the content to be taught and learned.

## Organisation of content

The content is divided into six areas:

- Learning to learn
- Work skills
- Entrepreneurial behaviours
- Career development and management
- The nature of work
- Gaining and keeping work.

# UNIT 1 – Exploring Work and Networks

## Unit description

The focus of this unit is exploring work and networks. Students develop an understanding of aspects of work, such as part-time, full-time, flexi hours, volunteer work and unemployment. They learn that positive self-esteem and self-management are required to access work opportunities and acquire skills to build careers. Students learn the basic organisation and roles associated with different workplace structures, and develop awareness that employment is connected with responsibility for themselves and others.

Students understand that transitions can be facilitated by resources made available through the family, school, workplace and community, and that these groups assist young people to learn what is expected of them as workers.

It enables students to increase their knowledge of work and career choices and to identify a network of people and organisations that can help with their school-to-work transition.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Learning to learn

- The potential ongoing labour market disadvantage of leaving school without qualifications
- The role of ongoing education and training in gaining and keeping work
- Benefits of accessing ongoing education and training
- The concept of personal development opportunities
- The concept of professional development opportunities
- The need to choose personal and professional development opportunities that align to own skills, attributes, values and interests
- The impact of challenging and unexpected events on the school-to-work transition
- Strategies to deal with unexpected circumstances in own career
- The value of a personal mentor to assist in ongoing learning and development
- Strategies to find and access appropriate information sources
- Changes to personal networks that occur after leaving school
- Decision-making steps:
  - Identify the problem
  - Investigate alternatives
  - Make a decision
  - Evaluate the solution
- Models for decision making, including:
  - SWOT (strengths, weaknesses, opportunities, threats)
  - PMI (plus, minus, interesting)

## Work skills

- How to interact positively and effectively with others through:
  - Working as an individual
    - Establishing an individual's roles
    - Meeting deadlines
  - Working as a member of a team
    - Collaboration
    - Communication
    - Negotiation
  - Establishing and using networks
    - Personal (family and friends)
    - Social (such as sporting/community organisations)
    - Professional (such as work experience)
- Strategies to enable appropriate and effective communication in a specific work environment, including:
  - Using an appropriate mode of communication
    - Text
    - Phone call
    - Email
    - Spoken
  - Speaking clearly and directly
  - Using language appropriate to the situation and the specific job
  - Being assertive
  - Negotiating responsively
- Recognising forms of diversity within a work setting, including:
  - Age
  - Gender
  - Race
  - Religion
- Strategies to manage workload, including:
  - Time management
  - Priorities
  - Allocating resources
- Identify and solve problems, using a decision making model, as they arise in a work situation
- The advantage for career development of having basic ICT skills
- Use ICT to organise data used in a workplace

## **Entrepreneurial behaviours**

- The concept of initiative
- Benefits of using initiative in the workplace, including:
  - Increased empowerment and recognition
  - Increased efficiency
- The benefits of using initiative to create work opportunities
- The concept of innovation
- Identify examples of innovation in business, including establishing new businesses
- Innovation, starting own businesses and creating new products
- The concept of personal risk-taking in the workplace, such as, giving an opinion in a meeting
- The value of taking appropriate personal risks in the workplace, such as, being recognised for contributions by superiors

## **Career development and management**

- Consider the impact of an individual's digital footprint on career development when using social media and/or workplace technology resources
- Strategies to enhance self-understanding, including:
  - Self-reflection
  - Seeking feedback from others
- The value of risk-taking in career development
- The value of positive thinking on career development
- Tools, resources and organisations used to gain work, such as:
  - An individual pathway plan
  - A career portfolio
  - The ApprentiCentre
  - The Job Guide
  - The Career Centre
  - The Aboriginal Workforce Development Centre
  - MyFuture
- Strategies to manage an individual career, including:
  - Recognising achievements
  - Identifying goals in school, social and work settings
  - Predicting consequences of decisions
- Investigate career choices
- Create/review own individual pathway plan
- Create/review own resume
- Understanding the changing nature of life and work roles

- The effects of the global marketplace on personal career development, including:
  - Wider access to local and international job opportunities
  - Increased reliance on technology

## **The nature of work**

- Work patterns, including:
  - Part-time
  - Full-time
  - Fly-in/fly-out (FIFO)
  - Volunteer
- The advantages and disadvantages of different work patterns
- The concept of globalisation
- Features of different types of work environments, including:
  - Traditional work spaces
  - Contemporary work spaces (open-plan, hot desk, for example)
  - Virtual workplaces (working from home, for example)
  - Mobile work environments
  - Dangerous environments
- Changing features of workplaces, including:
  - The physical layout of individual work spaces
  - Outsourcing of specialised skills

## **Gaining and keeping work**

- The concept that personal and social networks can assist in gaining and keeping work
- Identify own skills, attributes, interests and knowledge
- Use self-reflection to make decisions of own suitability for a particular job, including consideration of:
  - Skills, attributes, interests and knowledge
  - Personal values
  - Likes and dislikes
  - Strengths and weaknesses
- Methods of responding to a job opportunity, including:
  - Online applications
  - Written applications
  - Verbal applications
- How to embed your skills in your job application
- The need to connect and work with others in the workplace
- Factors affecting job satisfaction, including:
  - Job security
  - Benefits/compensation/pay
  - Opportunities to use skills and abilities
  - Feeling safe in the work environment

# UNIT 2 – Entry-Level Work Readiness

## Unit description

The focus of this unit is entry-level work readiness. Students explore the attributes and skills necessary for employment, and identify their personal strengths and interests, and the impact these have on career development opportunities and decisions.

Students examine the organisation of workplaces within a chosen industry area and learn about the rights and responsibilities of employees and employers in entry-level jobs.

An audit is conducted of career competencies, knowledge, behaviours, values and attitudes, and an autobiographical profile is developed. This profile is used, together with simple work search tools and techniques, to commence planning career development options. A record of work, training and learning experiences is required for inclusion in a career portfolio.

The work search tools and techniques and career competencies used in the process of career management are investigated. An exploration is made of workplaces, organisation and systems, and also employment as a contractual agreement. The roles, rights and responsibilities of individuals are defined and assessed according to legal, ethical and financial considerations. The unit investigates how influences and trends impact on personal career development opportunities.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Learning to learn

- The concept of learning styles
- Features of different learning styles
- Recognise own preferred learning style
- Enhancing ability to learn using own learning style
- Use personal values, likes and dislikes and strengths and weaknesses, to assist in making job choices
- Consider the range of individual career options linked to own personal profile
- The concept that learning experiences can increase career development opportunities and success

### Work skills

- The importance of work health and safety (WHS) in the workplace
- Employers expectations of employees to work in a safe way, including completion of the Work-Safe Smart-Move General module
- Considerations when communicating in the workplace, including variations in:
  - Content
  - Tone
  - Vocabulary
  - Audience

## **Entrepreneurial behaviours**

- Identify and solve problems within the workplace, including:
  - Recognising and taking responsibility for predictable routine problems
  - Recognising when to notify others
- Create and innovate solutions to solve problems using strategies, such as:
  - Inventing new ideas by adapting existing ideas from other contexts
  - Recognising the potential of a new idea proposed by someone else

## **Career development and management**

- The concept of work/life balance
- The concepts of career progression and career development
- Explore career progression within your preferred pathway
- The need for an individual's personal profile to align with their career direction
- Review and update of own individual pathway plan and resume
- Create/review own career portfolio

## **The nature of work**

- The purpose and content of the National Employment Standards
- Strategies employers use to provide satisfying workplaces, including:
  - Providing training and career progression for employees
  - Providing a safe and healthy environment
  - Providing employee benefits and incentives
- The concept of globalisation
- The impact of global trends on the workforce, including:
  - Social
  - Cultural
  - Technological

## **Gaining and keeping work**

- The importance of self-promotion in gaining and keeping work
- Appropriate self-promotion techniques, including:
  - Developing a personal statement/profile
  - Building and maintaining a positive image
  - Promoting personal achievements
  - Creating and maintaining a positive online image/digital footprint
  - Using networks
    - Physical (social and professional)
    - Online (blogs and tweets)
- Capabilities that are essential for an entry-level job, including:
  - Time management (for example, punctuality)

- Interpersonal skills (such as positive attitude, empathy, tolerance,)
  - Personal attributes (such as honesty, reliability, loyalty, trustworthiness)
- Types of job interviews, including:
  - Telephone
  - Panel
  - Individual
  - Group
- Techniques for addressing selection criteria and interview questions, such as:
  - SAO (situation, action, outcome)
  - STAR (situation, task, action, result)
- Ways of demonstrating responsibility for own personal learning, including:
  - Ensuring skills and knowledge are up to date
  - Identifying future knowledge requirements in order to stay competitive
  - Engaging in formal and informal learning experiences
- Workplace changes that have consequences for entry-level jobs, including:
  - More team-based and collaborative work environments
  - Increased need for social skills in a work environment
  - Increased need for technological competence
  - Reduced dependence on geographical location (for example, more mobile work environments, FIFO)
- Features of employment contracts, including:
  - Position
  - Employment status
  - Probationary period
  - Relevant award
  - Remuneration package
  - Hours of work

# School-based Assessment

The table below provides details of the assessment types for the Career and Enterprise General Year 11 syllabus and the weighting for each assessment type.

## Assessment Table – Year 11

Type of assessment	Weighting
<b>Investigation</b> Students plan, conduct and communicate the findings of an investigation relating to the unit content. Formats can include: a written report, an oral or multimedia presentation, a portfolio, or a combination of these.	30%
<b>Production/performance</b> Tasks can include: a written report, an oral or multimedia presentation, observation checklists, mock job applications, mock job interviews and/or self or peer evaluation tools.	30%
<b>Individual pathway plan/career portfolio</b> Students are required to develop an individual pathway plan (IPP) in Unit 1 and develop a career portfolio in Unit 2. These documents can include: <ul style="list-style-type: none"> <li>• A resume</li> <li>• Evidence of skills and experiences</li> <li>• Evidence of work history</li> <li>• Goals.</li> </ul>	20%
<b>Response</b> Questions can require students to respond to short answer questions and/or extended answer questions. Questions can require students to respond to stimulus materials including: extracts from documents, articles, journals or texts; cartoons; graphs; case studies; and/or guest speakers. Short answer formats can include: <ul style="list-style-type: none"> <li>• Closed questions, to which there is a limited response or a precise answer</li> <li>• Open questions that require a paragraph response</li> <li>• Completion of retrieval charts and/or structured overview templates.</li> </ul> Extended answer questions can be scaffolded. Tasks typically consist of a combination of multiple choice questions and questions requiring short and/or extended answers. Typically these tasks are administered under test conditions.	20%

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
<b>A</b>	Excellent achievement
<b>B</b>	High achievement
<b>C</b>	Satisfactory achievement
<b>D</b>	Limited achievement
<b>E</b>	Very low achievement

## Grade descriptions Year 11

<b>A</b>	Analyses how interactions between individual circumstances and external factors impact on career development.
	Identifies how social change and technological developments influence career development opportunities and workplaces.
	Uses a wide range of information from diverse sources and selects strategies to draw supported conclusions and identify bias.
	Identifies and uses skills for work to manage opportunities for future career development plans.
<b>B</b>	Identifies how individual circumstances are linked to career development.
	Identifies how social change and technologies influence career development.
	Uses a range of information and uses strategies to draw supported conclusions.
	Identifies and uses skills for work to manage immediate career development plans.
<b>C</b>	Identifies that individual circumstances influence career development.
	Identifies that changing social conditions and technology can affect career development.
	Uses a range of information and provides strategies to draw supported conclusions.
	Identifies and uses skills for work to manage immediate career development plans.
<b>D</b>	Makes limited connections about individual circumstances relating to career development.
	Limited identification that changing technology and social conditions can affect career development.
	Uses limited information to draw conclusions.
	Identifies some skills for work and links them to career development plans.
<b>E</b>	Makes few individual connections about individual circumstances relating to career development.
	Little identification of society and technology affecting careers.
	Draws few conclusions.
	Does not identify skills for work.

## Assessment Outline

### CAREER AND ENTERPRISE – GENERAL YEAR 11 UNIT 1 and UNIT 2

Assessment Type and Syllabus Weighting	Assessment Task Weighting	Schedule	Assessment Task and Description
Investigation (30%)	10%	Semester 1 Week 4-6	<b>Task 3:</b> Investigate three different jobs, and produce a written report on personal suitability for each job based on your own skills, attributes, interests, knowledge, personal values, likes, dislikes, strengths and weaknesses.
	10%	Semester 1 Week 11-12	<b>Task 4:</b> Investigate the tools, resources and organisations used to gain work and present findings on the usefulness of each in the form of a PMI.
	10%	Semester 2 Week 3-4	<b>Task 6:</b> Investigate different learning styles. Prepare an oral presentation sharing the findings.
Production / Performance (30%)	15%	Semester 1 Week 6-8	<b>Task 5:</b> Create an interactive static display outlining the features of the jobs you have investigated for other students to visit during our Careers Expo.
	15%	Semester 2 Week 12-13	<b>Task 8:</b> Participate in a mock personal job interview using a SAO technique to respond to the questions.
Individual Pathway Plan / Career Portfolio (20%)	10%	Semester 1 Week 12-14	<b>Task 1:</b> Create an Individual Pathway plan, including your skills, attributes, values and interests. Maintain an Interactive Notebook and Work Portfolio which includes your research, knowledge and reflections to aid this process.
	10%	Semester 2 Week 14-15	<b>Task 9:</b> Create or update your career portfolio.
Response (20%)	10%	Semester 1 Week 4	<b>Task 2:</b> Use decision-making steps for a problem that you have identified in a workplace with which you are familiar and use a SWOT as the model for making a decision.
	10%	Semester 2 Week 7	<b>Task 7:</b> Create a PMI examining the impact of a chosen career pathway in maintaining a healthy work life balance.
<b>Total</b>	<b>100%</b>		

#### Points to note

The weighting and date given for assessment tasks are as a guide only. Students will be given at least 1 week notice of assessment task due date changes.

Any tasks not completed on the set due date will require a medical note in order not to incur a grading penalty- as per BSC assessment policy.

## Assessment Outline

### CAREER AND ENTERPRISE - GENERAL YEAR 11 UNIT 1 – SEMESTER 1

Assessment Type and Syllabus Weighting	Assessment Task Weighting	Schedule	Assessment Task and Description
Individual Pathway Plan / Career Portfolio (20%)	10%	Semester 1 Ongoing	<b>Task 1:</b> Create an Individual Pathway plan, including your skills, attributes, values and interests. Maintain an Interactive Notebook and Work Portfolio which includes your research, knowledge and reflections to aid this process.
Response (20%)	10%	Semester 1 Week 3	<b>Task 2:</b> Use decision-making steps for a problem that you have identified in a workplace with which you are familiar and use a SWOT as the model for making a decision.
Investigation (30%)	10%	Semester 1 Week 12	<b>Task 3:</b> Investigate two different jobs within an industry you are interested in, and produce a written report on personal suitability for each job based on your own skills, attributes, interests, knowledge, personal values, likes, dislikes, strengths and weaknesses.
	5%	Semester 1 Week 10	<b>Task 4:</b> Investigate the tools, resources and organisations used to gain work in these and present findings on the usefulness of each in the form of a PMI.
Production / Performance (30%)	15%	Semester 1 Week 16	<b>Task 5:</b> Create an interactive static display outlining the features of the jobs you have investigated for other students to visit during our Careers Expo.
<b>Total</b>	<b>50%</b>		

#### Points to note

The weighting and date given for assessment tasks are as a guide only. Students will be given at least 1 week notice of assessment task due date changes.

Any tasks not completed on the set due date will require a medical note in order not to incur a grading penalty- as per BSC assessment policy.

## Assessment Outline

### CAREER AND ENTERPRISE - GENERAL YEAR 11 UNIT 2 – SEMESTER 2

Assessment Type and Syllabus Weighting	Assessment Task Weighting	Schedule	Assessment Task and Description
Investigation (30%)	10%	Semester 2 Week 3-4	<b>Task 6:</b> Investigate different learning styles. Prepare an oral presentation sharing the findings.
Production / Performance (30%)	15%	Semester 2 Week 12-13	<b>Task 8:</b> Participate in a mock personal job interview using a SAO technique to respond to the questions.
Individual Pathway Plan / Career Portfolio (20%)	15%	Semester 2 Week 14-15	<b>Task 9:</b> Create or update your career portfolio.
Response (20%)	10%	Semester 2 Week 7	<b>Task 7:</b> Create a PMI examining the impact of a chosen career pathway in maintaining a healthy work life balance.
<b>Total</b>	<b>50%</b>		

#### Points to note

The weighting and date given for assessment tasks are as a guide only. Students will be given at least 1 week notice of assessment task due date changes.

Any tasks not completed on the set due date will require a medical note in order not to incur a grading penalty- as per BSC assessment policy.

# Course Outline

## Career and Enterprise – General Year 11

### Semester 1 – Unit 1 — Exploring Work and Networks

Week	Key teaching points
1–3	<p>Introduction to the unit; distribution of syllabus, course outline and assessment outline</p> <p><b>Learning to learn</b></p> <ul style="list-style-type: none"><li>• The potential ongoing labour market disadvantage of leaving school without qualifications</li><li>• The role of ongoing education and training in gaining and keeping work</li><li>• Benefits of accessing ongoing education and training</li><li>• The concept of personal development opportunities</li><li>• The concept of professional development opportunities</li><li>• The need to choose personal and professional development opportunities that align to own skills, attributes, values and interests</li><li>• The impact of challenging and unexpected events on the school-to-work transition</li><li>• Strategies to deal with unexpected circumstances in own career</li><li>• The value of a personal mentor to assist in ongoing learning and development</li><li>• Strategies to find and access appropriate information sources</li><li>• Changes to personal networks that occur after leaving school</li><li>• Decision-making steps:<ul style="list-style-type: none"><li>▪ Identify the problem</li><li>▪ Investigate alternatives</li><li>▪ Make a decision</li><li>▪ Evaluate the solution</li></ul></li><li>• Models for decision making, including:<ul style="list-style-type: none"><li>▪ SWOT (strengths, weaknesses, opportunities, threats)</li><li>▪ PMI (plus, minus, interesting)</li></ul></li></ul>
4	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"><li>• The concept that personal and social networks can assist in gaining and keeping work</li><li>• Identify own skills, attributes, interests and knowledge</li><li>• Use self-reflection to make decisions of own suitability for a particular job, including consideration of:<ul style="list-style-type: none"><li>▪ Skills, attributes, interests and knowledge</li><li>▪ Personal values</li><li>▪ Likes and dislikes</li><li>▪ Strengths and weaknesses</li></ul></li></ul>
5	<p><b>The nature of work</b></p> <ul style="list-style-type: none"><li>• Work patterns, including:<ul style="list-style-type: none"><li>▪ Part-time</li><li>▪ Full-time</li><li>▪ Fly-in/fly-out (FIFO)</li><li>▪ Volunteer</li></ul></li></ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• The advantages and disadvantages of different work patterns</li> <li>• The concept of globalisation</li> </ul>
	<ul style="list-style-type: none"> <li>• Features of different types of work environments, including: <ul style="list-style-type: none"> <li>▪ Traditional work spaces</li> <li>▪ Contemporary work spaces (open-plan, hot desk, for example)</li> <li>▪ Virtual workplaces (working from home, for example)</li> <li>▪ Mobile work environments</li> <li>▪ Dangerous environments</li> </ul> </li> <li>• Changing features of workplaces, including: <ul style="list-style-type: none"> <li>▪ The physical layout of individual work spaces</li> <li>▪ Outsourcing of specialised skills</li> </ul> </li> </ul>
6-8	<p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>• How to interact positively and effectively with others through: <ul style="list-style-type: none"> <li>▪ Working as an individual <ul style="list-style-type: none"> <li>○ Establishing an individual's roles</li> <li>○ Meeting deadlines</li> </ul> </li> <li>▪ Working as a member of a team <ul style="list-style-type: none"> <li>○ Collaboration</li> <li>○ Communication</li> <li>○ Negotiation</li> </ul> </li> <li>▪ Establishing and using networks <ul style="list-style-type: none"> <li>○ Personal (family and friends)</li> <li>○ Social (such as sporting/community organisations)</li> <li>○ Professional (such as work experience)</li> </ul> </li> </ul> </li> <li>• Strategies to enable appropriate and effective communication in a specific work environment, including: <ul style="list-style-type: none"> <li>▪ Using an appropriate mode of communication <ul style="list-style-type: none"> <li>○ Text</li> <li>○ Phone call</li> <li>○ Email</li> <li>○ Spoken</li> </ul> </li> <li>▪ Speaking clearly and directly</li> <li>▪ Using language appropriate to the situation and the specific job</li> <li>▪ Being assertive</li> <li>▪ Negotiating responsively</li> </ul> </li> <li>• Recognising forms of diversity within a work setting, including: <ul style="list-style-type: none"> <li>▪ Age</li> <li>▪ Gender</li> <li>▪ Race</li> <li>▪ Religion</li> </ul> </li> <li>• Strategies to manage workload, including: <ul style="list-style-type: none"> <li>▪ Time management</li> <li>▪ Priorities</li> <li>▪ Allocating resources</li> </ul> </li> <li>• Identify and solve problems, using a decision making model, as they arise in a work situation</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• The advantage for career development of having basic ICT skills</li> <li>• Use ICT to organise data used in a workplace</li> </ul>
	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• Factors affecting job satisfaction, including:             <ul style="list-style-type: none"> <li>▪ Job security</li> <li>▪ Benefits/compensation/pay</li> <li>▪ Opportunities to use skills and abilities</li> <li>▪ Feeling safe in the work environment</li> </ul> </li> </ul>
9-10	<p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>• Consider the impact of an individual's digital footprint on career development when using social media and/or workplace technology resources</li> <li>• Strategies to enhance self-understanding, including:             <ul style="list-style-type: none"> <li>▪ Self-reflection</li> <li>▪ Seeking feedback from others</li> </ul> </li> <li>• Tools, resources and organisations used to gain work, such as:             <ul style="list-style-type: none"> <li>▪ An individual pathway plan</li> <li>▪ A career portfolio</li> <li>▪ The Apprenti-Centre</li> <li>▪ The Job Guide</li> <li>▪ The Career Centre</li> <li>▪ The Aboriginal Workforce Development Centre</li> <li>▪ My-Future</li> </ul> </li> <li>• Strategies to manage an individual career, including:             <ul style="list-style-type: none"> <li>▪ Recognising achievements</li> <li>▪ Identifying goals in school, social and work settings</li> <li>▪ Predicting consequences of decisions</li> </ul> </li> <li>• Investigate career choices</li> <li>• Create/review own individual pathway plan</li> <li>• Create/review own resume</li> </ul> <p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• How to embed your skills in your job application</li> </ul>
11-12	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>• Methods of responding to a job opportunity, including:             <ul style="list-style-type: none"> <li>▪ Online applications</li> <li>▪ Written applications</li> <li>▪ Verbal applications</li> </ul> </li> <li>• The need to connect and work with others in the workplace</li> </ul> <p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>• Understanding the changing nature of life and work roles</li> <li>• The value of risk-taking in career development</li> <li>• The value of positive thinking on career development</li> <li>• The effects of the global marketplace on personal career development, including:             <ul style="list-style-type: none"> <li>▪ Wider access to local and international job opportunities</li> <li>▪ Increased reliance on technology</li> </ul> </li> </ul>

13-14	<b>Entrepreneurial behaviours</b> <ul style="list-style-type: none"> <li>• The concept of initiative</li> <li>• Benefits of using initiative in the workplace, including: <ul style="list-style-type: none"> <li>▪ Increased empowerment and recognition</li> <li>▪ Increased efficiency</li> </ul> </li> <li>• The benefits of using initiative to create work opportunities</li> <li>• The concept of innovation</li> <li>• Identify examples of innovation in business, including establishing new businesses</li> <li>• Innovation, starting own businesses and creating new products</li> <li>• The concept of personal risk-taking in the workplace, such as, giving an opinion in a meeting</li> <li>• The value of taking appropriate personal risks in the workplace, such as, being recognised for contributions by superiors</li> </ul>
15	<b>CAREERS EXPO- TASK 5</b>

## Semester 2 – Unit 2 – Entry Level Work Readiness

Week	Key teaching points
1–3	<p>Introduction to the unit</p> <p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>• The concept of learning styles</li> <li>• Features of different learning styles</li> <li>• Recognise own preferred learning style</li> <li>• Enhancing ability to learn using own learning style</li> <li>• Use personal values, likes and dislikes and strengths and weaknesses, to assist in making job choices</li> <li>• Consider the range of individual career options linked to own personal profile</li> <li>• The concept that learning experiences can increase career development opportunities and success</li> </ul>
4–7	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• The purpose and content of the National Employment Standards</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>Strategies employers use to provide satisfying workplaces, including: <ul style="list-style-type: none"> <li>Providing training and career progression for employees</li> <li>Providing a safe and healthy environment</li> <li>Providing employee benefits and incentives</li> </ul> </li> </ul> <p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>The importance of work health and safety (WHS) in the workplace</li> <li>Employers expectations of employees to work in a safe way, including completion of the Work-Safe Smart-Move General module</li> </ul> <p><b>Entrepreneurial behaviours</b></p> <ul style="list-style-type: none"> <li>Identify and solve problems within the workplace, including: <ul style="list-style-type: none"> <li>Recognising and taking responsibility for predictable routine problems</li> <li>Recognising when to notify others</li> </ul> </li> <li>Create and innovate solutions to solve problems using strategies, such as: <ul style="list-style-type: none"> <li>Inventing new ideas by adapting existing ideas from other contexts</li> <li>Recognising the potential of a new idea proposed by someone else</li> </ul> </li> </ul> <p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>The concept of work/life balance</li> <li>The concepts of career progression and career development</li> <li>Explore career progression within your preferred pathway</li> <li>The need for an individual's personal profile to align with their career direction</li> </ul>
8–12	<p><b>Gaining and keeping work</b></p> <ul style="list-style-type: none"> <li>The importance of self-promotion in gaining and keeping work</li> <li>Appropriate self-promotion techniques, including: <ul style="list-style-type: none"> <li>Developing a personal statement/profile</li> <li>Building and maintaining a positive image</li> <li>Promoting personal achievements</li> <li>Creating and maintaining a positive online image/digital footprint</li> <li>Using networks <ul style="list-style-type: none"> <li>Physical (social and professional)</li> <li>Online (blogs and tweets)</li> </ul> </li> </ul> </li> <li>Capabilities that are essential for an entry-level job, including: <ul style="list-style-type: none"> <li>Time management (for example, punctuality)</li> <li>Interpersonal skills (such as positive attitude, empathy, tolerance,)</li> <li>Personal attributes (such as honesty, reliability, loyalty, trustworthiness)</li> </ul> </li> <li>Types of job interviews, including: <ul style="list-style-type: none"> <li>Telephone</li> <li>Panel</li> <li>Individual</li> <li>Group</li> </ul> </li> <li>Techniques for addressing selection criteria and interview questions, such as: <ul style="list-style-type: none"> <li>SAO (situation, action, outcome)</li> <li>STAR (situation, task, action, result)</li> </ul> </li> <li>Ways of demonstrating responsibility for own personal learning, including: <ul style="list-style-type: none"> <li>Ensuring skills and knowledge are up to date</li> <li>Identifying future knowledge requirements in order to stay competitive</li> </ul> </li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>▪ Engaging in formal and informal learning experiences</li> <li>• Workplace changes that have consequences for entry-level jobs, including: <ul style="list-style-type: none"> <li>▪ More team-based and collaborative work environments</li> <li>▪ Increased need for social skills in a work environment</li> <li>▪ Increased need for technological competence</li> <li>▪ Reduced dependence on geographical location (for example, more mobile work environments, FIFO)</li> </ul> </li> <li>• Features of employment contracts, including: <ul style="list-style-type: none"> <li>▪ Position</li> <li>▪ Employment status</li> <li>▪ Probationary period</li> <li>▪ Relevant award</li> <li>▪ Remuneration package</li> <li>▪ Hours of work</li> </ul> </li> </ul>
13	Mock job interviews for Task 8
14	<p><b>Work skills</b></p> <ul style="list-style-type: none"> <li>• Considerations when communicating in the workplace, including variations in: <ul style="list-style-type: none"> <li>▪ Content</li> <li>▪ Tone</li> <li>▪ Vocabulary</li> <li>▪ Audience</li> </ul> </li> </ul> <p><b>Career development and management</b></p> <ul style="list-style-type: none"> <li>• Review and update of own individual pathway plan and resume</li> <li>• Create/review own career portfolio</li> </ul>
15–16	<p><b>The nature of work</b></p> <ul style="list-style-type: none"> <li>• The concept of globalisation</li> <li>• The impact of global trends on the workforce, including: <ul style="list-style-type: none"> <li>▪ Social</li> <li>▪ Cultural</li> <li>▪ Technological</li> </ul> </li> </ul>